



# Faculty Senate

**MINUTES OF THE REGULAR SENATE MEETING  
HELD ON APRIL 14, 2023  
HYBRID: 1957 E STREET/STATE ROOM & WEBEX**

Present: President Wrighton, Provost Bracey; Parliamentarian Binder; Acting Registrar Cloud; Senate Office Staff Liz Carlson and Jenna Chaojareon; Deans Feuer, Goldman, Henry, and Riddle; Professors Anenberg, Borum, Briggs, Callier, Clarke, Cordes, Eakle, El-Ghazawi, Feldman, Griesshammer, Grynawiski, Gupta, Kay, Kulp, Marotta-Walters, Mazhari, McHugh, Mylonas, Orti, Pittman, Roddis, Sarkar, Schwindt, Vyas, Wagner, Wilson, Wirtz, Yezer, and Zeman.

Absent: Faculty Senate Executive Committee Chair Tielsch; Deans Ayres, Bass, Lach, Matthew, Mehrotra, and Wahlbeck; Professors Bamford, Gutman, Johnson, Joubin, Kieff, Olesen, Schultheiss, von Barghahn, and Vonortas.

## CALL TO ORDER

The meeting was called to order at 2:03p.m.

## APPROVAL OF THE MINUTES

The [minutes](#) of the March 10, 2023, Faculty Senate meeting were approved by unanimous consent.

## ACKNOWLEDGMENT OF SENATE MEMBERS COMPLETING TERMS (Mark Wrighton, President)

President Wrighton recognized the Senate members who will be completing their terms of service on April 30:

- Columbian College of Arts & Sciences (CCAS): Eric Grynawiski, Alice Alexa Joubin, & Tony Yezer
- Elliott School of International Affairs (ESIA): Nick Vonortas
- GW School of Business (GWSB): Pat McHugh
- Graduate School of Education & Human Development (GSEHD): Sylvia Marotta-Walters
- School of Engineering & Applied Science (SEAS): Kim Roddis
- School of Medicine & Health Sciences (SMHS): Kurt Johnson

## PRESIDENT'S REPORT (Mark Wrighton, President)

Several events recognizing faculty and other members of our community have taken place over recent weeks, as well as achievements that show the progress GW is making. These include:

- The Gill-Lebovic event at the Milken Institute School of Public Health (GWSPH), which launched the Center for Community Health in the Caribbean and Latin America to be led by Professor Carlos Rodriguez-Diaz.
- The GWSB Entrepreneurial Hall of Fame, which recognized a class of outstanding entrepreneurs from the School of Business.
- The Celebration of Scholarships and Fellowships brought together donors and the student recipients of their generosity. Endowment funds remain available for the matching scholarship gift program.
- Giving Day, held from noon on April 4 through noon on April 5 saw 3,200 individuals donating gifts totaling more than \$1.2 million.
- The World Health Summit was co-hosted by GWSPH with the leadership of Professor Adnan Hyder.

Moniker Madness is still underway, with phase two of GW's community engagement activities. There are four finalists—Ambassadors, Blue Fog, Revolutionaries and Sentinels—and the President hoped all watched the videos sent by email and are sharing feedback. The President anticipated bringing a final recommendation to the Board in May and that they would announce the conclusion of this competition after the May Board meeting.

President Wrighton referenced the message he shared with the university community yesterday regarding public safety on campus. This included the update that, after careful consideration, the Board has directed the university administration to develop an implementation plan for arming specially trained GWPD supervisory officers (this represents a hybrid approach to arming GWPD officers in which not all GWPD officers would be armed). The Board's discussion on this topic was already underway at the point President Wrighton joined GW. University leadership has been in communication with the Faculty Senate Executive Committee (FSEC) on this matter, and, given the importance of this faculty body, the President wanted to ensure the leadership hears Senate feedback on implementation.

Referencing the [attached slides](#), the President emphasized several important points regarding this announcement. First, he understood the importance of reviewing in a holistic manner all the ways public safety is strengthened at GW. He noted that, since joining the university, GWPDP Chief Tate and GW's leaders in safety and security have made considerable progress in enhancing campus safety (in areas such as access control, emergency notifications, lockdown capability, officer training and transparency). Much of this good work was completed or underway when President Wrighton joined the university.

The President noted that this latest step is another way to support safety and that the Board believes it is a very important step for several reasons, including:

- The deeply concerning rise in gun violence nationally (140 mass shootings already in 2023);
- The university's densely populated setting and importance of rapid response to life-threatening situations when minutes or even seconds matter most;

- The benefit of having individuals involved in incident response who know the GW campus and community best, and who are solely dedicated to responding to incidents on our campus;
- The need to align with best practices in campus safety, given most comparable universities nationally and within the Washington metropolitan area are armed.

The President emphasized that the Board felt strongly, and he agreed, that it is important that leadership create a review board to provide additional oversight. This will be part of the leadership's implementation discussions. The university leadership wants to gain faculty and broader university community feedback and input on the implementation of its plan, as well as priorities for public safety at the university.

He recognized that some may have strong views about public safety strategy and the need for arming, and he expressed his desire to ensure the implementation is done thoughtfully and safely and considers the input of the community. Leadership will continue to provide updates throughout this process and invites community members to visit [go.gwu.edu/publicsafety](http://go.gwu.edu/publicsafety) for more information.

#### BRIEF STATEMENTS & QUESTIONS/PRESIDENT'S REPORT

Professor Gupta commented that it is good to take steps toward increased security; while he has some qualms about seeing guns on campus, this may be the best course of action. He asked whether there is training for faculty and students on what to do in an active shooter situation while in GW classrooms or offices. He added that he has been at GW for many years and has not seen any kind of training or drills in this area. In addition, he noted that he was not aware of the one-button classroom locking option; he asked what this is and how it is accessed as well as whether there is training on how to use it.

President Wrighton responded that a key lesson from other tragedies is that being prepared and knowing what to do in the event of an emergency is important. The university needs to educate everyone who is in situations where alerts can be transmitted and where spaces can be secured against an active shooter. He added that technology to do so is already in place on campus. He suggested that department heads and Facilities work together to confirm which classrooms have which technologies in place and educate faculty at the department level about these. As a residential university, he noted, GW needs to be prepared for tragedies that can occur and have occurred on campuses around the country. The university must also review and update its procedures regularly. He observed that GW's on-campus population is in constant flux; training on safety measures needs to be part of orientation programs, and the university should be introducing its holistic approach to safety and security.

Professor Wilson appreciated the thought going into this process so far and asked what the relationship is between GW and the District's police force, the Metropolitan Police Department (MPD), in particular how they are coordinated. President Wrighton responded that this is a very complicated environment, given GW's proximity to the White House and other key government buildings. He noted that MPD is armed and can respond to an active shooter incident or to an incident where a gun is presented, while GWPD cannot. This means that MPD would be, in effect, the first real responders in this type of event. However, MPD's population has been declining (from

about 4000 to about 3400 officers), and the mayor has recently raised awareness of this. This will affect response time; in matters requiring seconds or minutes for a good response, this is a concern. GW works closely with MPD, and MPD understands that GW is moving to partially arm GWPD and views this as a positive development.

Professor Wilson followed up, noting that, with respect to officer training, there is concern about the “21-foot rule” which permits the use of firearms if someone is perceived as threatening an officer within 21 feet of that officer. President Wrighton deferred to Chief Tate on the specifics of officer and firearm training but affirmed that a very important part of this training is when to use force or not.

Professor Wagner expressed her deep concern about this decision in terms of process. The decision escalates the presence of weapons on campus, and the lack of discussion about this before the decision was made means that the campus community did not have an opportunity to register their thoughts on this. She also registered a concern about what this will cost, noting that, when thinking about holistic safety programs, the Educational Policy & Technology (EPT) committee continues to hear about the extreme need for more mental health services. With this decision, the university is making a choice to invest in arming GWPD over expanding its understaffed mental health services. This should be part of the conversation around safety and security.

President Wrighton responded that this was already a topic of discussion by the Board in January 2022 when he joined the university; they did not make a snap decision. This was a decision that was thoroughly debated by members of the Board who had concerns that are very similar to those he has heard from GW community members, and the Board considered this matter very carefully. The President added that he himself has advocated that guns be removed from society in the US. He affirmed the need to invest in mental health services for the community; there is a lot of stress among students, faculty, and staff, and more support is required. As implementation of this decision has been discussed, he added, there is an understanding that GWPD needs to be better prepared to work cooperatively with social workers and others who can help through a crisis. The Board itself worked for a number of months on this, including discussion and consultation with an outside firm of distinguished police professionals; the President noted that some Board members were quite skeptical in the long process of reaching this decision. Professor Wagner responded that there is also an in-house firm—the faculty and students—who were not consulted in this process, and the President expressed his respect for this point.

Professor Griesshammer echoed Professor Gupta’s point, noting that he polled around twenty random faculty members and found that no one knew of the existence of a lock button option for classrooms. Faculty need to be able to remember this exists and then find and use it under extreme stress. He appreciated the review board piece of the plan and hoped that this board would not be constituted after the fact but rather that the composition of the board would be locked in ahead of time to avoid any perceptions of bias. He added a final concern—namely that, at present, an unarmed police force uses dialogue as its primary method of engagement and understands itself as a community service and force. If armed officers become part of the GWPD hiring strategy, the philosophy of some members of the force may shift over time. The existence of a firearm changes the nature of the conversation between a student (for example) and a police officer, and he hoped that the leadership would be mindful of the potential change GW may see in its police force as a result of this decision.

President Wrighton responded that Chief Tate is building a police force for a university. He added that, upon his arrival, he asked Chief Tate to send him a daily log of every GWPD deployment, including the location, time, and characterization of an incident (without attaching any names). When looking at these lists, he observed that many responses are false fire alarms resulting in the evacuation of residence halls. Many other responses are non-GW-affiliated individuals experiencing medical issues; GWPD officers have been very helpful in assisting these individuals, and this will not change. GWPD is in service to the university community. He added that many people assume already that GW police officers are armed and that many in the community would be surprised by the communication that they are not. Chief Tate is building a force the university can be proud of and is accountable for that force. Regarding the review board, the President noted that leadership will take suggestions about its membership and confirmed that the board will be in place before officers are armed.

Professor Eakle noted that he has received a range of comments from faculty and will direct those to the website President Wrighton provided. He asked a question about the current policy around locking down GW's main buildings, noting that the practice of locking main entrances seemed to have been a positive thing emerging from the pandemic. He relayed that he teaches in Phillips Hall and has noticed that the main entrances seem to be only intermittently locked and that he feels safer when they are locked.

President Wrighton responded that GW's buildings are now open and operating during the business day. He added that, in consultation with other university officers after the intense experiences of the pandemic subsided significantly and GW returned to in-person instruction, the decision was made to reopen GW's buildings. This decision entails some possible concern, but he believes that the campus overall is safe and secure. He urged all to adopt the "if you see something, say something" approach known well by those who travel extensively. Professor Eakle asked if it would be so inconvenient to continue to use GWorld cards as access in the interest of enhanced security. President Wrighton responded that this is something the GW community can discuss; he noted that, currently, in mid-April, many admitted and prospective students (and their families) are visiting campus. This population does not have GWorld access, but the university would of course like them to be able to experience GW's facilities and to be able to visit faculty offices and classrooms. He expressed that the GWorld system is phenomenal; one thing it allows is for the university to lock down remotely if needed. Professor Eakle observed that this is a matter of balance. The President agreed, and he expressed his preference for being open and operating during the business day.

Professor Wirtz echoed Professor Wagner's comments about process, noting that he knew about this because he was in attendance at the FSEC meeting where this was first discussed (providing GWSB representation when the GWSB member could not attend) and which asked for FSEC confidentiality. He wondered what could be done to open a dialogue around how to engage faculty in crucial decisions being made by the Board and asked where the line is drawn regarding when faculty are included in discussions and when they are not. Mentioning that another situation to be discussed subsequently in today's Senate meeting, in which faculty were simply not included in a discussion, he asked what can be done to facilitate shared governance discussions that will allow faculty to participate in crucial decisions. He recognized that the Board takes ultimate responsibility for decisions such as this, but the Board should not be making such decisions without open consultation. He asked whether President Wrighton could provide some clarification on where the line is drawn for the Board requiring consultation.

President Wrighton responded that this is a big question. He recalled that, when his appointment was announced, he felt quickly that some members of the faculty viewed him with skepticism because there was no faculty consultation about his appointment. From time to time, he noted, the Board needs to move in such a fashion. In this case, the Board determined that they would make this decision and then charge the administration with developing an implementation plan. He relayed that he spoke with FSEC in confidence because he had not yet shared the leadership's implementation plan with the Board itself. He expressed that he wanted the privilege of having the opportunity to tell the Board about the leadership's implementation plan. The meeting was held on April 11, and he noted that FSEC was given about a week to provide additional input after he communicated what he would be presenting to the Board; two of FSEC's nine members did so. He noted that a confidential discussion with 40 members of the Senate is more difficult than with a smaller FSEC group. He stated that he did not know exactly how to draw this line regarding consultation but, in responding to the Board's charge to prepare implementation plan, had alerted FSEC in February that this was an issue that the Board was discussing.

Professor Gore echoed Professor Wirtz's concern. That said, and setting it aside for the moment, she expressed her agreement with the decision, even coming from someone who dislikes guns so intensely that she is viscerally afraid of them after having been in an active shooter/hostage situation involving a gun when she was younger. She relayed noticing very clearly upon her arrival at GW that the campus police force was not armed and noted that she feels safer on a campus with armed officers. In her view, the approach communicated by the leadership seems very thoughtful and balanced. She noted that some recent shootings are taking place in gun-free zones, likely at least in part because shooters know that no one there will be armed and therefore able to fire back. Armed campus police officers can serve as a deterrent, but, with that said, the odds are high that a faculty member or student will be the first individuals to see something. She emphasized the need for extra training, observing that, when in a stressful situation, an individual falls to their lowest level of training because they are in shock. Everyone on campus needs to know what to do in response and how to do it. She referenced an earlier situation in the School of Business involving someone on campus with a gun; this led to training within the school, and training like this should be provided down to the department level.

President Wrighton expressed his appreciation for Professor Gore's perspective and comments. He noted that he does not want to restrict debate and discussion on this topic but would also like to respect the full agenda still ahead today. He asked Senate members to be mindful of not repeating previously stated concerns when commenting.

Professor Yezer suggested that it would be helpful to post notices on building entrances indicating when doors will be locked. He mentioned that his text on the economics of crime is the best-selling textbook on this topic and includes chapters that are extremely relevant to this topic. He commented that, a number of years ago, he worked with a student interested in the effect of arming campus police. With universities that have done this and then reversed course, it is possible to estimate a two-way fixed effects model on this, and the student found a small negative effect on crime from arming police. However, he noted, that study needs to be redone. He stated that he would redo this exercise this summer to obtain some statistical evidence on this. Finally, he noted, there is GW faculty expertise on this topic, and the work he now proposes doing could have been done ahead of the Board's decision instead of following it.

President Wrighton noted that, as president and chancellor, one of the most difficult conversations he ever has is with a parent whose child passes away at college. Everyone who comes to the university should be able to return to their home just as they arrived, and these events that take lives are extremely painful. He has had to talk with parents soon after they have lost a son or daughter, and it is extremely difficult. He stated that he, as president, would not like to be in the position of being asked why campus police did not respond when they are so close by; it would be painful, to say the least, to respond that GWPD cannot respond to active shooters. Inasmuch as GW is partnered with MPD, the university hopes that they will be able to respond. However, they are farther away, and GW would probably not be the highest priority in a more complicated security scenario. This is a very complex situation, and he appreciated all the comments being shared today.

Professor Grynawski noted that, in his brief interactions with Chief Tate, he has had nothing but great experiences. With that said, he has talked with a number of students, all of whom feel less safe as a result of this decision. He noted that he teaches a class on anxiety, and topics of safety and security come up often. Two cases are described frequently: 1) an active shooter situation—the university has spent a lot of money hardening its campus to have the ability to lock down rooms and buildings quickly, and there are possible models that would allow for rapid response by campus police; and 2) responding to events like the recent Canada Goose robberies with guns, which is more alarming to these students. There is grave concern from students who feel marginalized, victimized, and more likely to be profiled. These students do not feel that they were heard as part of this decision process. Given the national conversation about policing and with all due respect to the Board, it seems tone-deaf not to have included those voices in the course of making this decision.

President Wrighton acknowledged these concerns, noting that most of the GW community is familiar with the makeup of the Board. GW has a very diverse group of trustees, including people of color; the Chair and Vice Chair of the Board as well as the Chair of Nominating and Governance are Black. This issue was one of several that the Board discussed at length; ultimately, this issue hinges on having a great police force. GWPD itself is quite diverse, and Chief Tate knows very well the issues around profiling. GW has an extraordinarily diverse community of students, faculty, and staff. This is a very important issue for GWPD. A university police force is very special, dealing with a large population that is still maturing and is in the position of helping over enforcing. The university needs a police force that knows the community; GWPD, for example, knows the difference between Thurston & Mitchell Halls, whereas MPD would not.

Professor McHugh clarified the interaction with FSEC in engaging about this decision. He noted that FSEC members engaged in a very extensive discussion about this topic at its March 31 meeting; the assumption then was that FSEC's recommendations and points would be carried through to the administration and the Board, and this input represented far more than the post-meeting emailed input of two FSEC members the President mentioned earlier. President Wrighton responded that he stood corrected and in fact did use much of the fulsome, constructive discussion in that March FSEC meeting to draft his report to the Board. Professor McHugh added that the Board's decision was a done deal by the March 31 FSEC meeting; the discussion held with FSEC was entirely about implementation.

Professor Sarkar noted that today's discussion has helped him form an opinion on this matter. He stated that his heart sinks with every report of a mass shooting and that he felt the weight of the President's comment on speaking with parents whose child has died at college. A revulsion to guns in a campus space leads most people to recoil, but there is a reality forcing difficult conversations.

The Board should be mindful of process, letting the community know that these deliberations are going on, even while confirming that the final decision will rest with them will calm the high emotions around this topic. He hoped that leadership might bring this message to the Board.

President Wrighton noted that he would share a report on this meeting with the Board. The next opportunity for him to do so will be on April 24, and he invited anyone to send him an email with specific points they would like him to communicate to the Board. The President noted that he is a member of the Board and has a vote on everything except his own compensation. He added that he will also have a discussion with the full Board on his own at the end of the May Board meeting. He thanked FSEC for holding his requested confidence; the FSEC discussion was extremely constructive, and the discussion this afternoon has been similarly so. He noted that it is difficult to make decisions and to have discussions when members of the media are taking photographs, as happens during Senate meetings. He suggested that the Senate consider having a regular executive session, free of anyone other than Senate members; he thought his successor would likely value this and that it would be good to be able to have meetings among the leaders of the academic enterprise—the faculty—on some topics in confidence.

Professor Wirtz requested clarification on this point, noting that the President can make a motion for an executive session, as can any Senate member. President Wrighton responded that, as such a motion requires a Senate vote to proceed, he didn't want to risk asking for an executive session and losing the vote. He suggested that an executive session might be a regular piece of Senate meeting planning, even if not used at every meeting, where the administration can talk with the Senate more privately.

RESOLUTION 23/8: On Defining Representation of the College of Professional Studies in the Faculty Senate (Guillermo Orti, Co-Chair, Professional Ethics & Academic Freedom Committee)

Referencing the [attached slides](#), Professor Orti introduced the [attached resolution](#), which comes in response to a charge to the Professional Ethics & Academic Freedom (PEAF) committee this year; he moved its consideration by the Senate.

Professor Wirtz stated that he understood the thesis that the College of Professional Studies (CPS) is the only school not enjoying Senate representation and can argue that point. However, he noted that there is a different point that needs to be considered; namely, that a whole constituency of faculty is not collectively represented on Senate at all in a voting capacity; CPS faculty constitute just one particular component. This constituency is the group that goes by different names in different schools—they are known in CCAS, for example, as “contract faculty” and do not include adjunct or part-time faculty but do include non-tenured regular faculty and specialized faculty, both formally defined in the *Faculty Code*. He pointed out that these two groups of full-time faculty do not share the same representation that the tenured faculty do, and they have a lot of shared components to their existence. They are not tenured, but they are full-time members of the faculty. In that sense, they represent an important part of a constituency with a common bond that is not shared with tenured faculty members. He noted that his concern with regard to this resolution is that it seems to be isolating one sub-group of this larger constituency. He proposed that the Senate not isolate this good resolution only to CPS faculty but generalize it to allow for contract faculty representation more generally. This would not preclude CPS faculty from being elected Senate delegates but would be more inclusive of all contract faculty at the university. He stated that he was prepared to offer a



formal amendment to this effect at the appropriate moment if there is general agreement within the Senate that this way forward makes sense.

Professor Cordes asked to clarify whether the inclusion of CPS as a school was something that was required by the *Faculty Organization Plan*, meaning that the Senate would be out of compliance with its own bylaws. Professor Orti confirmed that this is not the case.

Professor Feldman appreciated the reference to the broader community of non-tenured faculty—including tenure-track faculty who cannot serve as they are not yet tenured. All faculty should be represented on the Senate through the elected Senate membership of their schools; arguably, contract faculty in each school are represented on the Senate by their Senators who are members of that school and bring to the Senate the views of that school. Senate representation by school ensures that the unique perspectives of each school are brought to the Senate. She acknowledged a broader question about whether the ability to serve on the Senate should be expanded to larger groups but did not think that the question of CPS representation on the Senate is the same as that broader question. If the goal is to make sure that faculty in CPS have a voice in the Senate, she stated, then the resolution needs to be in this form. There is a larger, separate conversation to have about expanding representation beyond the tenured faculty.

Professor Orti concurred with Professor Feldman's statement, noting that existing Senate members should be representing all the faculty in their units; CPS is the only school without any representation for its faculty at present.

Professor Eakle appreciated the present conversation, particularly as it mirrors some of the conversations in the District. Pertaining to voting rights, he asked why the same exemption outlined in the *Faculty Organization Plan* for the SMHS and the School of Nursing (SON) might not be extended to CPS as well, giving them voting rights instead of delegate privileges. Professor Orti responded that the discussion in PEAFF focused on ensuring that delegates did not find themselves in an uncomfortable position where their nontenured status could imperil their job security. Professor Eakle asked if SMHS representatives who are not tenured indeed feel they are in an uncomfortable position. Professor Wirtz noted that the exemption for SON ended when they achieved tenured-faculty levels supporting the election of tenured Senate members. Professor Orti added that, per the resolution, voting rights for CPS delegates would be revisited three years after seating the first CPS delegates. Professor Eakle asked why a three-year waiting period is necessary. Professor Orti responded that this window allows time to see how this change in membership goes, given that it is uncharted territory for the Senate. Professor Eakle pointed out that a lack of voting rights means that the delegates would not have full privileges.

Professor El-Ghazawi noted that it appears there is some inconsistency about how schools are represented on the Senate, and this question should be investigated later, but he agreed that all schools should be represented on the Senate. The resolution's solution is reasonable as it provides some protection to untenured CPS faculty serving on the Senate. He expressed his sense, however, that there is some inconsistency at the FSEC level, where the CPS delegate would have voting rights. He suggested that the nonvoting status of the CPS delegate be extended to its FSEC representation as well.

Professor Grynaviski thanked Professor Orti for his very helpful presentation. He observed that, currently, the only exemption for nontenured representation in place is for SMHS. He asked

whether PEAFF looked at other schools for the best national standards in this area. He raised a second issue—namely, that there is a wide variety of contract faculty at GW who make valuable contributions to the university. These faculty members often have a different view than the tenured faculty for a number of reasons—they tend to be very student-centric and working closely with the undergraduate population. In his view, a good FSEC should represent the faculty interest as well as the educational mission of the university. The current resolution and Senate membership more generally considers representation by school instead of for the faculty as a whole. He suggested that it is a disservice to CCAS faculty to think about adding a representative to FSEC that precludes direct representation of all contract faculty by limiting that representation to CPS. However, he wondered whether overstuffing FSEC to try and correct a number of problems of representation might create problems and make it unwieldy and ineffective.

Professor Griesshammer noted that, nationally, there is every Senate model imaginable, from some representing everyone and having no power to some representing very few and having a great deal of power. The GW Senate can't rely on a national template (as one does not exist) but rather needs to find its own solution for its own situation. GW has a strong senate, and the faculty has a significant voice in the shared governance model; this has been accomplished through tenured faculty representing all faculty in their schools. Models including both tenured and nontenured faculty necessarily change how the Senate operates. He observed that the present resolution is trying to solve one particular problem. He pointed out that the Senate is at the moment discussing CPS without anyone from CPS having floor rights to speak; the school presently has no mechanism to bring its concerns and issues to the Senate floor. The bigger conversation being raised about contract faculty representation—and other possible ways of improving the Senate—is a longer-term discussion.

Professor Marotta-Walters spoke in favor of resolution as presented without discounting the value of Professor Wirtz's concerns with regard to contract faculty writ large. The resolution as it currently exists speaks to the one unit that has not been represented and has no voice. The outlined protection for nontenured faculty—allowing a vote in one place and not another—overrides the need for consistency across the schools. She suggested that the broader issue of contract faculty representation be taken up in the next Senate session.

Professor Wilson spoke in favor of resolution as presented and asked why, given the *Faculty Code* requirement for a certain percentage of the GW faculty to be tenured, there shouldn't be tenured faculty in place in CPS among its permanent faculty.

Professor Wagner asked what Professor Wirtz's potential amendment would look like in order to better inform the present discussion and how it would accommodate the concern about CPS representation within the broader contract faculty group. Professor Wirtz responded that he would add an opening sentence defining "contract faculty" and then change all CPS references in the resolution to "contract faculty." Professor Wagner asked whether this would include a quota requiring that one of the two delegates be from CPS. Professor Cordes asked how someone from CPS would be elected to the Senate under a broader contract faculty mechanism as the election procedures take place in the schools. Professor Wirtz responded that the Vice Provost for Faculty Affairs would generate a list of all the faculty defined in the *Code* as full-time nontenured or specialized faculty, which would encompass every full-time member of the CPS faculty. This group would then elect two delegates under the resolution. Professor Cordes noted that, under this exercise, it would be possible for both contract faculty representatives to come from a single school.

Professor Orti asked how this would address CPS representation in the Senate. Professor Wirtz responded this becomes the critical question. He noted that, right now, there are a couple of faculty members in CPS who are extremely active contributors to Senate committees. This is wonderful and extremely welcome, but it does not seem to require that it be restricted to CPS. CPS may not always have the same level of investment they currently do, and broadening this would ensure that contract faculty are more broadly represented in that event. He noted that he sees the issue as less about CPS as a school than about contract faculty as a general category to be represented.

Professor El-Ghazawi expressed his concern is that this change would represent a fundamental change to how the Senate is composed, which is based around the school units and not faculty segments. As Professor Griesshammer noted, this would require a larger, more extensive debate.

Professor El-Ghazawi then proposed an amendment to make the CPS representative to FSEC nonvoting in order to be consistent with CPS Senate representation. The amendment was seconded. The specific amendment would be to Section 6/a of the resolution's appendix, changing the word "including" to "excluding."

Professor Griesshammer pointed out that FSEC operates on consensus and doesn't hold actual votes except in the case of nonconcurrences, which are already restricted to faculty with ranks higher than the nonconcurrence under consideration. In addition, non-Senate faculty members already have voting rights in every Senate committee.

Professor Gupta stated that it is nice to know that FSEC traditionally operates by consensus, but the clarification in the proposed amendment is important in the event FSEC does ever need to take a vote. He expressed his support for the amendment. Professor Cordes concurred with this point. Professor Orti pointed out that FSEC votes are not public, while Senate votes are.

A vote on the amendment passed, 18-8, after unanimous consent was not obtained.

Professor Orti pointed out the need for a technical correction to this Appendix section 6/a following the amendment, adding FSEC to the last sentence (following "in regular and special meetings of the Faculty Senate...")

Unanimous consent was requested and obtained for the amended resolution.

#### REPORT: Salary Equity Review (Emily Hammond, Vice Provost for Faculty Affairs)

Vice Provost Hammond presented the [attached annual report on the university's salary equity review](#). They provided a shorter version of the background provided historically in the interest of time and then reviewed an example of the model before turning to specific school data on the equity review conducted by Faculty Affairs and strategic directions around addressing salary equity issues.

Professors Wirtz and Gupta asked how it happens that sometimes there are more adjustments than outliers in a given school. Vice Provost Hammond responded that deans will sometimes engage in their own market analyses and work with the administration to make market-based adjustments. In addition, they will bring forward any equity concerns apart from the outlier review that they may have.

Professor Wagner asked about the situation in CCAS leading to 31 outliers with only six adjustments. Vice Provost Hammond responded that CCAS is more complicated, with three separate groups of data investigated in this review. The differences are smaller when looking across those groups, but they also noted that CCAS is the school with the most faculty. They indicated that, taking absolute faculty numbers into account, the numbers are not as stark as this summary would indicate. Vice Provost Hammond added that many of these situations include people who haven't been performing for many years, and this can compress salaries over decades.

Professor Griesshammer asked whether the funding for equity adjustments comes from the usual salary merit pool allocated to the deans, and, if so, if this is one reason why adjustments can't be fully corrective of an inequity in one year. Provost Bracey responded that funds for equity adjustments used to come from that year's authorized merit pool but no longer come from that pool. Central is now allocating an additional 0.5% beyond the allocated merit pool for equity and retention adjustments; this 0.5% is tracked centrally in the Faculty Affairs office. He noted that there are not too many instances where the amount of equity adjustments needed exceeded the available funds for those adjustments. This was more the case several years ago, but the pool is now ample for equity adjustments and retention packages annually. Professor Griesshammer followed up, asking if these still represent funds from a school's defined budget as opposed to an increase to the school's overall budget. CFO Fernandes responded that the 0.5% for equity adjustments and retentions is already included in the schools' allocation for increases and should be able to cover the majority of outliers. Professor Sarkar asked whether the equity adjustment makes the effective merit pool 2.5% instead of 3%. Provost Bracey responded that this is not the case.

Professor Wirtz noted one potential flaw in the equity analysis. He observed that an analysis of time in rank and salary shows individuals scattered around a regression line. This should identify someone in need of an upward adjustment, but high-salary superstars shift that line such that some individuals are no longer viewed as being underpaid. He wondered whether eliminating the superstar salaries when doing this analysis would prevent this. Generally, however, he noted that he contributed to the development of the methodology and is overall pleased with it. Vice Provost Hammond responded that this is one reason why conversations with the deans beyond the numbers are very important.

Professor El-Ghazawi observed that many individuals perform consistently well over a period of many years. However, when allocating increases, schools will often give more than the average allocation to encourage young up-and-coming faculty. The result is that the salaries of top performers are pulled down, which sends a bad message. Vice Provost Hammond appreciated this point and responded that merit should always be a variable in these conversations, as should other ways deans can demonstrate approval for top performers.

Professor Yezer asked what qualifies as an adjustment under this review. Noting that departments are constantly battling external offers from other universities, he asked whether retention offers are considered as a separate element or as an equity adjustment. Vice Provost Hammond responded that funding for retention offers comes from the same pool made available to the deans as funding for equity adjustments. Faculty with salaries reflecting a retention adjustment are factored into the equity equation under their new salary amount. Professor Yezer observed that a faculty member very appropriately has two bites at the apple when it comes to potential increases: 1) an outside offer that could be used as a bargaining point for a retention adjustment; and 2) an equity adjustment from this model. Provost Bracey noted that a third bite is the opportunity for a merit increase annually.

Professor Yezer noted that he perceives this as good news for faculty and their opportunities for compensation adjustments.

Professor Cordes observed that, a few years ago, the merit pool was 3% and that deans withheld 1% for adjustments and gave 2% to the chairs for true merit. Now, in addition to the 3% merit pool, 0.5% has been allocated as an equity/retention pool. The process has therefore changed to give deans more funds to apply to increases. Provost Bracey confirmed this, adding that merit adjustments and retention/equity adjustments are tracked separately.

Professor Griesshammer posited that, if the Provost decrees that there should be a 10% increase in salaries, and someone else decrees that the overall budget does not change, then every school has to find the appropriate 10% from the rest of its budget. With the knowledge that an enormous piece of a school's budget is faculty compensation, this would represent a huge dip into the non-faculty salary piece of the budget. Therefore, when making these adjustments in a model where schools are already close to the line, budget-wise, he asked whether GW can afford adjustments on a school-by-school level without additional support coming from the central budget. Provost Bracey responded that many transfers go in and out of budgets, but that there is indeed ultimately a finite amount of money available to the university to run the enterprise. If the pie doesn't grow as well, then some additional funding would need to be allocated to cover additional salary adjustments.

UPDATE: FY23 Budget and FY24 Budget Planning (Joe Cordes & Susan Kulp, Co-Chairs, Fiscal Planning & Budgeting Committee)

Professor Cordes presented the attached [report on the university budget](#), recapping FY23 financial results, providing finance and budget updates for FY23 as well as on FY24 budget preparation, and reviewing some basics of the university budget model. He noted that the university's efforts around expense reduction have shifted the FY23 forecast from a projected deficit to a modest surplus.

Professor Wirtz asked about the current projections for the Medical Faculty Associates FY23 performance. CFO Fernandes responded that the loss parameter for the MFA reported in this presentation hasn't changed, and the existing loan is expected to be sufficient, with \$175 million of the \$200 million line having been borrowed. He added that volumes and revenues have improved substantially in the month of March. Professor Wirtz asked whether there has been any action on the sale of the M St building. CFO Fernandes responded that the university is engaging in a due diligence process now and that there will be more to say about this next month; the Board Committee on Finance & Investments meets on May 12.

Professor McHugh observed that there seem to be strong incentives for schools to offer programs online and in the summer. Professor Cordes agreed, adding that the treatment of summer tuition is a little odd as it sometimes appears to divert students from fall and spring enrollments. Professor McHugh pointed out that these offerings can help keep students at GW instead of taking courses at institutions closer to their homes during the summer.

#### INTRODUCTION OF RESOLUTIONS TO BE REFERRED TO COMMITTEE

No new resolutions were introduced at the meeting.

## GENERAL BUSINESS

- I. Election of the 2023-2024 Faculty Senate Executive Committee  
Professor Feldman's nomination as Executive Committee Chair was approved by unanimous consent. Following this approval, the balance of the proposed Executive Committee slate was approved by unanimous consent. The approved roster is [attached](#).
- II. Appointment of the Dispute Resolution Committee Chair  
Professor Schaffner's appointment to continue as Dispute Resolution Committee Chair was approved by unanimous consent.
- III. Senate Standing Committee Reports  
Annual reports from the following committees have been received:
  - [Appointments, Salary, & Promotion Policies](#)
  - [Educational Policy & Technology](#)
  - [Libraries](#)
  - [Physical Facilities](#)A memo from the Appointments, Salary, and Promotion Policies committee on course recordings (included with the posted agenda) was also recognized and is [attached](#) to these minutes.
- IV. Report of the Executive Committee: Professor Jim Tielsch, Chair  
As Professor Tielsch is traveling, Professor Marotta-Walters delivered the [attached](#) report on his behalf.
- V. Provost's Remarks  
The Provost's remarks are [attached](#).

## BRIEF STATEMENTS AND QUESTIONS

Professor Wilson asked about the change in leadership in the School of Nursing that led to Interim Dean Johnson's appointment. Provost Bracey responded that there have been ample messages and articles about Dean Fu, who stepped down from the position.

Professor Wagner, on behalf of the Educational Policy & Technology (EPT) committee and her co-chair Irene Foster, noted that all were taken aback by today's issuance of AI guidance as the committee did not have a chance to look at it before it was issued. She pointed out that the committee could have played a much fuller role in providing feedback on the draft guidelines. Vice Provost Brand responded that he did email the draft guidelines to Professor Wagner as well as to Professor Schultheiss; he acknowledged that Professor Foster was not included on this email. Professor Wagner noted her error in not seeing this email and offered the hope that all can do better on consultation in the future. Professor Wirtz confirmed that, as a member of EPT, he was not part of any deliberations on this matter.

ADJOURNMENT

The meeting was adjourned at 5:35pm.



# Faculty Senate

## Departing Senators April 2023

### CCAS

Eric Grynaviski  
Alice Alexa Joubin  
Anthony Yezer

### ESIA

Nicholas Vonortas

### GWSB

Patrick McHugh

### GSEHD

Sylvia Marotta-Walters

### SEAS

Kim Roddis

### SMHS

Kurt Johnson



THE GEORGE  
WASHINGTON  
UNIVERSITY  
WASHINGTON, DC

# Reimagining Public Safety

April 14, 2023



# Campus Safety and Security Enhancements

- Pre-loaded “push button” system to enable immediate campus notification of urgent emergencies
- Push-button door lock system inside classrooms enable faculty or a student to lockdown the classroom and send automatic notification of lockdown to GWPD
- GWorld access controls enable police to lock down any portion of the three GW campuses
- Robust security cameras that can be monitored in real time

# Arming Specially Trained GWPD Supervisory Officers Better Ensures Campus Safety

- Unarmed officers cannot respond when a weapon is in play.
- Minutes matter
  - GWPD are already on the campus
  - GWPD *know* the campus – outside and inside

# Safeguards

- Body-worn camera requirement for all officers
- Dash cameras for all vehicles
- Training enhancements, including de-escalation and implicit bias
- Review board

# FAQs, Updates, and Feedback Form

[go.gwu.edu/publicsafety](https://go.gwu.edu/publicsafety)

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THE GEORGE  
WASHINGTON  
UNIVERSITY

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WASHINGTON, DC



Faculty Senate

**A RESOLUTION ON DEFINING REPRESENTATION OF THE COLLEGE OF  
PROFESSIONAL STUDIES IN THE FACULTY SENATE (23/8)**

Senate Standing Committee on  
**Professional Ethics & Academic Freedom**  
**(PEAF)**

14 April 2023

**REQUEST INFORMATION**



# ACHIEVE YOUR CAREER AMBITIONS

*Taught by professionals, for professionals.*



# CPS Overview

Founded in 2000, GW's College of Professional Studies (CPS) was created to catalyze innovative learning experiences through interdisciplinary academic programs taught by applied researchers and leading industry experts to serve a diversity of adult learners and make a social, economic & political impact.

# One College of Professional Study

## *Five Locations*



Arlington Center



Virginia Science  
& Technology  
Center in  
Ashburn



Foggy Bottom HQ



Alexandria Center



Hall of States Near  
Capitol Hill

## One College of Professional Study

### Three CPS Sub-Brands



### Graduate School of Political Management

Founded in **1988**, GSPM is the first and foremost school of **applied politics, advocacy, and communications**.

**#1 graduate alma mater, the most staffers on Capitol Hill.**



### Center for Excellence in Public Leadership

Founded in **1997** with a mission to **develop public leaders** who make a positive difference in their organizations and for the people they serve. CEPL offers executive education, coaching, non-credit certificates and certifications, and customized programs to local governments and Federal agencies and employees.



### Cyber Academy

Facilitates engagement with public and private partners in the fields of cybersecurity and infrastructure protection. Its faculty conduct **applied research** and lead CPS's cybersecurity degree programs.



[REQUEST INFORMATION](#)

**The College offers more than 20 graduate and bachelor's completion programs** that are designed for working professionals who want to start, change, or advance their careers. Programs draw from multiple academic disciplines and are delivered in flexible formats: face-to-face, online or a blend of both.



**4 bachelor's degree completion programs**



**5 master's degree programs**



**5 graduate certificate programs**

Master's | Bachelor's Completion | Graduate Certificates | non-credit programs

# Academic Degrees and Executive Education

Programs  
offered in  
English



## Bachelor Completion

Cybersecurity,  
Homeland Security,  
Info Systems,  
Paralegal Studies



## Master's Degrees

Cybersecurity, Homeland Security, Legislative Affairs, Political Management, Publishing, Strategic Public Relations, Sustainable Urban Planning



## Master's Degree

*Comunicación Política y  
Gobernanza Estratégica*

Programs  
offered in  
Spanish

## Executive Education

Custom programs – from workshops to professional certificates in areas of GSPM faculty expertise, and government programs by CEPL



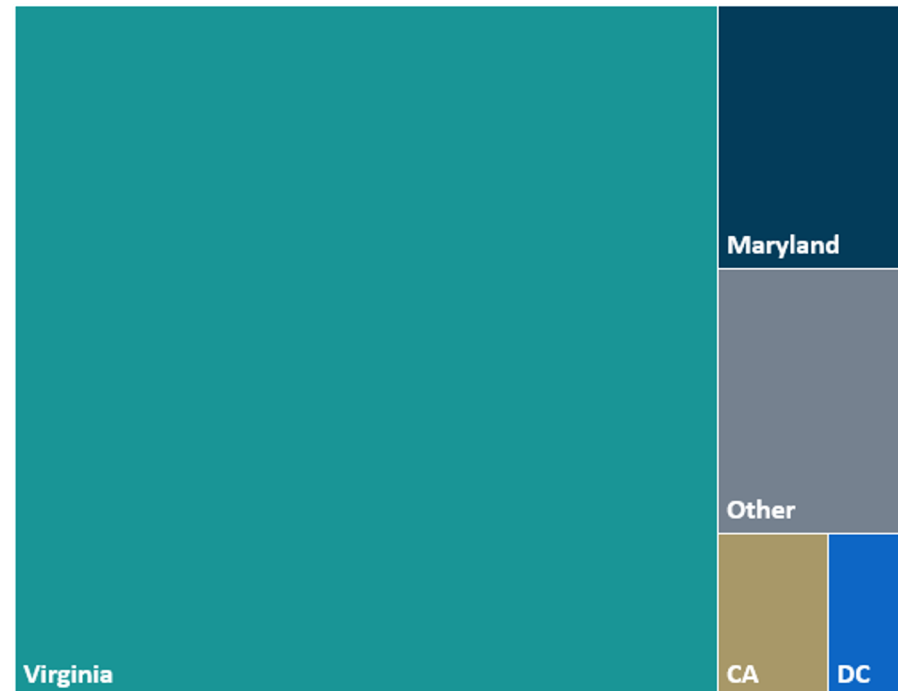
## Enrollment Trends

### *CPS Attracts a Diverse Student Population*

- ~30% of the CPS student population is a member of an **underrepresented minority** group in higher education.
- ~8.5% are **international students**, mostly from Latin America.
- CPS student body remains at relative gender parity.
- **Total of 842 students** enrolled this semester (MS and undergrads).
- **Credit hour production ~ 6500.**

### *CPS Undergrad Students are Mostly Local*

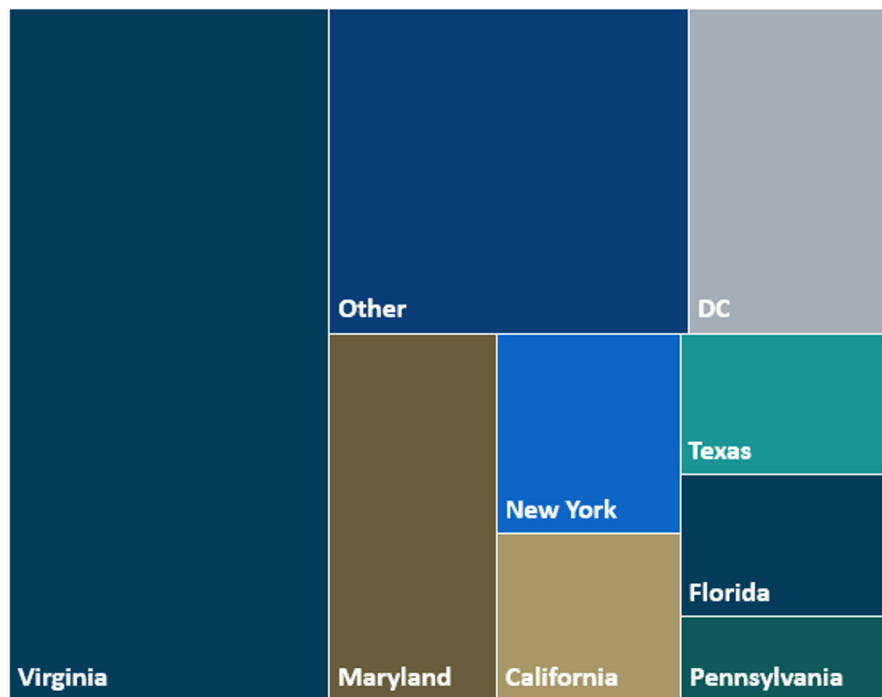
UNDERGRAD STUDENTS BY STATE



## Enrollment Trends

### *CPS Grad Students Drawn from Across the Nation*

GRAD STUDENTS BY STATE



- A little over half (57%) of CPS graduate students live in the DMV area.
- The majority (81%) of CPS graduate students live either in the DMV or one of the five most populated US states.
- Our online graduate offerings make this reach possible.



# CPS Dean's Council \*

Name	Affiliation
Elizabeth Vaquera	CCAS
Ellen Scully-Russ	GSEHD
Forrest Maltzman	CCAS (Dean's Rep)
Heidi Bardot	CCAS (Dean's rep)
Hugh Agnew	ESIA
<b>Liesl Riddle</b>	<b>Dean, CPS</b>
Natalie Houghtby-Haddon	CPS (Dean's Rep, Chair)
Rumana Riffat	SEAS
Sandra Whitehead	CPS (Faculty Rep)
Subhasish Dasgupta	GWSB
Todd Belt	CPS (Faculty Rep)



# CPS Faculty

**No tenure-track positions at CPS.** This is “by design,” to be nimble and flexible, a condition specified in the **CPS Bylaws** and consistently imposed by every Provost.

**Currently, there are 17 regular full-time faculty**, of whom 12 are eligible as Senate Delegate under the proposed resolution (>3 years of service at GW, Associate or Full Professors)

**More than 150 Adjunct faculty** teaching in CPS/GSPM programs, including more than 100 high ranking current and former officials in federal government, law enforcement, cyber security, media, and corporations.

**CPS is a fully accredited, degree-awarding institution, as defined by the FOP**

**Faculty are members of the Faculty Assembly**

**But they do not have Senate representation\***

\*other than service in Senate Committees



Faculty Senate

A RESOLUTION ON DEFINING REPRESENTATION OF THE COLLEGE OF  
PROFESSIONAL STUDIES IN THE FACULTY SENATE (23/8)

## Therefore...

- **Add 2 Delegates from CPS with no voting rights** to give CPS a voice in the Senate. Eligibility requires at least three years of full-time service to the University and having attained the rank of Associate Professor or higher.
- One of the CPS Delegates shall be elected to serve at the **Faculty Senate Executive Committee (FSEC)**

...

**Why 2 Delegates?** Smaller burden to attend each time -- lone CPS member would also have to be on FSEC -- lots of work. **Over-representation of CPS?** Senate representation is *not* proportional-by-number, but reflects relative weights, imperfectly. \*Limited goal\*



Faculty Senate

A RESOLUTION ON DEFINING REPRESENTATION OF THE COLLEGE OF  
PROFESSIONAL STUDIES IN THE FACULTY SENATE (23/8)

- **CPS Delegates shall have voting rights in the Faculty Senate committees on which they serve, including the FSEC.\***
- **The lack of voting rights in regular and special meetings of the Faculty Senate shall be reviewed within three years after seating the first CPS Delegates.**



Faculty Senate

A RESOLUTION ON DEFINING REPRESENTATION OF THE COLLEGE OF  
PROFESSIONAL STUDIES IN THE FACULTY SENATE (23/8)

## **Timeline, if this resolution is approved by the Faculty Senate today**

1. **Will go to the Faculty Assembly** in October 2023 (likely consolidated with other FOP changes already approved or to be approved; needs 2/3 vote for approval in Assembly).
2. **Board of Trustees** needs to approve, likely May 2024.
3. **Election of CPS Delegates** not likely before September 2024.



**A RESOLUTION ON DEFINING REPRESENTATION OF THE COLLEGE OF PROFESSIONAL STUDIES IN THE FACULTY SENATE (23/8)**

**WHEREAS**, the College of Professional Studies (CPS) was established in 2000 as a degree-granting academic unit of the George Washington University;

**WHEREAS**, over the past 23 years CPS has served non-traditional students and working professionals through both graduate and undergraduate degree programs offered both in person and online, thereby extending a George Washington University education to those who might otherwise not be able to access one;

**WHEREAS**, the Faculty Senate acknowledges the substantial contribution and commitment of the CPS faculty to the educational and scholarly betterment of the University and their exemplary service on Faculty Senate Committees in prominent roles;

**WHEREAS**, from its establishment the entire College of Professional Studies full-time faculty have been restricted from receiving tenure;

**WHEREAS**, the members of the Faculty Senate are required by the *Faculty Organization Plan* (Article III. Section 2(a)(3)) to have tenure, thereby preventing the faculty of CPS from serving in the Faculty Senate with the consequence that they are substantially excluded from participating in the shared governance of the university;

**WHEREAS**, the *Faculty Organization Plan* does make an exception to the tenure requirement for faculty of the School of Medicine and Health Sciences (Article III. Section 2(a)(3)), stipulating that “Regular Faculty with non-tenure track appointments shall be eligible to serve in the Faculty Senate, provided that such Regular Faculty shall have completed at least three years of full-time service to the University and shall have attained the rank of Associate Professor or higher...”;

**WHEREAS**, the full-time faculty of CPS are regular full-time faculty, non-tenure track, as defined in Section I.B of the *Faculty Code*, and are eligible to hold the rank of Associate Professor or higher;

**WHEREAS**, without tenure, CPS faculty may not be protected from undue pressure or influence to vote in a particular way on matters before the Faculty Senate; and

**WHEREAS**, the Faculty Senate considers the representation of CPS faculty in the Faculty Senate as important, without voting rights but otherwise with all rights, privileges and responsibilities of Regular Faculty members of the Faculty Senate;

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

- (1) That the *Faculty Organization Plan* be amended as set forth on Exhibit A attached to this Resolution, conditional upon the adoption of such amendments by the Faculty Assembly;
- (2) That the President, as Chair of the Faculty Assembly, is petitioned to place on the agenda for the next meeting of the Faculty Assembly a resolution to adopt the amendments to the *Faculty Organization Plan* set forth on Exhibit A attached to this Resolution;
- (3) That, upon adoption by the Faculty Assembly, the President is requested to forward those amendments to the *Faculty Organization Plan* for final approval by the Board of Trustees, making any technical corrections necessary to make them consistent with the recommendations of Senate Resolution 23/6, if adopted at the same Faculty Assembly; and
- (4) That the Faculty Senate respectfully urges the Board of Trustees not to approve any changes to the *Faculty Organization Plan* that are different from the amendments adopted by the Faculty Assembly without further consultation with the Faculty Senate and concurrence by the Faculty Assembly in keeping with the University's unbroken tradition of collaborative shared governance.

Professional Ethics & Academic Freedom Committee  
February 21, 2023

Adopted as amended by the Faculty Senate  
April 14, 2023

## Exhibit A

### THE GEORGE WASHINGTON UNIVERSITY FACULTY ORGANIZATION PLAN

#### Art. III The Faculty Senate

##### SECTION 2. ORGANIZATION

###### (a) *Membership*

...

(3) The faculty members of the Senate shall be elected by and from their faculties as follows: The Columbian College of Arts and Sciences, 11 seats; the Graduate School of Education and Human Development, 3 seats; the School of Engineering and Applied Science, 4 seats; The School of Business, 5 seats; the School of Medicine and Health Sciences, 5 seats; the Law School, 4 seats; the Elliott School of International Affairs, 3 seats; the School of Public Health and Health Services, 3 seats; and the School of Nursing, 2 seats. The faculty members shall be professors, associate professors, or assistant professors in full-time service who have tenure as of the academic year succeeding the date of election. Vice presidents, assistant vice presidents, deans, associate deans, assistant deans, and other faculty members whose duties are primarily administrative in nature shall be ineligible for election as faculty members of the Senate.<sup>2</sup>

Exemptions to the foregoing rule regarding eligibility for service as a faculty member of the Senate are provided for the School of Medicine and Health Sciences and the School of Nursing, to the extent that, from those two schools only, Regular Faculty with non-tenure-track appointments shall be eligible to serve in the Faculty Senate, provided that such Regular Faculty shall have completed at least three years of full-time service to the University and shall have attained the rank of Associate Professor or higher, and provided further, that at least half of the faculty members of the Senate from each of these two school shall be tenured faculty members. The foregoing exemption for the School of Nursing shall expire three years after the approval of that exemption by the Faculty Assembly and the University's Board of Trustees.<sup>3</sup>

(4) In addition, the College of Professional Studies shall elect two of its faculty members as Delegates. These Delegates shall not have the right to vote in meetings of the Faculty Senate but shall otherwise enjoy all responsibilities, rights, and privileges of regular Faculty Senate members. From this School, any regular faculty with non-tenure-track appointment shall be eligible to serve in the Faculty Senate, provided that such Regular Faculty shall have completed at least three years of full-time service to the University and shall have attained the rank of Associate Professor or higher. Their terms of office shall be the same as that of regular members of the Senate, as described in (c). Their election shall follow the same rules as that of regular faculty members of the Senate, as described in Section 3.

~~(4)~~(5) The administrative members of the Senate shall consist of the Vice President for Academic Affairs, the Registrar, and a number of officers of administration equal to the number of degree-granting colleges, schools, and divisions. Administrative members shall have the right to debate but not to make motions or vote. They shall be appointed by the President and shall serve until their successors shall be appointed, but not less than one semester unless their service is terminated by separation from the University.

...

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<sup>2</sup> Amendment by action of the University's Board of Trustees, October 19, 2012, pursuant to Faculty Assembly Resolution FA 12/1

<sup>3</sup> Amendment by action of the University's Board of Trustees, October 2016, pursuant to Faculty Assembly Resolution FA 17/3



## SECTION 5. COMMITTEES

...

### *(b) The Executive Committee*

The Executive Committee shall consist of nine faculty members of the Senate, ~~one~~ ~~CPS~~ ~~delegate~~ ~~of~~ ~~the~~ ~~Senate~~, and the President ex officio. The following ~~nine~~ ~~ten~~ schools shall have one representative each: the Columbian College of Arts and Sciences, the Elliott School of International Affairs, the Graduate School of Education and Human Development, the Law School, the School of Business, the School of Engineering and Applied Science, the School of Medicine and Health Sciences, the School of Nursing, ~~the~~ ~~College~~ ~~of~~ ~~Professional~~ ~~Studies~~, and the School of Public Health Services.<sup>4</sup> Any faculty member of the Senate ~~and~~ ~~one~~ ~~of~~ ~~the~~ ~~two~~ ~~delegates~~ ~~from~~ ~~CPS~~ shall be eligible to be elected to the Executive Committee. The Chairman shall first be elected by the Senate; the Senate shall also elect the other ~~eight~~ ~~nine~~ elective members of the Executive Committee, subject to the restriction that no two members of the Executive Committee shall have been elected to the Senate by the same school or faculty group. If at any time the Chair of the Executive Committee or any other voting member of the Executive Committee is unable to serve temporarily or indefinitely, the Executive Committee shall elect a replacement or replacements to serve until the next regular meeting of the Senate, at which time the Senate shall elect a replacement or replacements to serve for the remainder of the term of the Executive Committee or pro tempore for the period of absence involved. The Committee shall:

...

## APPENDIX II

### **Bylaws of the Faculty Senate**

...

## SECTION 6. VOTING

- (a) Elected members of the Senate shall be the voting members, except as provided below to break a tie vote. ~~Delegates of the College of Professional Studies do not have voting rights in regular and special meetings of the Faculty Senate and are not counted towards a quorum. Delegates of the College of Professional Studies shall have voting rights in the Faculty Senate committees on which they serve, including~~ ~~excluding~~ the Executive Committee. The lack of voting rights in regular and special meetings of the Faculty Senate ~~and the Faculty Senate Executive Committee~~ shall be reviewed within three years after seating the first CPS Delegates.

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<sup>4</sup> Amendment by action of the Board of Trustees, October 2011, pursuant to Faculty Assembly Resolution FA 11/1

# FACULTY SALARY EQUITY REVIEW: PROGRESS REPORT

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Emily Hammond  
Vice Provost for Faculty Affairs  
Professor of Law

April 14, 2023

## BACKGROUND: SALARY EQUITY COMMITTEE AND METHODS

- ▶ Origins: The Salary Equity Committee was first established and administered by VP for Academic Affairs Don Lehman; fresh look in 2018 under leadership of then-Vice Provost for Faculty Affairs Chris Bracey
- ▶ Purpose: Advance the University's objective of ensuring that faculty salary allocations are based on legitimate factors
- ▶ Principal Task: Develop a reliable method of reviewing faculty salaries to initially identify potential salary "outliers"
- ▶ Follow-on Tasks performed by University Administrators within Provost's Office:
  - ▶ (1) Solicit from Deans any legitimate factors that may have contributed to any disparity or outlier status; and
  - ▶ (2) Work with schools to adjust salaries for faculty members where warranted

## SALARY EQUITY COMMITTEE – LEGITIMATE FACTORS

- ▶ Market factors at the time of hire
- ▶ Status or rank at the time of hire (e.g., hiring laterally with tenure)
- ▶ Differences in comparable appointment status (e.g., tenured v. regular non-tenured v. specialized)
- ▶ Retention adjustments to salary
- ▶ Special contractual arrangements
- ▶ Other special circumstances, e.g., hire to fill a unique vacancy
- ▶ Productivity issues
- ▶ Any other legitimate factor that might distinguish a particular faculty member from their peers.

- ▶ Statistical Regression Analysis of Actual Salary by School\* using August 2022 salary data
  
- ▶ Account for:
  - ▶ Department
  - ▶ Rank
  - ▶ Time in Rank
  
- ▶ Two Statistical Models
  - ▶ Full (inclusive of all regular faculty)
  - ▶ Excludes faculty hired with tenure
  
- ▶ Potential outliers = faculty salaries that are greater than one standard deviation from the regression curve

\* CCAS divided into three cohorts: Physical Sciences, Social Sciences, Arts & Humanities



# OFFICE OF THE PROVOST

## SALARY EQUITY REVIEW – CLEAN “DECODED” EXAMPLE ZOOM 1

GWID	First_Midd Last_Na	School1	RankClean	Department1	Yrs_in_Ran	Salary	Tenured_a	Full Model ZRE_1	Excluded Model ZRE_2	Intended Adjustment
Alex		VET MED	Professor	SMALL ANIMAL SPEC	6.33	104059.00	N	-2.20	-2.47	
Barbara		VET MED	Professor	SMALL ANIMAL SPEC	7.33	109123.00	N	-1.80	-2.01	
Charles		VET MED	Professor	SMALL ANIMAL SPEC	7.33	111800.00	N	-1.69	-1.89	
Dianne		VET MED	Professor	COMPARATIVE MEDIC	6.33	137098.00	N	-1.61	-0.71	
Eric		VET MED	Professor	DIAGNOSTIC AND POF	7.33	87541.00	Y	-1.33	#NULL!	
Francesca		VET MED	Professor	INFECTIOUS DISEASES	5.33	107026.00	N	-1.16	-0.29	
Gordon		VET MED	Professor	SMALL ANIMAL SPEC	11.33	110319.00	N	-0.96	-1.07	
Helen		VET MED	Professor	LARGE ANIMAL SPEC	5.33	102355.00	N	-0.95	-0.50	
Issac		VET MED	Professor	INFECTIOUS DISEASES	3.33	110150.00	Y	-0.94	#NULL!	
Joan		VET MED	Professor	INFECTIOUS DISEASES	10.50	119328.00	Y	-0.89	#NULL!	
Kurt		VET MED	Professor	DIAGNOSTIC AND POF	26.33	98272.54	N	-0.85	-0.87	
Leslie		VET MED	Associate P	DIAGNOSTIC AND POF	5.33	90848.00	N	-0.84	-0.94	
Mark		VET MED	Associate P	SMALL ANIMAL SPEC	1.33	80009.00	N	-0.82	-0.92	
Nicole		VET MED	Professor	INFECTIOUS DISEASES	10.50	121263.00	N	-0.82	-0.23	
Otis		VET MED	Associate P	DIAGNOSTIC AND POF	11.33	92875.00	N	-0.75	-0.84	
Petra		VET MED	Professor	INFECTIOUS DISEASES	10.50	126634.00	N	-0.60	0.02	
Quincy		VET MED	Professor	LARGE ANIMAL SPEC	10.50	117015.00	N	-0.56	-0.18	
Regina		VET MED	Professor	INFECTIOUS DISEASES	28.33	148498.00	N	-0.52	-1.00	

# OFFICE OF THE PROVOST

## SALARY EQUITY REVIEW – CLEAN “DECODED” EXAMPLE ZOOM 2

GWID	First_Midd Last_Na	School1	RankClean	Department1	Yrs_in_Ran	Salary	Tenured_a	Full Model ZRE_1	Excluded Model ZRE_2	Intended Adjustment
xxxx		VET MED	Professor	COMPARATIVE MEDIC	17.33	183256.00	N	0.46	1.09	
xxxx		VET MED	Associate P	SMALL ANIMAL SPEC	6.33	111148.00	N	0.48	0.54	
xxxx		VET MED	Professor	DIAGNOSTIC AND POF	18.33	131486.00	N	0.49	0.27	
xxxx		VET MED	Professor	DIAGNOSTIC AND POF	14.33	133317.00	N	0.55	0.17	
xxxx		VET MED	Professor	DIAGNOSTIC AND POF	18.33	133533.00	N	0.57	0.37	
xxxx		VET MED	Professor	DIAGNOSTIC AND POF	18.33	139706.00	N	0.82	0.65	
xxxx		VET MED	Professor	DIAGNOSTIC AND POF	11.33	141903.00	N	0.90	0.42	
Star		VET MED	Associate P	DIAGNOSTIC AND POF	3.33	139230.00	N	1.14	1.27	
Star		VET MED	Professor	INFECTIOUS DISEASES	21.33	185936.00	N	1.33	1.50	
Star		VET MED	Professor	COMPARATIVE MEDIC	9.33	212394.00	Y	1.52	#NULL!	
Star		VET MED	Professor	LARGE ANIMAL SPEC	4.33	163886.00	Y	1.60	#NULL!	
Superstar		VET MED	Professor	SMALL ANIMAL SPEC	18.33	149182.00	N	2.01	2.25	
SUPERSTAR		VET MED	Professor	INFECTIOUS DISEASES	5.58	213541.00	Y	3.17	#NULL!	
SUPERSTAR!!!		VET MED	Professor	SMALL ANIMAL SPEC	2.92	288077.00	N	4.63	5.19	



## SALARY EQUITY REVIEW – UPDATE

- ▶ Aug. 2022 – SON and SPH (SMHS/MFA excluded)
  - ▶ SON – 6 outliers; no adjustments made
  - ▶ SPH – 15 outliers; 23 adjustments
  
- ▶ Aug. 2022 – CCAS, ESIA, LAW, GWSB, GSEHD, SEAS (CPS excluded)
  - ▶ CCAS – 31 outliers (9 Hum., 10 Soc., 12 Phys.); 6 adjustments
  - ▶ ESIA – 7 outliers; 4 adjustments
  - ▶ LAW – 7 outliers; no adjustments made
  - ▶ GWSB – 9 outliers; 12 adjustments
  - ▶ GSEHD – 6 outliers; 5 adjustments
  - ▶ SEAS – 4 outliers; 3 adjustments

- ▶ Strategic Direction
  - ▶ Better understanding of the reasons for outlier status; build more complete picture
  - ▶ Improved mentorship/advocacy of department chairs and deans
- ▶ Reconvene Faculty Committee
  - ▶ Revisit methodology
  - ▶ Additional variables or complementary analyses

Emily Hammond  
Vice Provost for Faculty Affairs  
Professor of Law  
[emilyhammond@gwu.edu](mailto:emilyhammond@gwu.edu)

(202) 994-6024

# Budget and Financial Review

Faculty Senate Fiscal Planning and Budgeting Committee

April 14, 2023

# Outline

- Recap of financial results for Fiscal Year 2023
- Fiscal Year 2023 Finance and Budget Updates
- Fiscal Year 2024 Budget In Preparation
- Review of University Budget Model Basics

# Recap of FY 2022 Financials

- Excellent report on FY 2022 given by University comptroller at October 2022 Senate meeting: <https://bpb-us-e1.wpmucdn.com/blogs.gwu.edu/dist/0/196/files/2022/10/Oct-2022-minutes-attachments-1.pdf>
- Bottom line highlights
  - University net worth changed from \$5.27 billion in FY 2021 to \$4.97 billion in FY 2022
  - FY 2022 “Operating surplus” of GWU + MFA = \$-63.48 M = +\$15.19M (GWU) - \$78.68M(MFA)

# Updated Fiscal 2023 Operating Results

- Presented at February meeting of the Board of Trustees Finance and Investments Committee (next slides)
- Mitigation measures taken to prevent University from operating at a deficit.
  - Expense challenges dealing with inflation
  - Enrollment challenges
- MFA
  - Q2 Projected MFA deficit: \$55-\$65 Million
  - Increase in MFA borrowing facility from GWU to \$200M

## FY 2023 Q2 Forecast (Dollars in millions)

Statement of Operations	FY 2022 Actual	FY 2023 Budget	FY 2023 Q2 Forecast	Favorable (Unfavorable) Variance from				
				PY		Budget		
<b>Revenue</b>								
Tuition and Fees - Net	\$ 777.4	\$ 810.8	\$ 777.3	\$ (0.0)	(0.0%)	\$ (33.5)	(4.1%)	
Indirect Cost Recoveries	37.2	35.8	39.5	2.3	6.1%	3.7	10.4%	
Medical Education Agreements	69.3	68.8	82.8	13.5	19.5%	14.0	20.4%	
Contributions, net	28.8	28.1	32.1	3.3	11.4%	3.9	14.0%	
Endowment Support	91.5	101.2	101.7	10.2	11.2%	0.5	0.5%	
Investment and Interest Income	2.2	12.9	9.1	6.9	309.3%	(3.8)	(29.2%)	
Auxiliaries	98.1	132.0	120.4	22.3	22.7%	(11.6)	(8.8%)	
Other Income	37.0	36.0	38.0	1.0	2.6%	2.0	5.6%	
<b>Total - Revenue</b>	<b>1,141.5</b>	<b>1,225.7</b>	<b>1,201.0</b>	<b>59.4</b>	<b>5.2%</b>	<b>(24.7)</b>	<b>(2.0%)</b>	
<b>Expenses</b>								
Compensation and Benefits	638.0	678.4	669.2	(31.2)	(4.9%)	9.3	1.4%	
Purchased Services	182.3	214.3	200.5	(18.2)	(10.0%)	13.7	6.4%	
Depreciation and Amortization	86.0	88.3	89.6	(3.6)	(4.1%)	(1.2)	(1.4%)	
Occupancy	64.5	58.6	63.3	1.2	1.9%	(4.7)	(7.9%)	
Scholarships and Fellowships	14.4	14.3	16.8	(2.3)	(16.0%)	(2.4)	(16.8%)	
Interest	74.7	80.3	78.7	(4.0)	(5.4%)	1.7	2.1%	
Other	58.4	67.1	69.3	(10.9)	(18.6%)	(2.2)	(3.2%)	
Contingency	-	4.0	4.0	(4.0)	-	-	-	
<b>Total - Expenses</b>	<b>1,118.3</b>	<b>1,205.4</b>	<b>1,191.2</b>	<b>(72.9)</b>	<b>(6.5%)</b>	<b>14.2</b>	<b>1.2%</b>	
<b>Operating Margin (normalized)</b>	<b>\$ 23.3</b>	<b>\$ 20.3</b>	<b>\$ 9.7</b>	<b>\$ (13.5)</b>	<b>(58.1%)</b>	<b>\$ (10.5)</b>	<b>(51.9%)</b>	
Project New Day	2.5	-	-	2.5	-	-	-	
COVID-19 Related Expenses	9.5	4.2	3.8	5.7	-	0.4	-	
Omicron COVID-19	-	-	-	-	-	-	-	
Dining Lease Buyouts	1.8	-	-	1.8	-	-	-	
Watkins FM Global Settlement	(1.9)	(0.5)	(0.7)	(1.2)	-	0.2	-	
FEMA Reimbursement	(2.2)	(6.0)	(8.6)	6.4	-	2.6	-	
Bicentennial & Campaign	1.9	-	-	1.9	-	-	-	
October Commencement	2.0	-	-	2.0	-	-	-	
<b>Operating Margin (incl. non-recurring items)</b>	<b>\$ 9.5</b>	<b>\$ 22.6</b>	<b>\$ 15.2</b>	<b>\$ 5.7</b>	<b>59.9%</b>	<b>\$ (7.4)</b>	<b>(32.6%)</b>	



# FY 2023 Actual vs. Q2 Projected Revenue

<b>FY 2023 Budget vs. FY 2023 Q2 Forecast</b>	<b>FY 2023 Forecast Relative to Budget (\$)</b>
Undergraduate	+ 6,526
Graduate	-26, 458
Online	-13,852
Nondegree/Other	- 401
Summer	- 2,343
Fees	18
Scholarships	+ 3,057
Net Student Tuition and Fees	-33,493

# FY 2024

- Budget in preparation for presentation to Board of Trustees at May 2023 meeting
- FY 2024 challenges similar to those encountered in current FY
  - Inflation and expenses
  - Enrollment (esp. graduate)
  - Projected operating deficit without mitigation measures
  - Mitigation measures among all units implemented to eliminate projected deficit
- Proposed tuition increase of 4.2%

# Some Good News

- University's exercise of option to purchase World Bank building
  - Purchase price of around \$11 million
  - Building market value on the order of \$230 million
- Hatchet article <https://www.gwhatchet.com/2022/12/10/university-purchases-foggy-bottom-office-building-for-five-percent-of-its-value/>

# University Budget Model Overview

- The GWU budget includes **Open Schools, Closed Schools, and Central Operations.**
  - **Open Schools:** 7 schools operate under the budget model: CCAS, CPS, ESIA, GSEHD, GWSB, SEAS, SON, GWSPH (undergrad)
  - **Closed Schools** (Self Funding): LAW, GWSPH (graduate), SMHS
  - **Central Operations:** Development and Alumni Relations, External Relations, OVPR, EVP&T, Libraries, Provost, Student Affairs

# Objectives of Budget Model

- Ensure that revenue growth benefits academic units (e.g. schools)
- Recognize that enrollment (particularly graduate) and research requires significant investment on the part of schools in reputation building faculty, state-of-the-art recruitment in graduate enrollment approaches, graduate aid, and academic infrastructure located within schools
- Enhance undergraduate cross-disciplinary flexibility and mobility
- Recognize that UG enrollment largely depends upon central decisions and will likely require more aid in foreseeable future
- Enable development of joint school programs at the graduate level
  - Enhance predictability, transparency, and accountability
  - Ensure all schools have the ability to meet original costs (budget model structured to be “budget neutral” relative to previous budgets)

# Revenue Parameters: Open Schools

- **Undergraduate Tuition Revenues:** Schools receive FY2023 Fixed Rate: \$384/UG student credit hour taught during the academic year. Proposed \$399 for FY 2024
- **Summer Undergraduate Tuition**
  - 70% retained by the school
- **Graduate Tuition Revenues**
  - **On-Campus:**  $\approx$  70% of tuition net of discounts retained by the school of enrollment; (Since 2002, university fees have been included as part of the on-campus graduate tuition rate. These fees are 5.1% of published graduate tuition)
  - **Off-Campus:** 80% retained by the school of enrollment;
  - **On-Line:** 85% retained by the school of enrollment
  - **Cross-School:** In FY19 for cross--over graduate programs, when an open--school student takes a closed--school course or vice versa, each school receives 45% of tuition revenue regardless of school of enrollment and central receives 10%.. There are intra--school collaborative revenue--sharing agreements for jointly--developed programs between open schools

# Revenue Parameters: Closed Schools

- Closed schools pay fixed share of revenue to central administration for services;
- Closed schools retain the remainder of revenue
  - Precise arrangements specific to each closed school
  - Contribution expected from closed schools has changed because of the re-centralization of services (research support, IT).

# Research and Other Parameters

- Supplemental Instructional Payment (SIP)
  - Meant to account for differential costs of instruction and operations among schools;
  - Recognizes different infrastructure obligations among schools;
  - Means of maintaining budget neutrality in transition from the old to the new budget
- Research Incentive based on Indirect Cost Recovery
  - REIAs: 8% to P.I.; 4% to Department
  - Budget Allocation to Schools: 15%
  - Total: 27%



# Potential Issues and Concerns

- **Allocation of Graduate Tuition Revenue:** Crediting graduate revenue to the student's home school instead of to the school offering the course.
- **Advantages:**
  - Easy for schools to determine the financial consequences of creating new programs or expanding existing programs
  - Creates incentives for schools to continue to expand and to innovate graduate programs
- **Disadvantages:**
  - Potential disincentive for schools to offer courses that have "too many" students outside the home school;
  - Potential to limit enrollment in courses to students from the home school only.
- **Alternative:** credit graduate tuition revenue to the school offering the course (or split graduate tuition revenue between school offering the course and the home school of the student)
  - Advantage: Eliminates incentive to not allow registration of students outside the school offering the course
  - Disadvantage: Determining revenue consequences of offering new programs/courses is more complicated and less transparent

# Issues/Concerns Ctd.

- **Treatment of Undergraduate Tuition Revenue**

- What is the fixed teaching rate supposed to cover?

- **Treatment of Graduate Revenue**

- Do the current graduate revenue sharing formulas provide the amounts need to support needed services at the university level?
- Do the current methods for distributing undergraduate and graduate tuition create an incentive to invest more in graduate than undergraduate education?

- **The Budget Model and Strategic Planning**

- University-wide planning and decentralized academic budgeting
- Moving toward a true multi-year budget model (disrupted by pandemic)

- **Other Issues**

- Clarifying the role and use of R-funds
- Treatment of research

# “Take-Aways”

- As GWU enters a “post-COVID normal” waters are proving to be a bit more choppy than had been hoped.
  - Higher costs
  - Softer enrollments
  - MFA
- Nonetheless, financial position of the University is strong;
  - Modest mitigation measures in FY 2023 and FY 2024 expected to produce good operating results;
  - Strong balance sheet;
  - Strong credit ratings affirmed.
- Though financial resources are solid; they are finite;
  - Need to develop priorities to attain strategic objective of being a premier urban research university.



# Faculty Senate

April 14, 2023

## Nominees for Approval by the Faculty Senate

### 2023-2024 Faculty Senate Executive Committee (FSEC)

CCAS: Harald Griesshammer

ESIA: Ilana Feldman, Chair

GSEHD: Jonathan Eakle

GWSB: Arthur Wilson

GWSPH: Amita Vyas

LAW: Scott Kieff

SEAS: Tarek El-Ghazawi

SMHS: Robert Zeman

SON: Linda Briggs

### 2023-2024 Dispute Resolution Committee Chair

Joan Schaffner, Law School



# Faculty Senate

## Committee on Appointments, Salary, and Promotion Policies (including Fringe Benefits)

### Memorandum to Faculty Senate on Course Recordings April 3, 2023

#### Summary

On 15<sup>th</sup> September, 2022, the FSEC gave our committee (ASPP) the following charge:

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.

ASPP had multiple conversations on the course recordings and collaborated with the Professional Ethics and Academic Freedom (PEAF), and Educational Policy and Technology (EPT) committees to reach a common understanding on these issues. The EPT committee last semester conducted a survey of faculty on these issues and we discussed the Joint subcommittee report from the 3 committees- Professional Ethics and Academic Freedom (PEAF), Educational Policy and Technology (EPT) and ASPP on course recordings. We also had conversations with Vice-Provost for Faculty Affairs, Emily Hammond, who consulted with the Office of General Counsel.

- **Significant positives** noted in the faculty survey included access for students with long-term or temporary disabilities. Many students with disabilities have accommodations that include access to course recordings.
- **Significant concerns** noted in the faculty survey included the potential for unauthorized circulation or editing of recordings, reduced class attendance because of the availability of recordings and unauthorized use of recording for promotion and tenure or disciplinary decisions.

Additional issues discussed by the committee were:

- While the administration **owns** the physical course recordings and has access to them, how this access is used is important. Specifically, the course recordings should never be used for purposes of promotion and tenure decisions without the express permission of the faculty member involved.
- GW's location and work in politics and policy put both students and faculty at some risk of expressing opinions that might later be a source of personal or professional difficulty.
- Intellectual property rights are covered by GW's copyright policy, available at the [GW Office of Ethics, Compliance, and Risk](#).
- Policy regarding administration access to recordings by **part-time faculty** is governed by the Collective Bargaining Agreement (CBA) which states that faculty must be notified if the administration reviews course recordings for evaluation purposes. We believe that a similar policy ought to apply to **full time faculty**.

Murli M. Gupta and Susan LeLacheur, Co-Chairs  
Faculty Senate Appointments, Salaries, & Promotion Policies Committee (ASPP)  
March 31, 2023  
Revised April 3, 2023

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## FACULTY SENATE COMMITTEE ON APPOINTMENTS, SALARIES, AND PROMOTION POLICIES (Including Fringe Benefits) (ASPP) Annual Report (2022-2023)

The ASPP committee was very busy this year. We met 3 times during the fall semester and have met 3 times in the spring semester, with one more meeting scheduled for the end of April. We worked on the following issues, on some of which we had reported in our interim report in December 2022:

**Tenured/tenure-track numbers:** We have had continued discussions of the 75%/25% tenure & tenure track guidelines as required by the Faculty Code. It was noted that this language only applies to six schools and colleges, SMHS, MISPH, SON and CPS being expressly excluded in the Code from this requirement.

At our January 2023 meeting, Vice Provost Hammond provided updated data on the tenured/tenure track faculty in various schools at GW. This is summarized in the following table:

**Percent of Regular Faculty Serving in TT appointments**

2021		2022	
CCAS	72.1	CCAS	73.0
ESIA	75.0	ESIA	81.4
GSEHD	67.7	GSEHD	69.8
GWSB	95.6	GWSB	96.7
LAW	95.5	LAW	83.3
SEAS	90.8	SEAS	90.2

It was noted that the numbers in CCAS and GSEHD show slight improvements over the last year but are still below the 75% threshold mandated by the Faculty Code: *“However, the proportion of regular faculty serving in non-tenure track appointments shall not exceed 25 percent in any school, nor shall any department have fewer than 50 percent of its regular faculty appointments either tenured or tenure-track.”* From the Core indicators report provided by the provost at the March 2023 meeting of faculty senate, we noted that the numbers and percentages of regular tenured/tenure-track faculty have been decreasing in the recent years and have been below the 75% mark mandated by the Faculty Code. The 10 year data show the percentage of regular faculty to be 75% or above in the six years before 2019; in 2019 it was 74.8%, in 2020 it was 74.1%, in 2021 it was 73.5%, and in 2022 it was 72.2%.

The second part of Faculty Code mandate asks that no department has more than 50% of non-tenure accruing faculty in the regular rank. This data is sought from the administration and hopefully will be provided to the committee in the near future. The provost had promised to look into that aspect and determine what needs to be done to come into compliance with the Code.

**Faculty salary averages:** Core indicators report (March 10, 2023) on faculty salary averages across the university showed that several ranks of faculty in two schools (CCAS and GSEHD) continue to remain below the 60% levels of AAUP averages and we urged the administration to remedy this situation. Note that **faculty senate resolution 87/1** “concerning faculty salaries” (adopted on May 1, 1987) asked the university to achieve, and “to maintain, for all ranks an overall number one rating (80<sup>th</sup> percentile or above)” on the AAUP’s scale for Category I institutions. This resolution also asked “for all ranks in each school and college

no less than a number two rating (60<sup>th</sup> percentile or above) on the AAUP's scale for Category I institutions.” This resolution was reinforced by the **faculty senate resolution 05/2** (adopted by the senate on May 13, 2005); the latter asked the administration to develop a three year plan “for attaining the 80<sup>th</sup> percentile goal (and for ensuring that each school is above the 60<sup>th</sup> percentile).” While we appreciate the fact that the overall salary averages are at or above the 80<sup>th</sup> percentile, we continue to urge the administration to ensure that all schools achieve, and maintain, the 60<sup>th</sup> percentile in all ranks in all schools.

**Promotion of specialized faculty:** We were asked to consider the rules about promotion of specialized faculty and learned that several schools have written rules/guidelines for this. We studied documents from CCAS, CPS, ESIA, SON and MISPH, and found that 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 criteria, 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 had conversations on course recordings at all six meetings this year and have met with the representatives of EPT and PEAFF committees. There was a survey about course recordings that was sent to faculty from Educational Policy committee and we discussed the results of that survey. As a result, we have authored a statement on course recordings that has been submitted to the senate as a committee report to be included on April meeting agenda. This report is attached as an Appendix.

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

Shaista Khilji agreed to continue as co-chair of the DEI 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 a 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 the 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 lineup and she would be happy to share the information with the committee. Phil Wirtz mentioned that the administration could do its 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 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 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 ignored.

Jennifer Brinkerhoff provided this language from the provost's letter to faculty in the Trachtenberg School and encouraged other departments to use similar language when drafting their requests to external reviewers: "The provost has encouraged faculty members document their challenges related to the disruption caused by the COVID-19 pandemic and has encouraged them to provide a discussion of such disruptions in their personal statements for promotion reviews. If included, these statements provide context to consider in evaluating the candidate's work. Challenges the candidate faced due to the COVID-19 pandemic should not negatively affect your evaluation of the candidate. The Trachtenberg School values respect for differences of all kinds, social equity, kindness, collaboration, fairness, civility, humility and inclusivity."

**Faculty salary equity:** Salary equity process should be underway again this year but we have not received any updates. Vice Provost for Faculty Affairs is expected to provide a report to the senate at the April 14 meeting.

**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 increased by only by 1.3%. Faculty members on BAC continue to advocate for lower costs for GW employees. GW's portion of these costs increased this year by 1% to approximately 77.6%. BAC is currently working on the 2024 rates and the preliminary indications are that these costs are again going to go up.

**Research:** At our March meeting, Philip Wirtz brought up the fact that the university couldn't find staffing for student research day according to a presentation we had at the Senate. Apparently, our research rankings have gone down. There was some discussion of centralized services and the pod structure as a barrier to research efforts and confusion in reporting. Tarek El-Ghazhawi noted that since every employee really has appointment in one place and reports to only one boss, the commitment across departments is diluted when staff are centralized. There was additional discussion on the need to maintain a robust research agenda throughout the university and for support of these efforts.

Respectfully Submitted

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Murli M. Gupta and Susan LeLacheur, Co-chairs, ASPP Committee  
April 10, 2023

#### 2022-2023 Committee Roster

- [Murli Gupta](#), Chair (CCAS)\*
- [Susan LeLacheur](#), Co-chair (SMHS)
- Linda Briggs (SON), Faculty Senate Executive Committee Liaison\*
- Heather Bamford (CCAS)\*
- Christopher Bracey (Provost)\*\*
- Jennifer Brinkerhoff (ESIA)
- Joseph Cordes (CCAS)\*
- Tarek El-Ghazawhi (SEAS)\*
- Wendy Ellis (GWSPH)
- Angela Gore (GWSB)\*
- Emily Hammond (Vice Provost for Faculty Affairs)\*\*
- Valentina Harizanov (CCAS)
- Carol Hayes (CCAS)
- Natalie Houghtby-Haddon (CPS)
- Shaista Khilji (GSEHD)
- Scott Kieff (LAW)\*
- Sabrina Minor (Vice President and Chief People Officer)\*\*
- Samar Nasser (SMHS)
- Arlene Pericak (SON)
- Pradeep Rau (GWSB)
- Julia Storberg-Walker (GSEHD)
- Abe Tekleselassie (GSEHD)\*
- Arya Thakur (GWUSA)\*\*
- Amita Vyas (GWSPH)\*
- Maranda Ward (SMHS)
- Phil Wirtz (GWSB)\*
- Heather Young (GWSPH)
- Mona Zaghoul (SEAS)

\*Senate member

\*\*Non-voting member



**Committee on Appointments, Salary, and Promotion Policies (including Fringe Benefits)**

**Memorandum to Faculty Senate on Course Recordings**

**April 3, 2023**

**Summary**

On 15<sup>th</sup> September, 2022, the FSEC gave our committee (ASPP) the following charge:

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.

ASPP had multiple conversations on the course recordings and collaborated with the Professional Ethics and Academic Freedom (PEAF), and Educational Policy and Technology (EPT) committees to reach a common understanding on these issues. The EPT committee last semester conducted a survey of faculty on these issues and we discussed the Joint subcommittee report from the 3 committees- Professional Ethics and Academic Freedom (PEAF), Educational Policy and Technology (EPT) and ASPP on course recordings. We also had conversations with Vice-Provost for Faculty Affairs, Emily Hammond, who consulted with the Office of General Counsel.

- **Significant positives** noted in the faculty survey included access for students with long-term or temporary disabilities. Many students with disabilities have accommodations that include access to course recordings.
- **Significant concerns** noted in the faculty survey included the potential for unauthorized circulation or editing of recordings, reduced class attendance because of the availability of recordings and unauthorized use of recording for promotion and tenure or disciplinary decisions.

Additional issues discussed by the committee were:

- While the administration **owns** the physical course recordings and has access to them, how this access is used is important. Specifically, the course recordings should never be used for purposes of promotion and tenure decisions without the express permission of the faculty member involved.
- GW's location and work in politics and policy put both students and faculty at some risk of expressing opinions that might later be a source of personal or professional difficulty.
- Intellectual property rights are covered by GW's copyright policy, available at the [GW Office of Ethics, Compliance, and Risk](#).
- Policy regarding administration access to recordings by **part-time faculty** is governed by the Collective Bargaining Agreement (CBA) which states that faculty must be notified if the administration reviews course recordings for evaluation purposes. We believe that a similar policy ought to apply to **full time faculty**.

Murli M. Gupta and Susan LeLacheur, Co-Chairs

Faculty Senate Appointments, Salaries, & Promotion Policies Committee (ASPP)

March 31, 2023

Revised April 3, 2023

**Annual Report (AY 2022-2023)**  
**GW Faculty Senate Committee on Educational Policy & Technology**

The Committee on Educational Policy and Technology (“EPT”) convened for a total of 9 meetings beginning in May 2022. Our final meeting for AY 2022-2023 will be held on April 21, 2023, and the AY 2023-2024 Committee will convene with a meeting in May 2023.

**I. OVERVIEW OF THE YEAR**

**Faculty Senate Executive Committee’s (FSEC) charge to EPT:** On 15 September 2022, FSEC 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.

As noted in the 1 December 2022 interim report, the committee sought to address these four areas (#1 and #4 through the Technology Subcommittee, and #3 through the Classroom Recording Subcommittee)<sup>1</sup>, while also pursuing other pressing issues related to the educational side of the committee’s mandate, including enrollment planning, student housing and dining facilities, time of release of the syllabus template and the religious holidays calendar by the Provost’s office, the MFA’s financial situation and its impact on support for the academic mission of the university, proposed changes to the academic calendar, student success and retention, the code of academic integrity, review of Title IX training, and artificial intelligence and its impact on the academic endeavor. We hope this final report, including the Committee’s continuing business noted at the conclusion, will be a useful resource for the FSEC in determining the Committee’s AY 2023-2024 charge.

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<sup>1</sup> EPT receives updates on a monthly basis from four of the six subcommittees that were either established this year or are continuing work from the previous year. A summary for each is provided in Section II.

## **Fall 2022 Meetings**

Details of the Fall 2022 meetings may be found in EPT's interim report for AY 2022-2023. Key highlights are provided below:

### Future enrollment planning:

- Very large, diverse and academically talented incoming Fall 2022 class. We are on target.
- Registrar, deans, housing and dining offices all working together to ensure a smooth transition for students.
- Lack of TAs to manage discussion sections.
- DSS, CAPS, Advising etc. not fully staffed.
- The Supreme Court (SCOTUS) decision on affirmative action will have to be taken into account next year.

### Faculty Request to Provost's office:

- Release of syllabus template and the religious holidays calendar by the end of July.
- Questions about which religious holidays are shown on the religious holidays calendar. Faculty request that it be vetted by EPT before it is released.

### Remote Accommodations/Class Recording/Medical Documentation Policies:

- Remote accommodation requests will come from Deans, not DSS.
- Faculty can choose to record or not, but policy should be stated clearly in the syllabus.
- Faculty may not require medical documentation for absences.

### Medical Faculty Associates:

- Discussion of the MFA's large budget deficit in light of the budget issues that each of the schools is facing (see interim report with its attached October 7, 2022 memorandum).
- Faculty concerned about how this will impact the university's educational mission.

### Resolution 23/3:

- EPT-Physical Facilities Joint Resolution for a new residence hall.
- Unanimous vote for the resolution (see below).

### Alumni Auditing Program:

- Program has not restarted after COVID.
- Provost's office is working out the details and hopes to restart the program soon.

### Banner:

- Geneva Henry (Vice Provost for Libraries and Information Technology) suggested that it may be better to improve current systems rather than switch to new ones.
- Work is underway to optimize and coordinate current systems. It may take 2-3 years to implement.

### Classroom Recording Survey:

- The Classroom Recording subcommittee developed and distributed a Qualtrics survey to all faculty to understand who does or does not record, what types of classes they teach and why they made that choice.
- 500 faculty responded to the survey.
- Recording seems to be an all or nothing proposition for faculty (they either recorded or didn't). Those that did found it easy to set up without major problems.
  - Positives - recording was a good idea for accessibility - for those needing accommodations or with short-term disabilities.
  - Concerns – unauthorized use of recordings by posting online or sharing (this is particularly a concern among engineering faculty); intellectual property; reduced attendance; use by administration for promotion or discipline without authorization by faculty member.
- Committee recommends a formal policy on recordings. Issues to consider are ownership of recordings, parameters for administrative use, what permissions are needed to record or use recordings, and safeguards/training for authorized use. Is a resolution needed?

### Proposed Changes to the Academic Calendar:

- Beginning in 2023, no Monday classes (for in-person classes) in the First Summer Session due to the new Juneteenth holiday. Classes will be on Fridays instead.
- Beginning AY 2023-2024, the first day of classes will be the 2<sup>nd</sup> to the last Thursday of August rather than the last Monday (two days earlier) to allow for a 2-day Fall Break and a full week for Thanksgiving. (Announced by Deputy Provost for Academic Affairs, Terry Murphy at the December meeting.)
- Exam period will be reduced from 8 days to 6 days. Deputy Provost for Academic Affairs, Terry Murphy sought EPT input in the December meeting, and announced the decision in the January meeting; faculty will now opt in for exam rooms.

### Artificial Intelligence/Chat GPT:

- Brought up as new business in December. Committee determined it would address the issue in its January meeting.

### Student Performance in Fall 2022:

- How to address gaps arising in math, writing, and study skills?
- For students who are leaving, the #1 reason is not finding community/low engagement. How to engage?
- The Office of Student Success was tasked with analyzing data to present to EPT at the February meeting.
- Perhaps set up a subcommittee at that time to study this issue.

In late December, co-chairs Irene Foster and Sarah Wagner created a google survey to gather input on student success and retention, ChatGPT/AI (see below), Spring schedule and volunteers for the Title IX training review (which FSEC tasked EPT to conduct following the Faculty Senate's [deliberation](#) of Resolution 23/4 in the December 9 meeting). Fifteen members responded.

### **Spring 2023 Meetings**

At the January 20th meeting, as part of EPT's ongoing discussion about its role in **shared governance**, Shaista Khilji (EPT member and member of the Shared Governance Task Force) presented an overview of the task force's work and the [report](#) she gave to the Faculty Senate in its January 13th meeting. In her presentation to EPT, she outlined several recommendations regarding modes of communication between FSEC and the Board of Trustees (BoT); transparency (e.g., surrounding MFA finances), input, and feedback; the importance of BoT spending time on campus and getting to know a diverse set of faculty; the need for greater faculty participation in governance. She pushed for now getting the processes in place by which this would happen. She also advocated for the creation of a committee on strategic planning as the new president begins her term.

Also at the January meeting, the committee resumed its December discussion of the **potential impact of AI tools on higher education** (e.g., ChatGPT). Katrin Schulteiss and Guy Lotrecchiano presented on the subject, noting that the ChatGPT informational session held on January 18th had 260 very interested attendees who were looking forward to more information, discussion and guidance. Following up on resources and guidance he provided in the January 20 meeting, Gaetano Lotrecchiano (Libraries and Academic Innovation) provided members with the [AI resource site](#) at the February 17 meeting. He also recommended that EPT consider the need for an all-encompassing discussion about AI on multiple levels before making concrete

recommendations regarding its use, pros/cons, etc. He noted the Instructional Core as well as instructional staff university wide need further direction as to how the university is responding to AI in teaching and learning.

At the February 17 meeting, Deputy Provost for Academic Affairs Terry Murphy announced that the Provost had created **two new administrative committees**: the Data Privacy Consultative Committee and the Student Retention and Academic Performance Committee. EPT members expressed concern about the *process by which these committees were formed*, noting that the faculty should have input, if not responsibility, for nominating faculty members to serve on such committees, rather than simply reviewing and approving a provided membership list.

The February meeting also focused on **student success, retention, and enrollment**. The Office of Student Success presented some preliminary data on a list of courses where students struggled the most. The Provost's Student Retention and Academic Performance Taskforce will approach this issue from four angles: data analysis, adequacy of placement mechanisms, student surveys and faculty surveys. The taskforce has already begun its work and hopes to be done with its report by the end of May. As part of this larger discussion and in response to our December survey, Jessica Parillo, Director of the **Counseling and Psychological Services** presented to the committee on general trends in higher education (e.g., marked increase in social anxiety [greatest seen in 12 years]; and GW-specific concerns, including increases in DSS requests, emotional support animals, single dorm rooms requests; limited services available outside of GWU; and continued constraints on her office because they are not at full staffing capacity (CAPS currently has 10 clinicians providing services but preferred staffing would be 18 clinicians).

At the March 24 meeting, the committee reviewed and discussed the **EPT Shared Governance Roadmap** (see Appendix A); the **Classroom Recordings Report** (see Appendix B); changes to the **Incomplete grade submission** process; and the proposed **changes to the Code of Academic Integrity** (see Section II below). Changes included clearer language regarding reporting procedures and rewording of cheating and plagiarism definitions to address the use of AI tools. Faculty provided feedback on the proposed warning procedure, as well as the lack of graduate student-specific language pertaining to infractions and sanctions. With that feedback and additional input from other stakeholders, EPT will review the finalized proposed revisions (put forth as a resolution to send to the Faculty Senate) in its April 21 meeting.

The April 21 meeting will also address: the Title IX training review subcommittee findings; further discussion of the shared governance roadmap; and the joint EPT/ASPP/PEAF committee recommendations on classroom recording policy and their implications. Finally, the committee

will consider whether to extend AY 2022-2023 subcommittees and the need for an AI-focused subcommittee.

## **II. SUBCOMMITTEE REPORTS**

*Technology (AT/IT):* [chaired by Eric Grynaviski] The Technology Subcommittee met regularly in the fall and spring. In the fall, significant attention was paid to changes in the organization and staffing of GWIT. GWIT this year experienced significant improvements in customer service, showing sharp signs of growth in the capacity of Academic Technology and their service and support pods. In addition, delays in the delivery of faculty computers, as part of the Faculty Workstation Initiative, were largely resolved. In the spring, the committee met in January only due to scheduling conflicts and explored issues with educational data. The committee will meet one more time this spring. Our mandate was to develop a data-driven approach to understanding the responsiveness of GWIT to faculty needs, and the regular reporting of data is now a standard practice, satisfying the mandate. This final meeting will explore next steps in the partnership between the faculty and GWIT and whether a single subcommittee is the appropriate venue.

*Future Enrollment Planning:* [chaired by Phil Wirtz] The Future Enrollment Subcommittee met with Jay Goff and his team several times across this past year to discuss student profiles and headcount targets. The new student profile and headcount targets continue to follow the matrix that was approved by the Future Enrollment Planning Task Force in January 2021. One area of particular concern that emerged from these meetings was the possibility of an elevated D/F/W rate this year. This led to the creation of a University ad-hoc committee looking into the issue in more depth.

*Shared Governance* [chaired by Mountasser Kadrie] The EPT Shared Governance Subcommittee (EPT-SGS) has five members: Eyal Aviv, Sulochani Bhati, Mountasser Kadrie (Chair), Marie Price, and Laurie Posey. The EPT Committee has tasked the EPT-SGS in the academic year 2022-2023 to review and assess the current shared governance environment at GW and develop a shared governance roadmap to be presented and adopted by the EPT Committee. Since October 2022, the EPT-SGS has had monthly meetings to brainstorm and prepare the road map. Also, the EPT Shared Governance Subcommittee sought additional and valuable feedback from other faculty members on the EPT Committee and those serving as Faculty Senate. By March 2023, a road map was written up after an exhaustive process to ensure various stakeholders' input had been incorporated, and came up with a consensus draft was to be presented to the EPT committee meeting on March 24, 2023. See Appendix A ("EPT Shared Governance Roadmap").



*Subcommittee on Class Recordings:* [chaired by Katrin Schulteiss] In November 2022, the Subcommittee on Classroom Recordings conducted a campus-wide survey to assess faculty experience of and opinions on recording their classes. In January 2023, the subcommittee chair, together with the chairs of PEA and ASPP, met with Vice Provost Emily Hammond to clarify issues surrounding ownership of recordings and administrative access. The results of the survey and a summary of the meeting with VP Hammond, along with information from Yordanos Baharu about faculty ability to edit and erase recordings, were compiled in a [report](#) which was circulated to the EPT, ASPP, and PEA committees as the basis for policy recommendations. See Appendix B (“EPT Shared Governance Roadmap”).

*Subcommittee on Title IX Training Review:* [chaired by Rohini Ganjoo] On March 23, 2023, the Title IX review committee met with Caroline Laguerre-Brown and Asha Reynolds from the Title IX Office. In addition to discussing faculty as designated reporters of Title IX complaints, there were several key takeaways:

(1) Based on Faculty Senate feedback (December meeting) customization is in progress with an enhanced online option on Vector Solutions platform (used by 2200 schools).

(2) Feedback received from Senate: Training was more corporate oriented, a lack of in-depth discussion option, lacking training how faculty should respond to Title IX complaint.

(3) Currently, there are 3 options for faculty or staff to take the training:

- On demand Live training on Zoom: Faculty from CCAS have reviewed this pilot training and have positive feedback.
- In person sessions are available- utilized by 3 schools.
- Online enhanced Vector Solutions training: contract ends in 2024

(4) Department of Education updated policy and language in May. [Title IX Regulations Task Force | Title IX Office | The George Washington University \(gwu.edu\)](#). Thus, the suggestion is that the Title IX review be conducted after updates are made to the training. Link to the annual report from the Title IX office: [Title IX Office Annual Reports | Title IX Office | The George Washington University \(gwu.edu\)](#).

*Academic Integrity Code Review:* This subcommittee was reconvened in AY2022-2023 to consider questions that have arisen since the adoption of the revised code. They met regularly during the Fall 2021 semester and early Spring 2022. In the March 24 meeting, Aaron Howell, Assistant Director of the Office of Student Rights and Responsibilities, presented the proposed changes to the Academic Code of Conduct after extensive work by the subcommittee and other SSR staff. These revisions will subsequently be presented and discussed by several other entities (the Student Association, the Deans Council, etc.). EPT will review the finalized proposed changes in its April 21 meeting in the form of a resolution, which if approved, would be sent to the full Senate for deliberation in its May 2022 meeting.

### **Resolutions presented to the Faculty Senate**

The committee reviewed and deliberated the [Resolution 23/3](#): “In Support of a New Residence Hall/Jointly Submitted by the Committees on Physical Facilities and Educational Policy & Technology.” The resolution was presented to the Faculty Senate by Eric Grynaviski, Educational Policy & Technology Committee and Co-Chair, Physical Facilities Committee, and passed (22 in favor, 4 opposed, and 1 abstention).

### **Continuing Business for the Committee**

- (1) Faculty request to Provost’s office regarding timely release of Fall 2023 syllabus template (mid-late July), and provision of language regarding use of AI tools
- (2) Provost’s Office policies on Remote Accommodations/Class Recording/Medical Documentation for Fall 2023
- (3) Classroom Recording policy (follow up on the Joint EPT/ASPP/PEAF report)
- (4) Student Success and Academic Performance
- (5) Future enrollment planning, including the impact of SCOTUS decision on affirmative action on enrollment planning
- (6) Shared governance (follow up on the proposed road map and its recommendations for enhanced faculty input and communication with institutional stakeholders)
- (7) Artificial intelligence and its impact on teaching and learning
- (8) Review and input on the religious holidays calendar, with timely release to faculty (mid-late July)
- (9) Alumni Audit program
- (10) Banner improvements

Respectfully Submitted,

Sarah Wagner and Irene Foster

Co-Chairs, EPT Committee

April 6, 2023

## Roster of EPT Members (2022-2023)

Wagner, Sarah*, Chair	Greiff, Tobias	Robinson, Lilien
Foster, Irene, Co-Chair	Griesshammer, Harald*	Schultheiss, Katrin*
Tielsch, Jim*, FSEC Liaison	Grynaviski, Eric*	Schumann, Mary Jean
Aviv, Eyal	Henry, Geneva	Schwartz, Lisa
Badie, Sameh	Johnson, Candice	Seavey, Ormond
Baharu, Yordanos	Johnson, Jared	Siczek, Megan
Beil, Cheryl	Kadrie, Mountasser	Smith, Andrew
Beveridge, Scott	Kern, Michael	Stoddard, Morgan
Bhati, Sue	Khilji, Shaista	Subramaniam, Suresh
Brand, Jeff	Kim, Mikyong	Thorpe, Jane Hyatt
Choate, Thomas	Knestrick, Joyce	Toll, Ben
Clarkson, Chante	Knudsen, Kevin	Torres, Jason
Cloud, Katie	Lipinski, Lisa	Trammel, Shauntae
Cohen-Cole, Jamie	Lotrecchiano, Guy	von Barghahn, Barbara*
de la Feunte, Maria	Murphy, Terry	Vyas, Amita*
Dimri, Manjari	Phillips, Robert	Wilson, Arthur*
Ensor, Brian	Pintz, Christine	Wirtz, Phil*
Feuer, Michael	Posey, Laurie	Wolfe, Zachary
Frierson, Tobe	Price, Marie	Zara, Jason
Ganjoo, Rohini	Quinlan, Scott	
Goff, Jay	Rastgoo, Edward	

## Appendix A (“EPT Shared Governance Road Map”)

### EPT Shared Governance Road Map

- Establish an ongoing faculty engagement effort to promote transparency in discussing critical academic issues. It was suggested to consider some strategies such as:
  - posting the EPT committee agenda and minutes summary available through a webpage
  - having the possibility regularly to attend the EPT from various GW stakeholders to engage with the EPT meetings
  - elicit faculty input by including instructions on the minutes (or other means?) to provide and submit feedback and suggestions to the School’s representative
  - produce and post the interim and final reports about subcommittee-shared governance to highlight faculty governance activities
- Establish a shared governance plan and structure process that govern the engagement between EPT and GW stakeholders (Provost, Dean’s Council, Department Chairs, and possibly others who are relevant).
  - collaborate with the Provost Office at the beginning and end of the semester on critical academic issues
  - work with members of the EPT to define the top five areas where the EPT role is essential to promote a deliberate process
  - create a detailed plan to determine the time frame and course of action related to each of the top five areas
- Establish a policy that seeks faculty input on who serves on University level tasks force and committees before they are named. Also, the university administration needs to reach out to the Faculty Senate if faculty are needed for committees. The Faculty Senate should work with the administration in determining who those faculty should be.
- Requesting some Board of Trustees members to engage/attend the EPT committee.
- Clarify the role and scope of the Liaison of the EPT committee with the Faculty Senate and support frequent engagement through the Liaison. This engagement would give the Liaison needed insight and talking points about shared governance to share with the Faculty Senate and the Board of Trustees academic affairs and seek feedback about suggestions that the EPT shared governance should consider.

## Appendix B (“Classroom Recordings Report”)

### Classroom Recordings Report Issued to EPT, PEAf, ASPP Committees

Feb. 9, 2023

#### Contents:

p. 1. Narrative summary of faculty survey. Survey administered Nov. 2022

p. 4. Legal Issues: Summary of Jan. 18, 2023 meeting with Vice Provost Emily Hammond on legal ownership of classroom recordings.

p. 6. Information on faculty recording deletion capability and university retention of recordings from Yordanos Baharu, Exec. Dir. of Academic Enterprise Applications.

#### 1. Summary of Survey

A total of 559 faculty of all ranks filled out all or part of the survey. Nearly 43% came from CCAS and nearly 16% from SPH. The other schools each provided less than 10% of the total responses. (The survey was not circulated in the Law School because that school has a longstanding (pre-dating COVID) policy of mandatory recording and centrally controlled selective release.)

Over half the respondents (53%) were tenured or tenure-track and 34% were full-time non-tenure track. Less than 6% of respondents were part-time and less than 6% were specialized faculty.

The vast majority of respondents (74%) taught in-person classes, though 19% taught some combination of in-person and online classes.

#### Faculty Recording Policies

Among those who taught **undergraduate lecture classes**, over 70% engaged in some form of classroom recording. The largest group (46%) recorded all their classes and made those

recordings available to all students in the class. About 10% recorded all classes but only released selectively while another 10% recorded some of their classes and a few recorded portions of classes. 28% did not record at all.

Those who taught **undergraduate seminars** were the least likely to record in any form. (58% did not record any classes). About a quarter (24%) recorded all classes and made those recordings available to all students in the class. Less than 8% selectively released recordings and less than 7% recorded only some classes.

Among those who taught **graduate lecture classes**, responses were similar to those for undergraduate lectures. A plurality (45%) recorded all classes and released them to all students and about 70% recorded in some form. (30% did not record at all.)

Among those teaching **graduate seminars**, a plurality of (48%) did not record at all while 25% recorded all classes and released those recordings to all students in the class about 15% in this category recorded some classes.

The vast majority of faculty teaching **lab classes** (71%) did not record classes at all.

For **on-line courses**, almost two-thirds (64%) recorded all classes and made recordings available to all students, while only 11% did not record at all.

(One should bear in mind that faculty who chose to respond to the survey are probably more likely to have at least attempted to record, so these percentages may not accurately reflect overall faculty practices.)

### **Faculty Experiences with Recording:**

A full 75% of respondents reported having few problems, manageable problems, or no problems setting up recording for their classes, while only 13% reported major problems and 12% did not attempt to set up recording. (Again, one should note that faculty who did not attempt to set up recording are probably less likely to have responded to the survey.)

About two-thirds of respondents did not attempt either adaptive release (68%) or recording portions of classes (67%). About a quarter experienced few, manageable, or no problems, while very few people reported major problems, suggesting that those who attempted these processes were probably comfortable or familiar with technology to begin with.

Well over half (61%) did not attempt to delete recordings, but 36% reported few, manageable, or no problems. As with adaptive release, very few reported major problems suggesting again that only those already familiar with or comfortable with the technology attempted to delete their recordings.

### **Reasons for Recording:**

The survey listed five reasons for recording classes and asked faculty to report whether they regarded those factors as "Very Important," "Moderately Important," "Somewhat Important," "Minimally Important", or "Not Important." The five factors were "Accessibility for Students with Disabilities," "Accessibility for English Language Learners," "Accessibility for Students with Short-term Illnesses," "Accessibility for Students with Short-term Conflicts," and "Enhanced Learning for all Students."

Two reasons were labelled "very important" by a majority of respondents. These were "Accessibility for Students with Disabilities" (56%) and "Accessibility for Students with Short-term Illnesses" (56%). A majority of faculty rated all five factors as either "Very Important" or "Moderately Important."

### **Reasons for Not Recording Classes:**

The survey listed six reasons for not recording classes and asked faculty to report whether they regarded those factors as "Extremely Important," "Very Important," "Moderately Important," "Somewhat Important," "Minimally Important", or "Not Important." The six reasons were "Student Privacy," "Instructor Privacy," "Unauthorized Use for P&T or Disciplinary Action," "Unauthorized Circulation or Editing," "Loss of Intellectual Property Rights," "Class Attendance Concerns."

Two reasons were rated as "Extremely Important" or "Very Important" by at least half of faculty: "Unauthorized Circulation or Editing of Recordings" (54%) and "Class Attendance Concerns" (50%). Two other reasons fell just short of the 50% mark: "Intellectual Property Rights" (46%) and "Unauthorized Use for P&T or Disciplinary Action" (44%).

### **CONCLUSIONS FROM SURVEY DATA:**

The relatively high response rate to the survey suggests that many faculty care about the issue of classroom recordings. It is not surprising that faculty were far more likely to record lecture

classes than seminar or lab classes and that, of those who recorded, most recorded all classes and released them to all students in the class as that is the easiest method. Most respondents did not attempt any of the other recording options (adaptive release, selective recording, erasing) suggesting that more communication and instruction on these processes would be helpful. A majority of faculty see value in creating recordings, especially for students with disabilities or with short-term illnesses, but they remain concerned about a number of factors, especially the unauthorized circulation of recordings and the negative effect of recordings on class attendance.

## **2. Legal Issues: Summary of Jan. 18, 2023 meeting with Vice Provost Emily Hammond on legal ownership of classroom recordings**

In attendance: Vice Provost Emily Hammond; Murli Gupta, Chair of ASPP; Guillermo Orti, Chair of PEA; Katrin Schultheiss, Chair of Classroom Recording Subcommittee of EPT

The following summary, originally based on notes taken by Senate members, was revised and approved by the Vice Provost.

### **1. Copyright of Intellectual Property**

VP Hammond stated that GW has a copyright policy that covers ownership of intellectual property. According to the [GW Office of Ethics, Compliance, and Risk](#): “For Faculty and Librarians, the university only claims ownership of the copyright if the work qualifies as a Work Made for Hire, or if the work's creation required Substantial Use of university resources, as defined below.” (See endnote\* for definition of “Substantial Use”)

**Bottom line: Full-time faculty retain ownership of IP of recorded lectures.** Exceptions to this general rule are if the lectures are part of a “work-for-hire contract” or produced as part of a sponsored project.

### **2. Access to recordings**

Can faculty deny administrators or others access to recordings of their classes?

There are a number of circumstances in which faculty cannot deny access to recordings. For example, access may be required to comply with disability laws or legal proceedings.



The university legally owns the **files\*\*** that are recorded using university equipment or software. VP Hammond stated that there are sometimes valid reasons for an administrator to review a recording, for example, if there are factual issues about an event in a classroom that cannot otherwise be resolved, or if a student has filed a grievance about a matter in the classroom obligating an administrator to develop a full understanding of what happened. Administrators are expected to access recordings for valid, University-based reasons such as these. As a matter of practice, VP Hammond emphasized that administrators do not have the time to go on “fishing expeditions” to falsely impugn a colleague. Moreover, a number of the circumstances when a recording was viewed worked to clarify facts in favor of faculty.

We stressed that most faculty are not aware that their recordings can be accessed and that they should be explicitly informed of that fact. “Trust us” is not a reliable or even acceptable policy.

**3. Policy regarding access to recordings for part-time faculty** is governed by the Collective Bargaining Agreement which states that faculty must be notified if the administration reviews recordings. We felt that a similar policy ought to apply to full time faculty, i.e., the faculty must be notified when the administration decides to review any recordings.

4. On the question of whether faculty can voluntarily provide recordings as a mechanism for enabling review of their teaching, VP Hammond said that they believed that in-person classes should be reviewed in person in order for the faculty member to provide the very best opportunity for a fulsome review. On-line classes could be reviewed via recordings. This appeared to be a recommendation rather than a legal stipulation.

#### **Notes:**

\* “Substantial Use” of university resources is that use of university laboratory, studio, audio, audiovisual, video, television, broadcast, computer, computational or other facilities, resources and Staff or Students which:

- Falls outside the scope of the Faculty member's or Librarian's normal job responsibilities or the Student's academic program or
- Entails a Faculty member's or Librarian's use of such resources that are not ordinarily available to all or virtually all Faculty members with comparable status in the same school or department or to all or virtually all similarly situated Librarians.
- The term Substantial Use does not include the use of university provided office space, local telephone, library resources and computer equipment incidental to outside activities that are

permitted under the Policy on Conflicts of Interest and Commitment for Faculty and Investigators.

\*\* The University pays for and owns the equipment, software licenses, and servers. It also pays for the electricity, wifi, and other utilities that we use. The IP that is created with and housed in these technologies is specifically covered by the IP policy. The University is not making a claim to the IP, and the faculty are not donating it to the University. Murli Gupta noted that "the books, documents and other materials I have in university-owned facility, viz my office, are mine and not GW's." VP Hammond agrees to this.

**3. Information on faculty recording deletion capability and university retention of recordings from Yordanos Baharu, Exec. Dir. of Academic Enterprise Applications (Per e-mail from Yordanos, Feb. 7, 2023.)**

**Question 1: Are faculty able to delete individual class recordings?**

Platform	Can Faculty Delete?	Note
Blackboard Collaborate	Yes	File gets moved to the system trash folder for 30 days and gets permanently deleted ("hard delete") after the 30 days.
Zoom	Yes	File gets moved to the user's trash folder for 30 days and gets permanently deleted after the 30 days. The user has the option to immediately delete or restore a file by going to their Zoom trash folder.
Webex	Yes	File gets moved to the user's trash folder for 30 days and gets permanently deleted after the 30 days. The user has the option to immediately delete or restore a file by going to their Zoom trash folder.
ECHO360	Currently No*	This feature is not enabled for ECHO360 as all file deletions are permanent ("hard delete") with no option to restore accidentally deleted files. (ECHO has informed us that the option to move files to a user's trash folder is on their roadmap.) <ul style="list-style-type: none"> <li>- Faculty can request deletion of recordings by sending an email to <a href="mailto:itl@gwu.edu">itl@gwu.edu</a></li> <li>- Files that have not been accessed in 24 months will be deleted from the platform</li> </ul>

MS Teams	Yes	File gets moved to the user's One Drive recycle bin for 30 days and gets permanently deleted after the 30 days. The user has the option to immediately delete or restore a file by going to their One Drive recycle bin.
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**Question 2: How long does the university keep recordings?**

In an email sent to all users on 12/19/22, the following retention plan was defined:

--Video recordings stored in web conferencing tools as of **January 1, 2023**, will be saved for **180 days**. After 180 days, recordings will be moved to the meeting host's "Trash" folder for an additional **30 days**. Once the 30-day Trash countdown expires, the recordings will be permanently deleted and cannot be recovered. On **June 30, 2023** all recordings that are older than 180 days will be moved to the meeting host's "Trash" folder for 30 days. Once the 30-day Trash countdown expires, the recordings will be permanently deleted and cannot be recovered.



# Faculty Senate

Libraries Committee Annual Report AY2022-2023  
Presented by Rhonda Schwindt and Holly Dugan

Members of the committee:

<i>Schwindt, Rhonda*</i> , Chair	SON	Voting
<i>Dugan, Holly</i> , Co-Chair	CCAS	Voting
<i>Agnew, Hugh*</i> , FSEC Liaison	ESIA	Voting
Abate, Laura	Himmelfarb	Non-Voting
Eakle, Jonathan*	GSEHD	Voting
Echevarria, Mercedes	SON	Voting
Faraz, Asefeh	SON	Voting
Henry, Geneva	LAI	Nonvoting
Joubin, Alexa Alice*	CCAS	Voting
McGuire-Kuletz, Maureen	GSEHD	Voting
Pagel, Scott	Law Library	Nonvoting
Patel, Ashesh	SMHS	Voting
Peng, Yisheng	CCAS	Voting
Rodriguez, Ken	Law Library	Nonvoting
Scalzitti, David	SMHS	Voting
Telikicherla, Puja	CPS	Voting
Temprosa, Marinella	GWSPH	Voting
Thoma, Kathleen	SMHS	Voting
Warren, John	CPS	Voting
Whitt, Karen	SON	Voting

\*Faculty senator

The committee met three times during the spring 2023 semester (January 20, March 24 & April 7).  
The charges for AY 2022-2023:

- “(1) Monitor the libraries’ online presence.
- (2) Address any deficiencies of the physical library spaces (including HVAC).
- (3) Assess staff and librarian positions and the impact of a limited budget on these, weighing this against adjustments in library collections.
- (4) Consider avenues for improving library funding.”

The chairs continued to work closely with Dean Henry and Directors Scott Pagel and Laura Abate to discuss challenges and issues connected with LAI (including Gelman, Burns, Himmelfarb, Eckles

and the VA campus) and with faculty senate committees (facilities, education policy, and research) to address improvements in GW's facilities and the vital need for open-access resources.

### **Facilities (charge 2)**

Facilities issues continue to be a concern. We met with the Facilities committee to explore possible areas of overlap. LAI repairs have been ongoing this year including, resealing of windows and repairing of the roof at Gelman Library and flood remediation in Himmelfarb library. However, a number of issues remain outstanding. The Gelman Library building envelop needs resealing and work on the HVAC system has not been completed. Valuable educational materials housed within LAI that cannot be easily replaced or remediated, if damaged by mold. Thus, we consider these repairs to be a high priority. In addition, we strongly recommend improved signage consistent with ADA standards and an all-gender bathroom in the Himmelfarb library.

### **Budget (charge 3)**

The LAI budget must be increased, if GWU is to continue to pursue excellence in research and education. Dramatic cuts were made, during previous budgetary crises, which is of great concern to our committee. LAI is working on delaying start dates for recent hires to meet the most recent request to implement cost-saving measures. Though recent hires have enabled LAI to grow since the pandemic budget crisis, there are still a significant number of backfilled positions (many from the 2016 budget crisis and the dramatic reduction of staff to mitigate financial shortfalls). Reports from this committee in [2018](#), [2019](#), [2020](#) and 2021 also call attention to systemic underfunding of the LAI system and its impact on our collections. While the Himmelfarb budget was increased by 5%, for example, it remains below 2020 levels.

### **Funding (charge 4)**

Retention is of utmost priority. Many librarians are covering multiple areas of expertise in order to fill gaps created by vacancies. This exacerbates the likelihood that more vacancies will occur related to burnout and recruitment by competitors. These conditions exacerbate longstanding, systemic issues in GWU's approach to Libraries and Academic Innovation. In 2016, the University budget prioritized collections, which resulted in a 30% reduction in librarians and staff. Most of these positions remain backfilled and have not been replaced. New hires last year have allowed the University to deliver quality online learning and to facilitate faculty research and hiring continues this year, however staffing remains a top priority. The LAI budget cannot be reduced further without a dramatic impact on the quality of teaching and research, pillars of our university's mission. We content that the choice between staff and collections is a false one and therefore, advocate strongly for hiring and retaining excellent librarians and staff.

The committee also emphasizes a need for increased resources to support open access academic publishing and open educational resources. These resources are needed in the short term to address issues such as the Wiley/Proquest database issue (discussed below). There is also a pressing need to address new requirements for open-access publishing of research. The current system of academic publishing is unsustainable; the cost of access to research databases increases as the resources contained within them diminishes. Our committee is working with the LAI scholarly communications team and the Faculty Senate research and educational policy committees to develop new approaches in order to meet future requirements for open access research and educational resources.

We encourage all senators to familiarize themselves with [GWU's Open Access Resolution](#) from 2015.

## Open Access

The [Wiley/ProQuest database issue](#), in which Wiley pulled 1379 titles high-use titles a week before the start of the fall semester, emphasizes the connection between LAI budget and collections. For the spring semester, the committee worked with Librarians to advocate for increased funding for OER and OA resources at GWU. In 2022 the [American Association of Universities adopted the League of European Research Universities' Leiden Principles](#) (trust, diversity, openness, stewardship, and freedom). By 2026, [federally-funded research will require open-access publishing](#). If GWU is to remain competitive in securing research funding, a more robust research infrastructure (as well as faculty education on these issues) is needed.

LAI has adopted a [theme of "Open"](#) for AY 2022-2023 and the committee has adopted a similar charge. The Wiley ProQuest EBooks Contract issue is a pressing one as the removal of the titles was delayed until May 2023. At least six courses were impacted by their decision; it is likely that publishers will continue to adopt such practices that maximize their profit.

We are also concerned about a lack of equity in regards to stipends/licensing fees provided to some schools for online courses using the LAI Instructional Design team. For example, some schools have their own Instructional Design staff; others have "work for hire" contracts with ownership of courses belonging to the school rather than faculty; while a few have an additional incentive stipend.

Appendix (Minutes & Interim Report)  
Faculty Senate Library Meeting  
October 26, 2022  
November 18, 2022  
January 20, 2023  
March 24, 2023  
April 7, 2023

The George Washington University  
Faculty Senate Standing Committee on Libraries

Minutes of regular meeting held online on March 24, 2023

Present: Rhonda Schwindt (Chair); Holly Dugan (Co-Chair); Laura Abate (Himmelfarb); Hugh Agnew (FSEC Liaison); Jonathan Eakle (GSEHD); Ilana Feldman (ESIA); Thomas Harrod (Himmelfarb Health Sciences Library); Geneva Henry (LAI); Alexa Joubin (CCAS); Scott Pagel (Law Library); Yisheng Peng (CCAS); Puja Telikicherla (CPS); Kathy Thoma (SMSH); John Warren (CPS).

Rhonda Schwindt opened the meeting at 1:03 pm.

The minutes from January 20, 2023 were approved with a minor change to the list of attendees.

Update from Geneva Henry, Dean of Libraries and Academic Innovation

- Staffing: Three librarian searches are underway including China Studies position for which there are three finalists. The search for a data services librarian is at the interview phase and the digital services librarian position has been selected with a start date of July 1. The budget for FY23 is tight so all schools and units have been asked to slow walk positions to July 1 start date when possible.
- Facilities: Elevator replacement project is underway and being addressed on each of three elevators in turn. HVAC work is still required to provide stable humidity and temperature levels at appropriate levels and the timing of this prospective project is unclear. Additional facilities issues that require attention include sealing the building's envelope; updated wayfinding signs which do not meet ADA compliance; carpeting in selected areas; maintenance on revolving entrance doors; updating bathrooms; updates on 6<sup>th</sup> floor to add electricity and create flex staff-public area; update guardrails in stairwell to code; upgrade ceiling tiles on selected floors; upgrade electrical system as previously planned.
- Teaching and Learning Instructional Core - Guy Lotrecchiano will return to full-time faculty on July 1 and recruitment for staff Associate Dean position will open soon.
- LAI was hit with major budget cuts in 2016-7 and had written agreement with GW leadership that no further cuts would be made for five years; that agreement was not honored by subsequent administrations.

Update from Laura Abate, Director of Himmelfarb Health Sciences Library

- Staffing: Ruth Bueter was recently appointed to position as Associate Director, Library Operations. Two positions are currently open in Himmelfarb including a Serials Librarian position and a staff position, the Evening/Weekend Circulation Manager.
- Facilities – The carpet on Himmelfarb’s 1st floor is very worn and library users would benefit from the addition of an all gender bathroom; SMHS Administration/Ops is aware of both teams and working on addressing those needs. Plans and budget quotes to update study furniture on a portion of the first floor and much of the 3rd floor have been submitted, and we are currently working on developing project to allow for earlier implementation.
- Resources/Services: A new technology update via LibKey Nomad allows users to identify and link to library-owned e-books on commercial sites including Amazon, Google Books, and academic publisher websites. Library’s annual art show opens in April and Healthy Living @ Himmelfarb Cherry Blossom Photo Contest is currently underway.

Update from Scott Pagel, Director of the Jacob Burns Law Library

- Facilities: Facilities are in good shape. Funding request to update entrance was initially approved and then pulled back.
- Staffing: Budget issue across campus also hitting law school. Two librarian positions are open and the library has agreed to hold those positions and post them in the new year. Status is no long clear as law school must contribute more funds to university.

Updates on meetings with Facilities & Research Committees

- Facilities: Suggestion presented to draft email from FS Libraries and Facilities Committees to Baxter Goodley to ask about priorities and status updating on projects. Rhonda and Holly will partner with chairs of Facilities Committee to draft email.
- Research Committee – Suggestion to discuss support for open access resources. The initial task for this initiative is to inform selves on percentage of library budget devoted to open access resources, and resources are available at consortium schools to support open access resources for comparison. The goal to identify how to build out support for open access resources and have shared statement from FS Libraries and Research Committees on annual report with support for open access with funding.
- Jonathan Eakle shared that he has been invited to serve on FS Executive Committee, and will advocate for Libraries and Facilities. The appointment will be service intensive so he has not put application in for FS Library Committee.
- Next FS Libraries Committee meeting will occur on April 7 to allow for final meeting before the annual report is due.

Rhonda Schwindt closed the meeting at 1:56 pm.



Minutes of regular meeting held online on January 20, 2023

Present: Rhonda Schwindt (Chair); Holly Dugan (Co-Chair); Hugh Agnew (FSEC Liaison); Jonathan Eakle (GSEHD); Ilana Feldman (ESIA); Thomas Harrod (Himmelfarb Health Sciences Library); Geneva Henry (LAI); Scott Pagel (Law Library); Ashesh Patel (SMHS); Yisheng Peng (CCAS); Ken Rodriguez (Law Library); David Scalzitti (SMHS); Puja Telikicherla (CPS); John Warren (CPS).

The meeting was called to order by the Chair, Rhonda Schwindt, at 1:02 pm

- I. Approval of minutes of meeting of November 16, 2022
  - a. The minutes were approved with the deletion of the phrase that Geneva Henry had provided an update on Himmelfarb, since that would have been Laura Abate's task
- II. Call for any discussion on the interim report submitted to the Faculty Senate (<file:///C:/Users/agnew/Dropbox/PC/Downloads/FSLC-Interim-Report-AY2022-2023-1.pdf>). No questions were raised.
- III. Reports and Updates:
  - a. Geneva Henry for Libraries and Academic Innovation
    - i. *Artificial Intelligence*: (especially recent news about ChatGPT): provost has promised some text for an official GW statement on how this technology should be used; Librarians see AI in general as a potential opportunity to educate students for literacy; Librarians are happy to consult with faculty on issues relating to AI and classes
    - ii. *Budget season*: LAI is working on requests for positions that were cut due to the belt-tightening caused by the pandemic
    - iii. *Issues around online services*: some stipends/licensing fees have been provided through the schools for online courses using the LAI Instructional Design team. Some schools have their own IT people, there are differences in the level of work done on courses, some school have "work for hire" contracts so the course belongs to the schools and not the instructors; some schools have an additional incentive stipend. Raises concerns about equity. Therefore, Geneva has requested that the budget assigned to the LAI Instructional Design team be transferred instead to mitigate the inflation in the cost of online resource subscriptions.
    - iv. *Staff departures*: two librarians will be departing.
    - v. *Questions from committee members*:
      1. Jonathan Eakle asked about regarding use of ChatGPT as cheating (referencing a statement by the Provost at the last Faculty Senate meeting). Provost has promised an official statement.
      2. Holly Dugan asked about the repurposing of the Instruction Design stipend budget to subscriptions for online resources. The amounts involved are relatively small but they will save at least some subscriptions. Holly emphasized the importance of open access sources.
  - b. Tom Harrod, Himmelfarb Health Sciences Library

- i. *Facilities*: Reported on remediation of water damage last summer/fall when it rained. New roof work completed in late October ended water flow, now damage has to be repaired.
      - ii. *Furniture*: Potential for new user-friendly furniture in the library (stationary desktop computer carrels to be replaced with laptop-friendly small-group study locations)
      - iii. *New hires*: one librarian and two new staff members
      - iv. *Questions from committee*: Were collections damaged? Thankfully, no. Mold or mold remediation necessary in HVAC? Assessment has been carried out but nothing found as of yet. Does new furniture request need Library Committee support? Request already made.
    - c. Scott Pagel, Burns Law Library
      - i. *Facilities*: Law School affected negatively by university power outage for maintenance, since it starts earlier than other schools. Impact especially on recordings.
      - ii. *Faculty services*: Library is attempting to place all case study books on reserve before students can get them checked out.
      - iii. *Staffing*: two new vacancies will be posted: 1) head of resource management, and 2) instructional technology specialist. A support staff position for digital activities has already been filled.
- IV. Forming Subcommittees (Holly Dugan)
- a. Suggested that to answer our charges effectively it would be efficient to form subcommittees to work with other Senate committees
    - i. examples: Ed Policy on open access material; Facilities on making spaces where students can work comfortably; work with Facilities and possibility Budget committees on charges 1 and 4 (online profile and additional revenue streams), considering increasing costs of open access materials, online research and collections, as well as need to replace positions lost due to pandemic. Is this a good idea, how should we maximize our remaining time? Call for discussion
  - b. Discussion ensued: Rhonda Schwindt noted that this committee is essentially a reporting committee, gathering information and submitting it on to the Faculty Senate. What outcome do we really want to aim towards? When we receive these reports, what can we do about them? It was noted that a couple of high-profile departures had positions on Senate standing committees, and other librarians sit on other committees. Perhaps we could work with Fiscal Planning and Budget and PEAf, which would tie into the issue of paying for open access resources. There was doubt that a resolution similar to the 2015 one on open access resources would likely pass in today's climate – but it was noted that we could as a committee create a resolution along those lines and submit it to the Senate. There was a question asked about faculty publications – many of us publish in journals that are not open access. Is there a way around that issue? Another member expressed ongoing concerns about physical plant infrastructure, a perennial issue. This would be appropriate to coordinate with the Facilities committee. There was also a question asked about gifts

for the endowment. Geneva Henry noted in response that the library lost its dedicated fundraising staff, but that donor cultivation is a good idea and she shared some strategies at work.

- c. Wrapping up, Holly Dugan suggested using February for working on specific issues rather than holding another meeting: so 1) following up with Education Policy regarding open access resources (Wiley, Proquest), 2) building out research – what would open access look like and what role would Research committee play, and 3) with Facilities, raise the issue about spaces and their use, calendars and outages planning, HVAC and water issues and also 4) strategic thinking about what can be done in the Senate.

- V. Student Representative: Jenna Chaojareon is working on finding a student representative for our committee and it is hoped that we will have one by the last meeting of the year.

The meeting was adjourned at 1:59 pm by Holly Dugan.

FSLC Minutes

Friday November 18, 2022 1:00 pm via Zoom

**CALL TO ORDER:** Holly Dugan called the meeting to order at 1:02 pm

**PRESENT:** Rhonda Schwindt, Holly Dugan, Ken Rodriguez, Laura Abate, John Warren, Ashesh Patel, David Scalzitti, Tanya Wetenhall, Johnathan Eakle, Puja Telikicherla, Alexa Joubin, Kathleen Thoma, Scott Pagel, Maureen Mcquire-Kuletz , Geneva Henry

**APPROVAL OF MINUTES:** the minutes of the October 21, 2022 meeting were unanimously approved

**REPORTS/UPDATES:**

1. Scott Pagel updated committee on the status of a new learning platform (Canvas) at the GW School of Law
2. Geneva Henry provided an update on recent changes and improvements to Blackboard
3. Geneva Henry provided an update of Himmelfarb Health Sciences Library
  - a. several staff positions remain open
  - b. consultation numbers remain strong and interest in data workshops remains high
4. Laura Abate provided an updated on Himmelfarb Library.

**NEW BUSINESS:**

1. Ken R Rodriguez inquired about a student representative on the committee; Holly Dugan will follow-up and report status at next meeting
2. Holly Dugan presented the possibility of forming subcommittees to work on the committee charges for this academic year. Co-chairs will meet prior to next meeting to develop a preliminary plan to present to membership for further discussion.

Meeting called to close by Holly Dugan at 2:00 pm ET

**NEXT MEETING:** Friday, December 16, 2022 at 1:00 pm ET via zoom

Faculty Senate Library Meeting  
Friday October 28, 10 am

Rhonda Schwindt opened the meeting 10:01 am and asked committee members to introduce themselves

Rhonda Scwindt, Holly Dugan, Dean Sommers, Jonathan Eakle, Laura Abate, Yisheng Peng, David Scalzitti, John Warren, Scott Pagel, Puja Telikicherla, Alexa Joubin, Kathy Thoma

Holly Dugan presented a summary of the FSLC AY 2021-2022 Annual Report and asked if there were any questions.

Holly Dugan presented the charges for AY 2022-2023:

- (1) Monitor the libraries' online presence.
- (2) Address any deficiencies of the physical library spaces (including HVAC).
- (3) Assess staff and librarian positions and the impact of a limited budget on these, weighing this against adjustments in library collections.
- (4) Consider avenues for improving library funding.

Question about charge 2: Should we work with facilities committee? How does the library system connect to the other facilities challenges? There was a suggestion to work with facilities committee.

Question about charge 1: What does this entail? Does this include online teaching and/or feedback and oversight of online resources offered, including databases/ebook?

Holly summarized that we will coordinate with our EC liaison and will coordinate with other chairs of other committees. She suggested that we use our next meeting to plan steps forward on these charges.

Holly introduced Dean Sommers, who presented on LAI.

1. Facilities issue is top of mind. HVAC is the most pressing need. It is a capital budget item. It is a clear need and it's been discussed many times. There have been some facilities need that have been carried out. These are not as extensive as hoped but there has been progress. There has been work done on the roof to improve drainage (which should help with

flooding and snow melt). Windows have been resealed. The request, however, was for new windows. HVAC issues remain to be addressed. Elevators require maintenance. T

2. Students are back we are seeing gate counts up and that is an exciting thing. There's a greater sense of energy in the building.
3. Utilization of services associated with academic commons (tutoring, course review) has doubled. This has created new problems to solve including allocating space for activities
4. Teaching day was a success with high participation.
5. This year, LAI has a theme of "OPEN" and one goal is to increase awareness of and access to resources, including:
  - faculty microgrants to adopt or adapt OER resources
  - TopTextbooks (usage up this year after pandemic) 150 student 20K saved so far
  - these programs help to mitigate the effect of the Wiley contract/Proquest contract (which is discussed below)
  - Data services/data management planning services (Himmelfarb & LAI)
  - Office of Science Technology and Policy directing an increase level of openness
  - NiH have new funding requirements for data and data access (online January next year)
  - support research enterprise here at GWU (data management planning)

Question: is there any way we can use the usage statistics to advocate for facilities and repair and for staffing?

A: Yes, Gelman Library is one of the only facilities open 24/7 and it has been a stretch to cover that.

Q: Can we get access to that data? Holly reported that she'll follow up with Dean Sommers about that data.

Holly Dugan invited Dean Scott Pagel to present an update on Burns Law Library. Dean Pagel reported an uptick in use, as well as a move to a new LMS (canvas) for first year law students this year, and the rest of the law school likely to follow next year. University IT people are interested in Canvas, as well as Noodle, vendor online courses.

Holly Dugan invited Himmelfarb Library Director Laura Abate to present an update as well.

Director Abate noted that

1. the budget increased by 5% (used for serials) but that increase still doesn't get us back to where the budget was in 2020. It does provide some stability. Some of the budget for the system will be covered from 5% overage. There is now some funding for travel for conferences
2. Himmelfarb's facilities: There have been Roof leakage and windows leakage. A new roof was put in in August and the last piece of coping will soon be installed. There are still things that need to be done, including painting and carpeting, to get us back to pre-leak conditions
3. Usage is up and they are assessing study areas.
4. Staffing levels are up: two new hires starting soon, in the process of hiring two more

Holly Dugan presented on the Wiley/Proquest database issue, in which Wiley pulled 1379 titles before the start of the fall semester. These were targeted titles, with high use. She emphasized the role of librarians in working with Proquest to negotiate with Wiley. 1000 titles returned for AY

2022-2023. However we'll be facing this problem again next fall. We don't have enough data about use. We'll need to educate faculty while also advocating for greater support for OER and OA at GWU.

There was a comment about the need for specificity in digital format, as well as accessibility.

The final agenda item was setting up a regular meeting time and it was decided that the discussion could be moved to email.

Rhonda closed the meeting at 11:05 am

In attendance: Rhonda Scwindt, Holly Dugan, Dean Sommers, Jonathan Eakle, Laura Abate, Yisheng Peng, David Scalzitti, John Warren, Scott Pagel, Puja Telikicherla, Alexa Joubin, Kathy Thoma



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

**Submitted By Co-Chairs:**

Eric Grynaviski (CCAS) and John Traub (CCAS)

**Committee Members:**

Eric Grynaviski, 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)

Scott Pagel (LAW)

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 8<sup>th</sup>, 2022  
Thursday, October 13<sup>th</sup>, 2022  
Thursday, November 10<sup>th</sup>, 2022  
Thursday, December 8<sup>th</sup>, 2022  
Thursday, January 12<sup>th</sup>, 2023  
Thursday, February 9<sup>th</sup>, 2023  
Thursday, March 9<sup>th</sup>, 2023

## **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 Weinshel (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 can be found here:  
<https://gwu.app.box.com/folder/172107118688>

**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 can be found here:

<https://gwu.app.box.com/folder/177216070192>

Resolution in Support of a new Residence Hall can be found here:

<https://gwu.app.box.com/file/1027588243372?s=jp8m4tg4wlskigabcbqbeux31lym6dvx>

**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 regards 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 regards 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 regards 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 can be found here:

<https://gwu.app.box.com/folder/181497017753>

**The December meeting** continued with the discussion of the Campus Master Plan (CMP;) including a presentation by Eric Grynawski which examined previous examples within our Market Basket Schools, with varying degrees of success and efficacy at each institution.

The primary questions posited to the Committee were:

- 1. Does the level and type of Faculty input depend on whether the planning is narrow or broad? And, does level and type of faculty input depend on whether the project affects the Academic Core?**
- 2. What are advantages of a participatory plan? Under what conditions is a Trustee or Administration led plan advisable?**
- 3. How does the University define the Central Academic Core?**

The meeting concluded, after much discussion, with the agreement that it would be a useful exercise to physically map the Academic Core in Foggy Bottom Campus, as well as generate a memo to the Faculty senate on Faculty Involvement in Planning.

December Meeting Minutes can be found here:

<https://gwu.app.box.com/folder/185439428349>

Market Basket Research can be found here:

<https://gwu.app.box.com/folder/185397214603>

**Spring Topics/Actions Taken:**

**The January meeting** convened with updates from Seth Weinshel regarding Dining Services, principally regarding the opening of Shenkman and the beginning tests of our capacity for mandatory dining. Seth noted that each future cohort will phase in more diners into this new system.

Facilities updates were given by Baxter Goodly, who noted that fourteen separate buildings were impacted from the December cold snap, principally related to frozen or broken piping. All issues were addressed, and no live-in students were impacted over the Winter Break. Additionally, Facilities took advantage of the curricular break to address planned projects across 34 different buildings, with construction planning on 19 different buildings in various stages of the pipeline in conjunction with Adam Aaronson and his team. Finally, the conversion to the new General Services contract was discussed, noting that this transfer process is continuing, and GW is allowing several legacy Staff members to finish their contracts prior to replacement. Vice Provost Murphy and the PFC expressed their gratitude to Baxter and his team for their hard work over the Holiday break.

The Strategic Campus Plan Discussion continued, with the acknowledgement that the investigation of the physical Academic Core would be moved to a fully in-person February meeting. The Committee discussed the relationship between the Strategic, Campus Master and Academic Plans; Committee Structure; and Adoption of the Academic Core. The different modalities were also reviewed from the December meeting presentation.

The Committee posited four critical questions in relation to the SCP Discussion:

- 1. Should we reference the importance of Strategic and Academic Plans in a memo re: participants?**
- 2. What are the Basic principles of the Committee Structure? For Broad Planning, who is essential?**
- 3. What Committee Structures should be ruled out?**
- 4. Who selects Committee members?**

The PFC focused on accessibility and representation, as well as the need for appropriate coordination.

January Meeting Minutes can be found here:

<https://gwu.app.box.com/folder/189957521834>

**The February meeting** convened in person in Monroe Hall, beginning with a reminder that the current PFC was reaching its conclusions and calling for volunteers to continue in AY 23-24. Additionally, it was noted that the Co-Chairs were contacted directly by the Co-Chairs of the Libraries Committee with building concerns, with the agreement of more information to follow in the future.

Facilities updates were given by Baxter Goodly, noting primarily the flooding in the Law School followed by quick work from the remediation crew.

The meeting continued to the discussion and examination of the Academic Core Memorandum, including definitions of what physical demarcations might exist to shape this. Methods of framing and inclusion were discussed, as well as the need to be a permanent component in any long-term procedures. It was noted that while it is not fully within the Committee's purview to define *what* the Academic Core is, any recommendations from the PFC to FSEC on this question would be well received.

The meeting then moved to recommendations for the Academic Core Memorandum, focusing on four critical components:

- 1. Campus Master Planning should follow strategic and academic planning.**
- 2. Carefully consider the kind of committee structure likely to produce effective shared governance over facilities issues.**
- 3. Consider identifying an academic core and insisting on extensive faculty involvement in changes to the academic core.**
- 4. Early and transparent communication is an effective way to enlist faculty support.**

Recommendations and edits included consideration for both University wide inclusion as well as faculty; when Faculty are invited to participate in the AC process; and stressing the needs for guidelines, particularly while working with incoming Leadership administration.

The primary action item was the revised and updated Academic Core Memorandum for presentation to the Faculty Senate in March 2023.

February Meeting minutes can be found here:

<https://gwu.app.box.com/folder/194494020958>

**The March meeting** convened virtually, and in advance of the Faculty Senate meeting on March 10<sup>th</sup>. The subject of the Libraries Committee's concerns was tabled and voted to defer to the next PFC session without objection, while still leaving room for ad-hoc discussions to continue between Committee Chairs.

The primary goal of the March meeting was discussion of current and future plans for Physical Facilities Committee – what aspects needed to be finished this term, and what should be on the future term's docket. The new facilities contractor is a primary area of interest particularly regarding responsiveness and community satisfaction, as well as particular student spaces such as Health and Wellness, the Student Center, and all Dining spaces. The Mount Vernon and Ashburn campuses were also included in this discussion, although it was noted that future strategic plans remain uncertain.

In regard to the GUVIC (Germicidal Ultraviolet) pilot technology, it was recommended that we close this Sub-Committee and line of inquiry given the strong pushback from the Faculty, while noting it could be renewed as an item in the future. HVAC and COVID were also considered in this context; it was recommended we defer to the Medical Advisory Group who is still focusing on this. Consideration was also given to designate a SME as a liaison to the MAG in the future to stay topical with any changes.

Additionally, Co-Chairs Eric Grynawski and John Traub joined the Faculty Senate meeting on Friday, March 10<sup>th</sup>, to present the PFC Academic Core Memorandum. (Additional info below.)

March Meeting Minutes can be found here:

<https://gwu.app.box.com/file/1160636498423>

Academic Core Memorandum can be found here:

<https://bpb-us-e1.wpmucdn.com/blogs.gwu.edu/dist/0/196/files/2023/03/PFC-Memo-on-Master-Planning.pdf>

Faculty Senate presentation slide deck can be found here:

<https://bpb-us-e1.wpmucdn.com/blogs.gwu.edu/dist/0/196/files/2023/03/Master-Planning-Slides.pdf>





Report of the Faculty Senate Executive Committee (FSEC)

April 14, 2023

Jim Tielsch, Chair

## **FSEC Chair Reflections**

I apologize for not being with you at this final Senate meeting of the year and my final meeting as FSEC chair. This past year has been a momentous one for myself and GW, and the changes that have occurred make me optimistic for the future of our institution. I'd like to thank a number of people for their support and honest and helpful advice:

- Arthur Wilson, my predecessor in the role for his leadership over the two difficult years of the pandemic and our negotiations with the administration and board on shared governance. The progress that was made over that period set the stage for a stronger relationship and open dialog with our partners in the administration and the board.
- My fellow members of the FSEC this year who shared the challenges and time commitment required to move us ahead on these and many other issues.
- The chairs of the Senate committees who take their responsibilities seriously and with good humor.
- Chris Bracey and his team in the provost's office who have been open and transparent in their decision making on the myriad issues they confront on a daily basis. Chris has welcomed advice from the FSEC on many of the serious and sometimes highly confidential issues that arise.
- The members of the faculty and board who served on the presidential search committee. Serving on this committee was the honor of my academic career and a humbling experience considering the incredible strength of the pool of applicants for this challenging position. I am thrilled that Ellen Granberg has chosen to lead GW into its third century.
- My dean, Lynn Goldman, and my colleagues in the Department of Global Health for providing me the support and time to commit to the FSEC chair's job this past year.
- President Mark Wrighton for providing stabilizing and enlightened leadership for the past year and a half. It has been a distinct privilege to watch a true artist in academic leadership address complicated issues with optimism and conviction that GW's best is yet to come.
- And, finally, a special thanks goes to Liz and Jenna in the Senate office. No one can do this job without their advice, support, and prodding on occasion. Their work behind the scenes is a real strength of the Senate and the FSEC.

Now to some acknowledgments of things left undone and suggestions for the future:

- 1) While PFAF made serious headway on revisions to the Faculty Organization Plan over the past two years, I failed to arrive at a negotiated settlement regarding membership in the Faculty Assembly. A job for the next FSEC to resolve.
- 2) The FSEC and Executive Committee of the board have established an open and productive process in the support of shared governance. We have Chair Speights to thank for her

commitment and leadership in this area. We need now to move forward with implementation of more specifics in terms of communications and engagement to support this progress.

- 3) I applaud and support the enfranchisement of faculty in our College of Professional Studies into the Senate and FSEC. They deserve a voice in our deliberations.
- 4) As we all know, some of the administrative processes of our administration need to be streamlined and made accountable. I suggest that our Chief Administrative Officer present an annual report to the Senate just as our Senate committees do on an annual basis.
- 5) I think the Senate should consider making the FSEC chair's term of office a minimum of 2 years (of course, once I have stepped down). Annual changes to this position provide disruption to relationships with senior members of the administration and the board.

### **Senate Committees**

The Senate office is working on confirming standing committee chairs and assembling committee rosters for approval at the May Senate meeting. If you have not expressed an interest in serving (or continuing to serve) on a Senate committee for the coming year, please contact Jenna in the Senate office as soon as possible.

### **Personnel Actions**

There are no active grievances at the university.

### **Calendar**

The next regularly scheduled meeting of the Faculty Senate Executive Committee is April 28, 2023; this meeting will be a joint meeting of the outgoing and incoming Executive Committees. 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, ideally by April 21, 2023. The next regularly scheduled Faculty Senate meeting—the first of the 2023-2024 Senate session—is May 12, 2023, and will be held in an entirely virtual format due to technical work being performed in the State Room.





**Faculty Senate**  
**Provost Bracey Remarks**  
**Friday, April 14, 2023**

Good afternoon. The end of the semester is rapidly approaching, with the last day of classes just over 2 weeks away. I encourage you all to continue devoting your energies to supporting our students and helping them stay focused while they sprint toward the finish line, and please remember to continue looking after yourselves as well during this busy time of year.

A few other updates:

Interim Nursing Dean Announcement

Earlier this week, you should have seen the announcement that Jean E. Johnson, dean emerita of the School of Nursing and professor of nursing, has been named interim dean, effective this past Monday. She is the founding dean of the School of Nursing, a role she held from 2010 to 2014, and has over 40 years of experience at GW in various roles. Before serving as the first dean of the school, she served as senior associate dean for health sciences programs, where she developed and enhanced numerous health sciences programs and helped establish the Department of Nursing Education in 2005. She has long been a champion for nursing education at GW and a respected leader for nursing faculty, staff and students. We are very grateful to have her serve in this interim capacity and keep the school on its trajectory of success.

Artificial Intelligence Guidance

Earlier today, I distributed guidance to the GW community regarding the use of Generative Artificial Intelligence (GAI) in connection with academic work at GW. The wide availability of GAI tools, such as ChatGPT and other large language models, is driving an ongoing conversation about their academic uses. GAI tools represent an exciting addition to the learning process that can be deployed in innovative ways to advance learning objectives. Even as we — faculty and administrators — are learning about these tools ourselves, we must teach our students to use them effectively and responsibly. Time was of the essence in providing this guidance as the semester neared its end with final papers and projects due. The guidelines can be found under [Policies, Procedures & Guidelines on the Provost website](#). We appreciate that this technology is evolving, and we will update this guidance as circumstances require.

End of Semester Events

We have several exciting events coming up to recognize achievement in our community this year.

This coming Thursday, April 20, will be our Academic Honors Ceremony to recognize student recipients of the Outstanding Academic Achievement Award, as well as Distinguished Scholars for each participating school with undergraduate students. These students have demonstrated true excellence in their studies and are a distinguished group within our already impressive student body. You can find a list of these students on the [Provost site](#).

The third cohort of the GW Academic Leadership Academy, or GWALA, will graduate on Friday, April 28. You may recall that I created this program in 2019 with then-provost Forrest Maltzman to enable our academic leaders to step outside their day-to-day functions and dedicate time to professional development, relationship-building, and enhancing their skill sets. I am grateful to Vice Provost for Faculty Affairs Emily Hammond and their team for continuing to advance this important initiative that builds leadership capacity and lasting relationships across the university.

On Thursday, May 4, we will hold the 13<sup>th</sup> Annual Faculty Honors Ceremony, to honor faculty and graduate teaching assistants for their excellence in teaching, service and research. At this ceremony, among other honors, we award the prestigious Oscar and Shoshana Trachtenberg Prizes for Teaching, Scholarship, and Service, the latter of which the Faculty Senate's very own Kim Roddis has been awarded. You will find a complete list of winners and details about registering for the event on the [Faculty Affairs website](#).

Finally, Commencement Week is just five weeks away. President Wrighton and I very much look forward to participating in the school and college celebrations, organization celebrations, and, of course, Commencement on the National Mall on Sunday, May 21. I encourage you all to speak to your faculty colleagues about registering to attend your school celebrations and university-wide Commencement. It is an important milestone in our students' lives, and a strong faculty presence signals our investment in our students' many accomplishments and celebration of all they will achieve when they leave GW.

You may visit the [Commencement website](#) for registration details, and I will also send a message to faculty encouraging their participation.