



Faculty Senate

**MINUTES OF THE REGULAR SENATE MEETING
HELD ON SEPTEMBER 8, 2023
HYBRID: 1957 E STREET/STATE ROOM & WEBEX**

Present: President Granberg, Provost Bracey; Executive Committee Chair Feldman; Parliamentarian Binder; Registrar Cloud; Senate Office Staff Liz Carlson and Jenna Chaojareon; Deans Ayres, Feuer, Goldman, Henry, Kelly-Weeder, Lach, Mehrotra, Riddle, and Wahlbeck; Interim Dean Johnson; Professors Anenberg, Badie, Bamford, Borum, Briggs, Brinkerhoff, Clarke, Cordes, Eakle, El-Ghazawi, Gore, Gupta, Gutman, Kargaltsev, Kay, Kieff, Kulp, Marvar, Mazhari, Orti, Parsons, Pittman, Rain, Sarkar, Schultheiss, Tekleselassie, Tielsch, von Barghahn, Vyas, Wagner, Wilson, Wirtz, and Zeman.

Absent: Deans Bass and Matthew; Professors Callier, Lu, Olesen, and Schwindt.

CALL TO ORDER

The meeting was called to order at 2:05p.m.

APPROVAL OF THE MINUTES

The [minutes](#) of the May 12, 2023, Faculty Senate meeting were approved by unanimous consent.

Unanimous consent was requested and obtained to add the Provost's introduction of School of Nursing (SON) Dean Susan Kelly-Weeder to today's agenda.

INTRODUCTION: Rumana Riffat, Vice Provost for Faculty Affairs (Chris Bracey, Provost)

Next, the Provost introduced Rumana Riffat, GW's new Vice Provost for Faculty Affairs, who started on September 1. She brings 30 years of administrative and teaching experience to this role, including a turn as interim dean of the School of Engineering and Applied Science (SEAS) and most recently as associate dean for graduate studies. She has been a trusted leader and problem-solver; the Provost welcomed her to his leadership team and invited her to say a few words. Vice Provost Riffat thanked the Provost for his introduction and noted she is looking forward to working with the faculty in this key role.

INTRODUCTION: Susan Kelly-Weeder, Dean, School of Nursing (Chris Bracey, Provost)

Provost Bracey introduced the Dean Susan Kelly-Weeder, who joined GW on July 17. Dean Kelly-Weeder comes to GW from the Connell School of Nursing at Boston College, where she served as associate dean for graduate programs. She is an NIH-funded researcher and educator with considerable experience advancing diversity, equity, and inclusion efforts. She also recently served as president of the National Organization of Nurse Practitioner Families, the leading organization specifically devoted to promoting high-quality nurse practitioner education at the national and international levels. The Provost expressed that he is very pleased

to have Dean Kelly-Weeder leading the School of Nursing into an exciting future and invited her to say a few words. Dean Kelly-Weeder thanked the Provost for the introduction, noting that her first couple of months on the job have been wonderful.

INTRODUCTION: Jonathan Post, Vice President for Board Relations & Secretary of the University (Ellen Granberg, President)

President Granberg introduced Jonathan Post, GW's new Vice President for Board Relations and Secretary of the University. In his seven years at GW, he has served as Assistant Vice President for Board Relations, providing critical support to the Board office, managing trustee nominations and recruitment, and serving as key staff to several Board committees and task forces. His commitment to excellence and dedication to GW make him well suited to join the leadership team and these new roles and to continue his invaluable support to the university. Prior to coming to GW, Mr. Post spent four years as the director of programs at the Association of Governing Boards of Colleges & Universities, where he led multiple professional development programs for board members, university professionals, and board professionals. He earned his masters degree in higher education from the University of Michigan and holds a bachelors degree in international studies from Johns Hopkins University. The President noted that, while working with the trustees keeps him busy, Mr. Post is also busy at home with three young children. Mr. Post thanked the President for her introduction, noting it is an honor and privilege to serve in this role.

INTRODUCTION: Bridget Schwartz, Staff Council President (Ilana Feldman, Executive Committee Chair)

Faculty Senate Executive Committee (FSEC) Chair Ilana Feldman introduced Bridget Schwartz, GW's inaugural president of the newly formed Staff Council. Ms. Schwartz joined GW as a staff member over 13 years ago and has served as the Director of Student Employment for the last ten years. During this time, she has supported hundreds of staff and faculty across campus. She has also served in several positions on the National Student Employment Association's (NSEA) Board of Directors, including two terms as President during the incredibly challenging years of 2020 and 2021 when colleges and universities looked to NSEA for guidance and support in navigating COVID-19, remote learning, and the social injustices that were prominent during those years.

She was elected by the GW staff to serve as the first Staff Council president and began her service July 1. Professor Feldman noted that she is looking forward to working with Ms. Schwartz as they seek opportunities for faculty and staff to collaborate in making GW an even better university for all its constituencies. Ms. Schwartz expressed her gratitude for the ongoing support received from the Faculty Senate during the Staff Council formation process and looked forward to the impact the Staff Council will have on the GW community.

PRESIDENT'S REPORT (Ellen Granberg, President)

The President's report is [attached](#).

BRIEF STATEMENTS & QUESTIONS/PRESIDENT'S REPORT

Professor Wirtz applauded the President's courage this morning in coming before the School of Business (GWSB) faculty and taking open-ended questions; he noted that this was quite bold, and the faculty was very appreciative. One issue that remains front and center for his colleagues is the Medical Faculty Associates (MFA), and he reiterated a question for the Senate that was posed at the GWSB meeting this morning. It is well known that the MFA has lost more than \$50 million per year over a period of years and is in debt to the

university for over \$200 million, and this is in and of itself very concerning. Recognizing that the non-MFA side of the university has its own difficulties, he raised another concern, namely that the university last year provided the MFA with an infusion of \$80 million that is now not available for academic initiatives. Understanding that CFO Fernandes will report on the state of the MFA to the Senate in October, he asked the President if the Board of Trustees is truly tuned in to just how serious a problem this is causing the rest of the university and whether the President and Board are receiving monthly or even weekly reports on how this problem will be solved.

President Granberg responded that, through CFO Fernandes and his team, the Board and administration are very tuned in to this issue. She noted that the CFO has staff who are fully assigned to and embedded in the MFA and who are working closely with MFA staff. His team has a full understanding of what is happening with the MFA finances and is reporting back regularly. As regards the Board, she noted that she has seen an appropriate level of attention and awareness of what the balance sheet looks like in terms of the loans from the university to the MFA. She added that the answer to the underlying question—whether the Board is still committed to the academic medical enterprise—is yes, but the Board is also not naïve to what is happening with the loans that have been extended. She noted that, by the time the CFO reports to the Senate next month, more information will be available about how the MFA closed the year.

Professor Brinkerhoff referenced the strategic planning process the President alluded to and asked what the response has been to the President's open request for suggestions about this process and how that feedback will be used. The President recognized Vice President for Communications and Marketing Ellen Moran, who responded that some responses have been received; submissions will be bundled and presented to the President periodically. She noted that the response to the President's welcome message was robust in terms of message open rates and website hits, but there is more work to do in order to encourage the university committee to share their ideas and perspectives around what makes GW unique and valuable to them. She encouraged everyone to submit their ideas through [the online portal on the GW Together site](#).

Professor Tielsch referenced disturbing news in the last couple of weeks from West Virginia University (WVU) about significant reductions representing a reprioritization of university resources to its broad-based curriculum. He asked the President whether she sees this potentially happening nationally and whether this portends difficult decisions about priorities at GW.

The President responded that WVU has a unique set of underlying causes (e.g., a decline in the college-aged population; a recognition, given shrinking state funding and caps on tuition, that a structural shift was required). She noted that WVU went through what seems to be a reasonably transparent process, adding that their president is very experienced, and the university is responding to a real resource problem. Other states are losing population rapidly, and some have very high-overhead higher education institutions. In some quarters, this is being seized upon as an opportunity for conservative lawmakers to make changes in state-funded higher education, indicating that these decisions are not completely driven by finances. She expressed her sense that the UWV process was about as reasonable as possible if this type of action has to be taken.

In terms of what this means for GW, she noted that the university is in a very good position in terms of the market and has a commitment to being and remaining a comprehensive university. There are some headwinds and resource constraints, and the university has to consider how much it can grow its resources. While it is impossible to rule out some kind of prioritization, she noted that both she and the Provost are strong believers in the idea that GW is a comprehensive university and are committed to maintaining that.

Professor Parsons observed that some of the actions taken at WVU, such as eliminating foreign language instruction, may be more attributable to its president's personal ideas about higher education than about a broader set of principles.

Professor Brinkerhoff observed that the reduction in the number of college-age students is a national phenomenon and asked what the vision is for how GW withstands this and thrives in this context. The President responded that GW has an incredible brand, including but not limited to its location and very attractive programs. She noted that there are a few forces GW will need to contend with, including increasing competition coming to the District. This, she noted, is part of why she is glad the university has the opportunity to do a strategic plan. It will be important to focus on what makes GW distinctive and what the university can offer to students that no one else can—as put by a colleague, “what are our unfair advantages?” Programs and experiences that are rooted in academics but that don’t necessarily require a particular major or college affiliation to produce benefit can also have a very positive impact, and the President looked forward to understanding what GW offers now along these lines and whether an expansion in this area makes sense, with an eye toward being distinctive. She added that the particular composition of GW’s faculty is a very important part of what the university can offer that others can’t. Finally, she noted, the university needs to be thoughtful about the value and career outcome conversations; these will come up more as a result of debt and job quality outcomes for students, and she stated she would rather GW be ahead of this than reacting to it.

Professor Schultheiss asked the President to speak to the national movement toward vocational education and away from the humanities, which is deeply concerning as the relationship of vocational education and the humanities is not as obviously direct but is absolutely there. She asked the President to speak about her personal vision of the place of the humanities at GW. President Granberg asked for some time to develop a response for GW specifically. Personally, however, she noted that her undergraduate degree was in history and that she has no doubt that she learned very important skills in that major—analysis, writing, and handling complexity, in addition to her natural love of history. She noted that she loves how passionate GW students are about ideas; they know they’ll find jobs, and she did not see GW as the type of place that would have a huge march toward vocational majors at GW. With that said, she noted there is a lot to be done to help students understand what they have in these programs in terms of skills and strengths. The university can think in a more complex way about the relationships between the GW college experience and the job market. She expressed interest in the work Brown University is doing to reimagine its career center to answer this question. GW needs to take very seriously the importance of helping students make the step from college to a great career.

Professor Tielsch noted a story in the news today about the percentage of Pell-eligible students attending a variety of high-profile institutions. Most concerning, he said, is that many institutions with relatively low Pell enrollments also have low enrollments of the next step up the economic ladder—students who are only barely not eligible for Pell grants. He asked what the President’s vision is for a more broadly inclusive student body with regard to socioeconomic status. The President responded that she is reasonably happy with where GW is with regard to Pell eligibility (around 17%, which is quite robust for institutions like GW), noting that she would follow up about GW’s enrollments from the next rung. She stated that the other big element is how many Pell recipients are graduating and actually receiving the benefit of a GW degree; if these students are accepted, and they accrue debt but do not graduate, GW will have done them no favors at all. She stated that there is a balance between being inclusive of all socioeconomic groups and ensuring that GW is resourcing the university in a way that allows all of those students to receive the benefit of a GW degree. She did not envision reducing the percentage of Pell-eligible students but did see focusing on improving graduation rates in this population before increasing that percentage.

Professor Parsons asked if GW’s Pell recipients are not currently graduating at acceptable rates. The President responded that there is a gap in graduation rates between Pell and non-Pell students, noting that she was not aware in the moment of the current rate of progress toward closing this gap. The Provost added that the new US News rankings will be coming out later this month and that he would like to answer this question with specific numbers in another week or so. He stated that the other key piece of this puzzle is getting to meaningful need for all students at GW. Vice Provost Goff confirmed that, last year, there was no gap between grad rates for Pell and non-Pell students at GW.

PROVOST'S REPORT (Chris Bracey, Provost)

The Provost's report is [attached](#).

BRIEF STATEMENTS & QUESTIONS/PROVOST'S REPORT

Professor Gupta recalled hearing from the Provost at the May Senate meeting that much-needed training on safety and security in classrooms is school-based. However, he noted, safety is a campus and not a school-based consideration and should be paramount wherever someone may happen to be on campus when an emergency occurs. He reiterated his call for comprehensive training and resources for faculty on this issue, who generally do not know what is expected of them in a campus safety emergency. The Provost noted that he would hold on a direct response as he knew that Chief Tate could address this point when speaking to the Senate later in the meeting. He noted that departmental training is available by request to Chief Tate, whose team can work with faculty directly. He stressed that the GW community has to be safe; the fact that it is safe is why students, faculty, and staff will come to campus.

Professor Wagner asked whether there might be a community-wide email on the COVID recommendations the Provost described in his report, given that there are faculty who are new to campus since the relative decline in the pandemic and may not be clear on how to proceed if a student tests positive and must miss class. The Provost responded that the administration can prepare a communication that summarizes current CDC guidance and GW's operations in this area.

Professor Wagner also asked for an update on where the diversity program review stands in its timeline. Provost Bracey responded that the review team's draft report process has concluded, and its work will shortly be circulated to external reviewers for their consideration. Follow-on conversations between these external reviewers and those involved in the data collection will take place over the course of the fall. The ultimate recommendations will be forwarded to the Provost and President for consideration of how to try and implement them to ensure the value of diversity is being advanced on campus.

Professor Gutman asked whether GW's Pell percentage has increased or decreased over time. Vice Provost Goff responded that the percentage of enrolled Pell students at GW has increased over the past five to seven years and stands at all-time high now, having attained its goal of 17-18%. Professor Gutman asked whether, having achieved this, the university has established a new goal. Vice Provost Goff responded that his team is in the process of rebuilding its 5-year enrollment goals and plan; this question will be one of the factors in these updates.

Professor Gore asked whether there is a correlation of students transferring in from community colleges who are also Pell Grant students and whether this proportion has changed at all. Vice Provost Goff responded that there is year-to-year variance in the transfer population as its size is determined largely by the size of the first-year class. He suspected that there is a slightly smaller percentage of Pell-eligible students in this population and offered to research these details.

Professor Schultheiss expressed concern over the elimination of travel funding to graduate students and all but untenured faculty who are on the tenure track in the Columbian College of Arts and Sciences (CCAS) and, to varying extents, in other colleges. She noted that this is a source of tremendous concern for the future of the College as a scholarly enterprise. The Provost responded that he had heard about some travel budgets being cut for some senior faculty but had not heard that this was happening for graduate students and junior faculty. While noting that the decision to make these cuts rests with the deans, who are under considerable pressure, he offered a silver lining. As Provost, he stated, he finds it disturbing to see that some faculty and students are not able to conduct and support the research that has gotten GW to the point of joining the

Association of American Universities (AAU). He noted that he is working with Vice Provost for Budget & Finance Glatzer to identify gap funding for research and research-associated travel and that more information will be forthcoming on these efforts. He encouraged faculty to look at intramural funding opportunities available through the Vice Provost for Research, but anticipated being able to come up with some funding to support faculty in colleges or departments where travel funding has been cut.

Professor Cordes asked whether there are and particularly notable changes to previous policies in the new conflict policy heading to the Board for approval. The Provost responded that “notable” may vary by the audience; he confirmed that the Senate Professional Ethics & Academic Freedom (PEAF) committee worked through the draft policy thoroughly.

EXECUTIVE COMMITTEE REPORT (Ilana Feldman, Chair)

The Report of the Executive Committee is [attached](#).

BRIEF STATEMENTS & QUESTIONS/EXECUTIVE COMMITTEE REPORT

None.

REPORT: Results of the Student Success and Retention Task Force (Sarah Wagner, Co-Chair, Educational Policy & Technology Committee)

Professor Wagner recognized her committee co-chair, Professor Irene Foster, who reviewed the [attached slides](#), which were shared with the Senate yesterday. She highlighted a national issue of students coming to college from the K-12 pipeline who are having difficulties with basic math, reading, comprehension, writing, study skills, and other academic areas. Issues that were present before the pandemic have only become worse since the pandemic. Following a review of the Student Success and Retention Task Force report in committee, the Educational Policy & Technology (EPT) committee has formed a subcommittee on student success and retention to work at staying ahead of these issues at GW. She noted that faculty are the front-line workers for student success and need to be closely involved in student success and retention. She noted that, if the university were able to improve performance for 75 first-year students, graduation rates would improve by 3%, which is a sizable increase. Personal engagement by faculty will be extremely important to achieve this. She closed by inviting any interested faculty to contribute to the subcommittee’s work.

Professor Tekleselassie noted that there were many systemic challenges that predate the pandemic; the sustainability of university programs depends on addressing the root K-12 educational causes of these issues. He suggested that the university think about relationships with school systems as it university moves toward a new strategic plan.

Professor Wirtz thanked EPT for the extraordinary amount of effort that went into this report, noting that he did not realize the extent of the mess the university finds itself in until he read the Task Force report, which clearly outlines the serious problems involved. He asked the Provost whether it would make sense to make this task force report available to the full faculty so that this issue can be made clear to faculty beyond the committee. The Provost responded that he would take this under advisement. He noted that the report summary was made available to all faculty who come in contact with undergraduates. He added that he would need to review the data in the report before committing to making it publicly available. Professor Wirtz responded that seeing the information in the report would be helpful to wake faculty up to the seriousness of the problem.

Professor Wagner added that discussions should be rooted within departments, noting that each department that received the report should be talking about these issues internally. There is a conversation to be had about the best practices within all courses and the issue of what disengagement looks like now and how it is different now than a few years ago. She noted that faculty have the enthusiasm to reach out to their students and meet them where they are in order to set them up for success. The aim of this work is to raise attention and to get faculty to think about what's going on and how early interventions might be accomplished.

Professor Tielsch noted that he hasn't received this information as a department chair primarily in a graduate school but with course offerings for undergraduates. He affirmed that distributing the report to all department chairs would help them engage faculty in problem-solving discussions. Professor Foster agreed, noting that, in the Economics department, the report was galvanizing and prompted a survey of students to determine where their pain points were and what support systems would be the most helpful.

Professor Sarkar agreed, noting that faculty would like to know the full state of these issues and that discussions are not happening evenly across the university. Professor Foster added that common best practices would be helpful so that no one has to reinvent the wheel; some departmental distinctions will still be needed.

Professor Parsons asked how departments should deal with remediation classes when the fundamental idea faculty have about what a prepared graduating student should look like has not changed. Professor Wagner noted that this large and important question goes beyond remediation; it connects with strategic planning, the value proposition, growth as a less siloed institution, among other concepts. It is important to address the challenges students are experiencing at a national level so that they can be better prepared when they arrive at GW; the university needs to think about this in a future-oriented direction.

Professor Bamford noted that this is a systemic sizable issue that will take many years to solve. She appreciated the note from the committee that making a personal connection and offering help to just a few individual students can make a huge difference. It is easy to despair about scale of problem but important to remember that positive small connections can make an enormous impact.

Professor Foster noted that EPT is thinking about the value proposition question. The committee discussion has not yet happened, but she noted that she and Professor Wagner hoped to come back to the Senate with some ideas around academic innovation and progressive curriculum changes.

UPDATE/DISCUSSION: Implementation Plan for the Board Decision to Selectively Arm the GWPD

- Jim Tielsch, Co-Chair, Senate Committee on Physical Facilities
- Sharon Paulsen, Executive Vice President & Chief Administration Officer
- James Tate, Chief of Police

Professor Tielsch introduced EVP Paulsen and Chief Tate to present the current status of the implementation plan. EVP Paulsen & Chief Tate reviewed the [attached slides](#), which were shared with the Senate yesterday.

EVP Paulsen noted that a lot of work was done over the summer, led by Chief Tate, including the creation and posting of a proposed plan for implementing the Board's directive to arm qualified supervisory GWPD officers. A good amount of feedback was received and resulted in some material modifications to the draft plan; she added that the group understood and acknowledged the challenge of this process having taken place over the summer. She noted that she met with three groups of faculty, some with the President and some with the Provost, and heard expressions of concern about the plan and the process, in particular concerns about shared governance. She affirmed that the administration is absolutely committed to close consultation

throughout and beyond implementation of this plan, and she is very glad for the imminent faculty advisory subcommittee of the Senate Physical Facilities committee. She confirmed that the Independent Review Committee (IRC) is entirely separate from GWPDP. It will independently review all instances of the use of force with a firearm, regardless of whether a complaint was filed. A call for nominations for the IRC will be launched soon; while the IRC is being constituted, an interim IRC is in place and will be chaired by Professor Amita Vyas.

Chief Tate stated that he met recently with the Student Association (SA) to talk about the implementation plan and its process; this very involved group had many good questions. He noted their primary concerns about training and misconduct. They were particularly concerned that training is on par with where it needs to be, especially with regard to de-escalation. He shared with the SA that de-escalation begins when a call comes in over the radio; officers need to determine how to de-escalate before they even arrive at the scene. Trained officers have the ability to slow the pace of the incident and to determine whether there is a degree of impairment involved; they take time to peel back the layers of what's happening and provide the support and resources the individual needs.

The Chief noted that he agreed with the Student Association in their concerns about the police misconduct issues that are occurring nationally. He stated that combatting this in a police department generally and at GW specifically begins with setting expectations in the hiring process and continues through training and monitoring. He noted that GWPDP is the only university police department in the District with body-worn cameras. GWPDP regularly pulls a random selection of videos from these cameras; this review of interactions allows the department to assess whether there are individual, systemic, or training issues requiring attention, and this lets GWPDP get ahead of issues before incidents occur.

He noted that Dean Coleman would join him for student community forums next week. GWPDP will also continue its traditionally broad outreach students. This allows students to meet officers out of uniform and in casual settings with snacks and prizes, providing an opportunity for students to see GWPDP officers as individuals. He noted that GWPDP would continue to maximize opportunities to meet students where they are.

Chief Tate reported that the upcoming Campus Safety Advisory Committee will include faculty, staff, student, and neighborhood representation. This committee will be a great way to receive ongoing feedback from the community about what is going well or not with GWPDP. He added that he also reads all feedback coming through the online portal, and it has a real impact on GWPDP operations.

The Chief turned to a discussion of active shooter training, mentioning the recent shooting at UNC Chapel Hill that resulted in the death of a faculty member. He noted that GWPDP has put together a pilot training for a couple of groups on campus already. One is a 90-minute training designed for leadership with more involvement in media/communications and operations decisions. The other is a 60-minute training designed for more general populations at the university. The goal of both trainings is for attendees to walk out after a tabletop exercise knowing how to form a plan should an incident occur on campus. Chief Tate noted there are trainings scheduled for groups this month and that he would be very happy to schedule these for any group on campus. He affirmed that he wants to know he has done all he can for the campus community to feel safe and to know that GWPDP will put themselves between a community member and a bad actor—that is the oath taken.

Professor Gutman noted that he hasn't been a fan of this proposal but that the most compelling argument for the wisdom of it is closely related to the incident that took place on Wednesday; the communication during this was excellent. He asked Chief Tate about the differences between how GWPDP would respond to an incident like this before selective arming was in place and after.

Chief Tate responded that unarmed officers would not have been in a position to confront or deal with the

dangerous individual in question on Wednesday. On that day, unarmed officers were teamed up with MPD officers and were not moving around campus alone in the effort to locate the individual. He relayed that, on his way to the command post, he received a call about a potential sighting of the individual nearby and was able to immediately proceed to that location because he knew he was in a position to confront and stop the individual if needed.

Professor Schultheiss stated that, while she did not have a firm position on the question itself and very much appreciated Chief Tate's efforts in this area, she had great concerns around process, noting that she would have liked to have seen evidence that the Board's decision will in fact make the campus safer.

EVP Paulsen acknowledged the existence of frustration around the decision and the Board's process in making that decision. She observed that the Board was driven by multiple factors: a significant rise in gun violence in the US and in the DC community; GW's location in a densely populated area; and GWPD officers who know the campus and community—which is quite different from the general metropolitan community—extremely well but who are unable to respond to instances of gun violence on campus if unarmed. First responders on campus are ideally GWPD officers who know the campus and community the best; prior to this decision, however, they were not positioned to be first responders in all circumstances. This was at the core of motivating the Board's decision to move forward.

Professor Schultheiss noted that there is also evidence suggesting that arming police doesn't make a campus safer. She asked whether Chief Tate feels campus will be safer under this plan. Chief Tate responded that he does indeed feel this will make the campus safer. He noted that proximity matters in these cases; at any point, armed GWPD officers will be closer to campus than MPD or other officers. In addition, GWPD officers are familiar with campus buildings and the internal workings of those buildings. In short, he affirmed that he absolutely believes this decision will increase campus safety.

Professor Wirtz noted his considerable reluctance, given that he (and all faculty) did not have the opportunity to be an active participant in the process, to make a personal decision about whether arming select members of the GW Police is a good idea or not. Faculty were entirely left out of the process beyond some confidential notices to select groups; the question was never subjected to the full scrutiny it deserved in a public forum and was made without any constructive input from the community. He asked the President a question that he felt was best passed on to the Board: where is the line drawn as to when the faculty are simply excluded from a decision that is this important? How is that line drawn, and has the Board learned anything from this experience that would preclude the exclusion of the faculty in a similarly important future situation from being part of the discussion prior to the Board making its decision?

President Granberg responded that the Board's position is that public safety is something that falls under its purview to direct without necessarily engaging in an extensive public process. They would not always make a unilateral decision, but they do view this arena as being within their purpose. She added that the incident at Michigan State prompted the Board to act in this case. Professor Wirtz asked whether there are other areas that the Board would consider to be off limits to faculty discussion, or if this is limited to public safety. The President responded that there is not a particular list. She referenced the shared governance principles, noting that they outline rules of engagement but stop short of a specific list of areas to which those apply. She added that these rules do acknowledge exigency as a factor. Professor Wirtz noted that it would help faculty get closure on this to determine where these lines are, given that, otherwise, this could be viewed as a precedent for future decisions. The President responded that the upcoming joint meeting of FSEC and the Board Executive Committee would be a very appropriate forum for this question.

Professor Brinkerhoff noted she had been glad to hear there would be a phased implementation process and time to consider the impact of the phases. She was therefore surprised to see in the presentation provided today that Phase II will start in late September. The upcoming forums seem designed more for relationship-building, education and information dissemination than for learning from community members. She asked

whether reflection and learning are built into the implementation plan, particularly in light of an unprecedented experience on campus this week.

Chief Tate responded that the implementation group did learn through this process that clarification was needed on a number of items and issues in the use of force policy and that good, thoughtful changes were made as a result with regard to de-escalation and implicit bias training. In particular, he noted the value of the National Alliance on Mental Illness (NAMI)'s work with law enforcement has spoken to de-escalation needs and understanding the various issues that might be driving an individual's behavior. This important work has helped law enforcement professionals come away with a new understanding of the nuanced situations they may encounter and how they can best respond to them.

EVP Paulsen agreed that great attention has been paid to feedback and very material changes made thus far to the implementation of the Board's decision. The implementation plan continues next week with staff and student forums, and she added that the implementation team is looking forward to working with the Senate but also with the faculty writ large. This is an ongoing process, she stated, and the implementation team will continue to learn things that can be incorporated through the phased implementation process as well as post-implementation.

Professor Brinkerhoff noted her concern is with the rapidity of moving from Phase I to II and asked why this needs to happen so quickly. She wished that more of a pause could be built into the process to allow time for reflection, especially in light of recent events where strong partnership between MPD and GWPD was in evidence. EVP Paulsen appreciated this point and confirmed that the implementation process is indeed a learning situation. The process anticipates being able to move to Phase II toward the end of September, but, she noted, has not established a date certain for this. That step will depend on how things progress; however, in the interest of transparency for today's meeting, she wanted to openly state this timeline for Phase II as a possibility.

Professor Wilson referenced a 2009 report commissioned by President Knapp, after which the determination was made not to arm GWPD. He asked whether this report might be obtained and shared. Chief Tate responded that, while he could not speak to the report in question, the world, the nation, and its cities have changed dramatically since 2009 in terms of the availability of guns on the street. This is very evident in the District, where guns are widely available to individuals who should not have them. The present-day goal is to determine what can be done to most effectively respond to a situation on the GW campus. He added that the hybrid model being implemented is appropriate because GWPD understands the community and its concerns about safety and is placing this capability in the hands of only the most trained GWPD officers.

Relaying conversations held with colleagues in the Law School during Wednesday's incident, Professor Kieff noted that "shelter in place" can mean different things to different people. He observed that the initial text descriptions of the individual during Wednesday's incident were broad and could have been any number of people. More detailed information would have helped individuals make best decisions in the midst of the situation; he wondered whether an incident website with a timeline and more detailed information would be possible in the moment to help people on campus obtain more information than can be communicated in a text-based format. Chief Tate thanked Professor Kieff for his good feedback and noted that the teams involved with university communications as well as with GWPD will go through a post-incident review to determine how to improve community notifications under these circumstances.

Professor Gore addressed the earlier comment about whether the university needs armed GWPD officers when MPD was so quickly involved on Wednesday. She noted that Wednesday's incident was different from others that might occur on campus. Its duration was protracted over a period of hours; a 5-minute event means having someone very close by with intimate knowledge of the campus and its buildings can make a big difference. Chief Tate agreed, adding that there are two ways of viewing a campus police force. One is focused on responding to student incidents; he expressed that he does not want students to feel intimidated,

and GWPD is taking many actions to ensure they do not. The other way of viewing a campus police force is as a protective force for the full university community. Professor Gore added that she would encourage her school to undertake a thorough review of its physical space, fixing broken doors and areas where security may be a particular concern.

Professor Feldman noted for the record that FSEC had its conversation with the Board after the Board's decision was made, not before, and that the report on that conversation has been posted to the Senate website.

Professor Tielsch suggested broadening the conversation about campus safety well beyond the issue this decision prompted. He strongly encouraged the administration to look closely at campus safety more broadly. "GW Cares" is a great piece of this process, but he did not believe the university had an integrated plan that takes a comprehensive approach to safety. He hoped that the new subcommittee of the Physical Facilities committee would make some suggestions in this direction.

Professor El-Ghazawi thanked Chief Tate for joining today's meeting. He appreciated the points on learning, training, and de-escalation as well as the existence of training to teach faculty and leadership how to react in a situation. He asked whether GWPD has people who specialize in negotiation and de-escalation and whether there are training refreshments for GWPD personnel.

Chief Tate responded that one requirement put in place for newly armed officers is a requirement to sit for a thorough psychological exam; he reported that went through this battery of 600 questions and an interview. All officers go through this to become a GWPD officer on campus initially; these exams are redone prior to arming. He noted he is working to do everything possible to be sure officers will act in the expected way—namely, to protect lives. He added that GWPD has people with incredible experience, including former homicide detectives, hostage negotiators, Secret Service, police academy instructors, and someone who graduated from the FBI National Academy. He expressed his confidence that their distinguished careers prior to coming to GWPD and the extra steps being taken prior to arming gives him comfort. At the end of the day, the Chief noted, he is the one responsible, and he takes that responsibility seriously.

Professor Eakle asked about the shelter in place responsibilities of faculty and staff. Chief Tate responded that this is a topic covered in the active shooter training—specifically, who would be in charge in this situation? Sometimes, he noted, it is not the highest-ranking person in the room; sometimes it is the person who naturally stands up and says what needs to happen to stay safe in the moment. Professor Eakle followed up, asking what happens if someone wants to leave under a shelter-in-place order. Chief Tate responded that it is not always possible to make adults do what a group thinks is right. He stated that the question needs to be whether, if they open the door, are they going to cause more potential harm by doing so? If so, the group has to decide how to respond.

Professor Eakle wondered if the active shooter training might be made available online. The Chief responded that he prefers to conduct this training in person because it is very interactive, requiring discussion and participation from everyone in the room. He reiterated his readiness to bring the training to any group on campus.

Professor Sarkar suggested that some broad guidelines should be made available online, noting that Wednesday's incident made clear that not everyone understood what to do. Further, there will always be people missed if a training is only offered in a group session. Chief Tate responded that he could work on a shorter online module with key points that can be viewed outside of an in-person training.

INTRODUCTION OF RESOLUTIONS TO BE REFERRED TO COMMITTEE

No new resolutions were introduced at the meeting.

GENERAL BUSINESS

I. Nominations for membership to Senate Standing Committees

The following nominations were approved by unanimous consent:

- PEAFF: Shawneequa Callier (SMHS), Angela Gore (GWSB)
- UUA: Eric Wargotz (SMHS), Brad Watts (LAW)

In addition, notice was given of the following nonvoting appointments:

- VPFA Rumana Riffat (to ASPP & PEAFF)
- Misty Trunnell¹/LAI (to EPT)
- Bill Gilman/LAI (to Research)

II. Senate Standing Committee Reports

No interim or annual reports have been newly received by the Senate office.

BRIEF STATEMENTS AND QUESTIONS

None.

ADJOURNMENT

The meeting was adjourned at 4:35pm.

¹ A typo in the posted Senate agenda erroneously listed Ms. Trunnell's last name as Trammell.

Faculty Senate Meeting: President's Report September 8, 2023

Thank you, everyone. It is such a pleasure to join you this morning for my first Faculty Senate meeting.

Meetings and Upcoming Events

My wife, Sonya, and I have really enjoyed spending the last two months getting settled in at the F Street House and getting to know the Foggy Bottom neighborhood.

Just two weeks ago, our campuses came alive with the return of students, faculty, and staff. Throughout move-in, Provost Bracey and I joined Dean Colette Coleman to welcome new students to the residence halls in Foggy Bottom and at the Mount Vernon Campus. I also met with many of our new and returning students and their families and participated in my very first Buff and Blue Pep Rally at the Smith Center.

And, of course, a new academic year means new faculty and leadership coming to our institution. During New Faculty Orientation, I was very pleased to join Provost Bracey, Trustee Madeleine Jacobs, and Dr. Feldman for a panel discussion on shared governance. Later that evening, it was Sonya's and my pleasure to host the new faculty and new academic leaders at the F Street House for a reception; we look forward to making this an annual tradition.

As the fall semester gets underway, I've also been busy meeting with many members of the GW community. Before the semester started, I met with the Institute for Citizen Leaders and was extremely impressed by what a talented, diverse, and inspiring group of students they are. I was also invited to join several staff meetings, including the Department of Athletics, the Office of Communications and Marketing, the Office of Enrollment and Student Success, and the Division of Student Affairs. And, as many of you already know, I am continuing to meet with faculty and staff across all the schools and colleges. I've done four meetings so far, and they have been great, productive conversations. I am really looking forward to the rest of those meetings over the next couple of weeks.

I also had my first meeting with the Medical Faculty Associates (MFA) Board of Trustees in early August. This is a very experienced and highly engaged group of healthcare executive leaders who are working hard to create an efficient, accessible, and operational modernization of the MFA. There is certainly a ways to go, but a number of building blocks have been put in place that will help improve the MFA's financial condition. CFO Bruno Fernandes will be visiting with the Senate next month, and he will be able to provide more detail about where the MFA stands and what progress has been made.

Over the last two months, I've had the opportunity to engage with elected officials and leaders across the District and on Capitol Hill as well as leaders of significant business and community organizations. Some examples include the Greater Washington Board of Trade and the Greater Washington Urban League. Sonya and I also attended the Palisades neighborhood parade and picnic on July 4. From the D.C. government, I have spent time with Mayor Bowser as well as Brooke Pinto, D.C. Councilmember for Ward 2. I have also sat down with a number of members of Congress who represent districts where we have facilities and others who are alumni of GW. I hosted my first international guest at the F Street House when we held a tea for the new president of Korea University, Dong-one Kim; Korea University has a significant partnership with the School of Engineering and Applied Science (SEAS).

These examples just scratch the surface, and I have many more engagements planned on campus and across the country. I recently completed one trip, to Austin, and, beginning later this month, I will travel to cities with significant alumni and donor communities, including Philadelphia, Denver, Chicago, and New York. I am looking forward to meeting more of our alumni and friends and learning more about their views of GW and the opportunities they see.

News and Updates

There are also several exciting things happening across the university. As you know, GW recently joined the Association of American Universities (AAU). This is a wonderful accomplishment. I recently attended the orientation for new presidents

within the AAU and learned a lot about what they do. There are exciting resources and data available through AAU, including polling of random and representative samples of the U.S. population on issues that are important to higher education. This is data we can't create easily ourselves, but, through the AAU, we can learn a great deal that will be helpful to us.

We also announced the Revolutionaries as our new moniker and released the new visual identity, which I am sure you have seen across the campus. Our students and sports teams are really embracing the moniker and coming together as a community under the new name.

Similarly, the Office of Communications and Marketing has launched a new, comprehensive branding campaign for its graduate programs to reach new prospective grad students. This was made possible by a collaboration between the Office of the Provost and the Office of Communications and Marketing, and I want to thank Provost Bracey for helping to fund this very important initiative. The Rev Up campaign will run throughout the fall across the DMV region and includes ads in high-profile locations like Reagan National Airport, Nationals Park, the Capital One Arena, and more. It will also utilize online audio and TV spots via streaming services in the coming weeks and months. This represents the first time in many years that GW has done a comprehensive campaign focused on graduate enrollment, and I'm really looking forward to seeing the results.

Leadership Principles, Emerging Priorities, and Strategic Planning

Since this is my first Faculty Senate meeting, I wanted to take some time to share a few leadership principles that I am employing as I work with my own direct reports and the leadership more broadly. These principles play an important part in how I want to work with each of you and every member of our community. They will continue to evolve, but I wanted to share with you what I'm seeing so far that I think are important principles that we should consider as we make decisions:

- **Aspire to Excellence:** Take action to move toward ambitious goals; this also sometimes means embracing failure and learning from experiments.
- **Put People First:** Always empower and support those we serve. It is my personal philosophy that to lead is an enormous privilege and that it is about helping the people we lead to reach their potential and, consequently, helping the institution reach its potential.
- **Promote Transparency:** Communicate openly and honestly, gaining the trust that comes from that.
- **Seek Collaboration:** Create partnerships and work beyond silos. The way to break silos is to seek partnerships, asking for help and being willing to help when asked.
- **Be Prepared:** Higher education is a complicated place, and we are in a complicated time; day-to-day decisions need to be made in the context of an awareness of the broader environment so that we are not just looking at the immediate questions but also at the larger questions to which they are attached.
- **Balance Work-Life Commitments:** It is important to take time for your yourselves; making the effort to do this on a regular basis is an important part of leading.

As President, I see myself as a catalyst for what's possible across our community, and I want to ensure that each of *you* have the resources, infrastructure, and support you need to achieve success. I firmly believe that when we empower all individuals—when we give them resources and foster a supportive environment—people have the space to excel.

This is a critical priority for me, and I know that we are coming through a period of time where resources have been very constrained; I am not naïve to the fact that, at this time, this is hard to do. But I want to share it with you because it is an important priority for me, and for the Provost, to be able to make progress on expanding the resources that are available so that we can continue on this wonderful trajectory and fulfill our promise. An important part of this conversation will be a strategic plan. I've been having some conversations, both internal and external, and am close to developing some shareable ideas; you'll be hearing more about that in the coming weeks.

Conclusion

I want to say how absolutely delighted I am to have joined GW; Sonya and I are having a great time. I'm happier today than I was the day I said yes to this opportunity, and it's a pleasure to be here with all of you. Thank you.



Faculty Senate
Provost Bracey Remarks
September 8, 2023

Summer Updates

So, what happened over the summer?

Of course, the biggest piece of news was President Granberg joining us on July 1 as the 19th president of the George Washington University. I know many of you have had a chance to speak with her already, and if you haven't, you likely will soon, as she is in the midst of many meetings with stakeholders across the university community.

In early June, we announced our invitation to join 70 other universities as a member of the prestigious AAU, a clear acknowledgment of our leading research, education, and innovation. We are the only university in the District of Columbia with this distinction. This means that we will need to continue to accelerate the progress of our research enterprise by continuing to focus our efforts on tackling the world's biggest challenges and amplifying our impact locally, nationally, and globally.

One of the ways we will advance the research enterprise is through innovative achievements like the Global Food Institute, which we launched just after Commencement. In partnership with Jose Andres, GFI will draw upon interdisciplinary research and teaching across policy, innovation, and the humanities to transform lives and the health of our planet. We truly believe this institute will change the world, and we look forward to sharing additional updates with the community this semester as we prepare to launch a search for the Carbonell Family Executive Director, announce other leadership appointments, and continue to identify faculty who may be interested in affiliating.

Guidance on Student Retention and AI

Also, it would not be a new academic year without some provost guidance to the faculty. Near the end of the summer, we offered guidance to the faculty based upon the recommendations of the Provost's Task Force on Retention and Student Success. Recall that we wanted to address concerns around residential undergraduate student performance in certain subjects. The task force issued its report, and guidance on how to engage students this fall was sent out to all faculty who interact with residential undergraduates.

In addition, we offered some supplemental faculty guidance on the use of Artificial Intelligence in course assignments and graded work. Here, it was important to highlight the range of resources available to faculty and share best practices. This guidance is available on the Provost website.

Start of Semester

Now, some updates on the start of the semester.

Move-In and New Student Orientation

By all reports, the move-in process went smoothly this year. President Granberg and I met new students and families at first-year residence halls here in Foggy Bottom and at the Mount Vernon Campus.

Paired with move-in has been a series of New Student Orientation activities for 2,800 registered first year and transfer students.

Our orientation was comprehensive, including pre-orientation programs with various organizations, a resource fair, the Buff and Blue Kick-Off in the Smith Center, sessions with academic schools, international student orientation, and District Connections, when students had the opportunity to explore D.C.

Student Affairs and the Office for Diversity, Equity and Community Engagement partnered to conduct an Intercultural Dialogue Series. These panel discussions touched on race and racism in higher education, antisemitism and Islamophobia, gender and sexuality, living across identities at GW, and more. New students learned from leaders, faculty, staff and students, and each panel presented a variety of perspectives, offered resources, and invited students to contemplate and determine how they will show up as active, caring, and inclusive community members.

We held the second annual New Families Orientation event on August 20, which 2,400 family members attended. We did a smaller version of this program a few days earlier for families of students with early move-in dates. These were extremely important events, as our students' loved ones – many of whom are paying tuition – are essential partners for the success of our students and need to feel connected to the GW community. New Families Orientation connects families to the university resources that assist in their students' transition to GW. Early reports are showing that we have already forged better relationships with parents and families than in past years.

We have Colette Coleman's incredible Student Affairs team to thank for both the move-in and orientation success.

Normally we would have held Convocation and the Welcome Day of Service as part of this schedule, but because of Smith Center renovations, these events have been postponed until September 23. Please encourage your colleagues to attend. I will be sending out a reminder to faculty sometime next week encouraging them to register.

Graduate Student Reception and Fair

New graduate students also enjoyed a welcome event. Approximately 1,800 new graduate students attended a welcome reception and graduate student fair in the University Student Center on August 21. The new students represent the DMV area, states across the nation, and countries around the world. GW international graduate students represent more than 123 countries. Some of our online students took the opportunity to visit campus and meet their new colleagues in person.

New Faculty/New Academic Leaders Orientation

And, of course, we held orientation for our new faculty and new academic leaders as well on August 21 and 22. Day 1 included welcome remarks from myself and President Granberg, followed by a shared governance panel with the president, trustee Madeleine Jacobs, and Professor Ilana Feldman. Then, there was a series of sessions on critical community information, including campus safety, ethics and compliance, and Title IX. The day ended with a reception at the F Street House.

On Day 2, new faculty and new academic leaders split into their respective groups. Faculty received additional information about teaching and research at GW, while new academic leaders heard presentations about academic planning (from me), leadership behaviors, supervising and developing staff, and mentorship. These orientation sessions are a key activity in new faculty transition to the university, and they also help set up our new academic leaders for success in their new roles.

Enrollment

Jay Goff, our Vice Provost for Enrollment and Student Success, will provide a report on the enrollment dashboard in November. What I am happy to share now is that we are seeing a strong uptick in new graduate student enrollments, driven by increased number of international graduate students. The new undergraduate student class profile is strong and diverse as well. It is clear that prospective students recognize our strong value proposition. I look forward to Vice Provost Goff's full report. Special thanks to him and his team for bringing in another benchmark class of students.

School of Business Dean Search

A note on the School of Business dean search. We are in the process of interviewing search firms to identify one to manage this search. The School of Business faculty voted on full-time faculty search committee members at today's faculty meeting. The rest of the committee will include a provost office representative, two students (one undergraduate and one graduate), and representation from staff, alumni, and trustees. Once the committee is formed, we will hit the ground running on the search.

In the meantime, we are fortunate that Dean Mehrotra has agreed to stay with us through the fall semester to facilitate a smooth transition in leadership.

I am aware that business faculty would like to have the opportunity to nominate candidates for an interim dean appointment that would begin in January 2024. I encourage faculty to contact me with informal nominations for this position – I am happy to meet for a conversation to discuss this topic as well. In the coming months, I will formally solicit applicants for the interim dean position.

COVID Guidance

Members of the GW community should continue to follow COVID-19 guidance from the Centers for Disease Control and Prevention regarding isolation, testing, masking, vaccination, and symptom monitoring, especially in cases of a positive COVID-19 test. Following this guidance helps to protect all members of our community, including those who may be at higher risk for complications. Information is available on the coronavirus.gwu.edu website.

Some guidance regarding COVID-19 is as follows:

- The university strongly recommends but does not require vaccination for all community members. We urge everyone to stay up to date with the latest booster or new [vaccination recommendations](#) from the CDC. Community members do not need to upload vaccine documentation.
- COVID-19 testing and tracing services have concluded at the university, but PCR testing is available through physicians' offices and local pharmacies; antigen test kits can be purchased at local pharmacies and retail stores.
- Masks remain optional but may be required in some spaces, such as health care facilities, at the discretion of each facility's leadership. Even where not required, anyone is free to [wear a mask](#) if they wish. Academic departments may request masks for free through the iBuy system while supplies last. We can provide guidance on the steps for this process should you need it. Masks also can be purchased at local grocery stores, pharmacies, and online.

- Students should continue to visit the Student Health Center for their medical needs, and faculty and staff should consult with their physicians. The CDC provides guidance on steps to take if [exposed to COVID-19](#) as well as [isolation and precautions](#) for individuals with COVID-19.
- If a student tests positive for COVID-19, we encourage faculty to work with them regarding submitting assignments, taking exams, etc. while they remain isolated.
- We continue to monitor the incidence of COVID-19 and will make adjustments as needed to support the health and safety of our community.

GW Response to SCOTUS Decision on Affirmative Action

Over the summer, following the SCOTUS decision prohibiting the use of race-based affirmative action practices in the college admissions process, I convened an Admission Policy Task Force to make recommendations regarding possible future practices that encourage diversity in student enrollments in ways that are consistent with the Supreme Court decision. This process is still underway. You will hear more from me on this as I receive recommendations from the task force.

Diversity Summit

Hopefully you saw today's infomail announcing the 9th annual Diversity Summit, which will take place in two parts this year. This year's theme is "Defining Revolutionary: A Call for Justice, Liberation & Empathy." Part I will take place from October 25-27, 2023, and registration is now open at diversitysummit.gwu.edu. Part II will take place from February 20-22, 2024. The Diversity Summit is an opportunity for us to work together and define ourselves as a community, so I encourage you to participate. More information about October's schedule will be released in the near future.

New Policy on Outside Interests, Relationships, and Professional Activities

Finally, a word about the new draft Policy on Outside Interests, Relationships, and Professional Activities. This policy establishes general principles that apply to all GW Employees and subsequent role-specific addendums that outline expectations and requirements specific to a university role (Faculty, Investigators, and Executives). This is a change from our previous model, which had four unique population-specific policies.

This policy has been fully reviewed and approved by all key stakeholders, including the Provost, OVPR, OGC, Faculty Affairs and Faculty Senate Professional Ethics & Academic Freedom committee, and will be included in upcoming Board of Trustees materials for approval by the Committee on Audit and Compliance and the Executive Committee.

I would like to thank Dorinda Tucker, Ashley Fountaine, and all other colleagues who have worked on developing this policy update.



Faculty Senate

Report of the Faculty Senate Executive Committee (FSEC)
September 8, 2023
Ilana Feldman, Chair

FSEC Activities

Following a non-confidential briefing by Chief Administration Officer Paulsen and GWPD Chief Tate on the implementation plan for the partial arming of GWPD, FSEC met as regularly scheduled on August 24 and, with Provost Bracey, discussed plans for a faculty advisory committee that will work with the implementation team. This faculty advisory group will be constituted as a subcommittee of the Senate Committee on Physical Facilities. Nominations are currently being solicited from the full faculty at GW, not only those faculty members serving in the Senate or on the Physical Facilities Committee. The subcommittee will be chaired by Physical Facilities co-chair Jim Tielsch.

FSEC and the Board of Trustees Executive Committee will hold their next regularly scheduled joint meeting on October 5, 2023.

Senate Meetings

Senate Resolution 20/11 amended the Senate Bylaws to affirm the importance of timely meetings, indicating that meetings should generally adjourn at 4:30pm. In an effort to keep Senate meetings to a manageable length, thereby respecting the time of those with family and commuting issues and reducing barriers to entry for faculty members interested in Senate service, FSEC and the Senate Office will work to implement the following:

- Obtaining presentations several days ahead of Senate meetings so that they may be distributed to Senate members in advance. This will greatly reduce the time needed for presentations, permitting valuable Senate time to move more quickly to questions and discussion;
- Keeping question and discussion periods to a reasonable length, encouraging those in the queue to raise only new material in their comments.

Faculty Assembly

To accommodate the GW Presidential Inauguration schedule, the Faculty Assembly has been moved to Monday, November 6, at 4pm.

Personnel Actions

There are no active grievances at the university.

Calendar

The next regularly scheduled meeting of the Faculty Senate Executive Committee is September 29, 2023. 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 September 22, 2023. The next regularly scheduled Faculty Senate meeting is October 20, 2023. This meeting will be held in an entirely virtual format, as the State Room is not available. The remaining Senate meetings for the 2023-2024 session will be held in the State Room with a hybrid option.

Student Success and Retention: National Context, Task Force Recommendations, EPT's Next Steps

Educational Policy and Technology
Report to the Faculty Senate
8 September 2023

THE GEORGE WASHINGTON UNIVERSITY

WASHINGTON, DC

Summary

- ❑ **National context:** The pandemic and related trends exacerbated already existing problems in K-12 education, impacting performance in college classrooms across the country.
- ❑ **GW response:** EPT began discussing these trends in Fall 2022. In February 2023, Provost Bracey established the Student Success and Retention Task Force.
- ❑ **Next steps:** In August 2023, EPT established a Subcommittee on Student Success and Retention to continue the discussion.

National Context

THE CHRONICLE OF HIGHER EDUCATION
2023

Prospective College Students
Increasingly Say They Feel
Unprepared for Higher Education

Student hurdles – K-12 issues:

- basic math and reading comprehension
- disengagement

2022: “I want to be very clear: The results in today’s nation’s report card are appalling and unacceptable,” said Miguel Cardona, the secretary of education. “This is a moment of truth for education. *How we respond to this will determine not only our recovery, but our nation’s standing in the world.*” (emphasis added, NYT, Oct. 24, 2022)

2023: “We are actually seeing evidence of backsliding,” said Karyn Lewis, a lead researcher on the study. (NYT, July 11, 2023)

<https://www.nationsreportcard.gov/>

2022 unicef  for every child

70 per cent of 10-year-olds in 'learning poverty',
unable to read and understand a simple text

COVID-19 worsens global learning crisis, risking \$21 trillion in lifetime earnings

The New York Times

Math Scores Fell in Nearly Every State, and Reading Dipped on National Exam

The results, from what is known as the nation’s report card, offer the most definitive picture yet of the pandemic’s devastating impact on students.

2022

The Pandemic Was a ‘Wrecking Ball’ for K-12, and We’re Still Tallying the Damage

2022 EducationWeek 

National Context

Shifting metrics:

U.S. News Announces Survey Distribution Date and Outcomes-Focused Updates to Methodology for Upcoming Best Colleges Rankings

May 19, 2023, at 8:00 a.m.

- A key academic priority for universities is improving their four- and six-year graduation rates.
- Rankings will increasingly emphasize this moving forward.

U.S. News in the coming year will remove many components of its former rankings (e.g., class size and alumni giving) and replace them with *graduation rate measures*.

GW's Response: Shared governance timeline

Actions taken with active participation by faculty and administration:

- EPT begins discussing national trends in the context of GW-related offices (e.g., Office of Student Success, CPS, DSS) in Fall 2022.
- The Provost establishes the Student Success and Retention Taskforce in Spring 2023.
- After receiving feedback from EPT, the Provost sends the interim report to GW schools with undergraduate instruction on Aug 2.
- EPT forms subcommittee on student success and retention during Aug 23 meeting.

GW's Response: Task Force Recommendations

Key Taskforce recommendations in effect for Fall 2023, including:

- Students are placed into the appropriate courses, through proctored ALEKS math placement test.
- Advisors provide critical information on alternative curricular pathways within the major (and perhaps internal transfer options) to students.
- Faculty teaching first-year introductory courses are provided with Student Success Toolkit.
- Faculty urged to provide early intervention (e.g., Faculty Feedback) by *third week* of semester.
- More targeted follow up of student progress.

EPT Next Steps: Subcommittee

Through its **Subcommittee on Student Success and Retention**, the committee will continue to:

- Study strategies for enhancing student success and retention at GW and other universities to address the national trends.
- Gather recommendations for best practices for first-year classes.
- Study what helps student engagement.
- Consider existing research on what key metrics to track (according to different programs, fields, departments).

EPT will provide feedback to the Provost's Office.

Final thoughts

These are national trends that are affecting higher education.

It's essential that we are all aware of these issues and are therefore active partners in addressing them.

Please consider:

- Volunteering for this subcommittee (if interested, email: fosterir@gwu.edu or sewagner@gwu.edu).
- Providing information, insights, and best practices regarding your own courses, or within your departments or programs.

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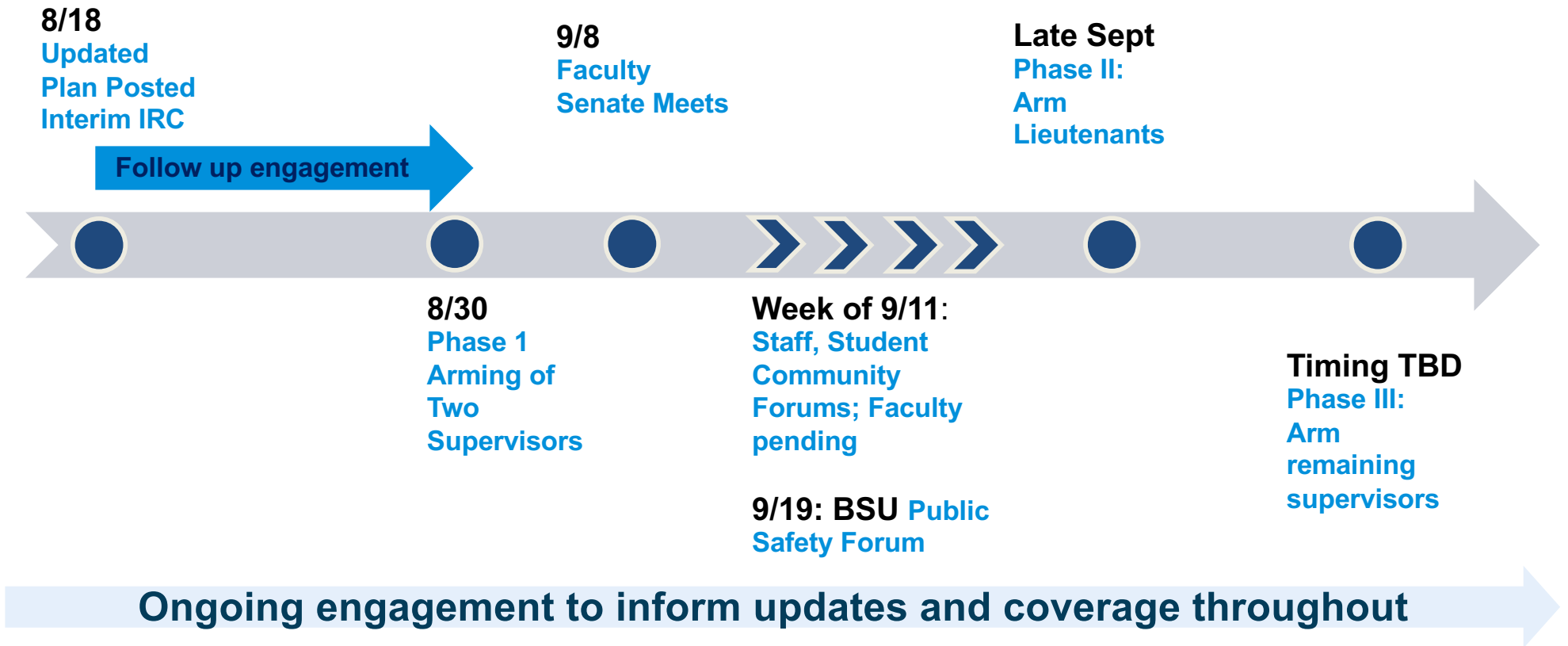
GWPD Hybrid Arming Implementation Plan

**EVP/CAO Sharon Reich Paulsen
GWPD Chief James D. Tate**

September 2023



Sequencing and Key Points in Time



Independent Review Committee

Finalized with community concerns incorporated

- Interim Committee Appointed and Trained: includes faculty, staff, and student appointees
- Charged with reviewing all instances of use of force with a firearm by GWPD supervisors
- Permanent IRC application process to get underway in coming weeks

Continued, Expanded GW Community Engagement

- **GWPD Events and Engagements** ongoing calendar of student events and programming, **to include community forums**
- **Continued Engagement** Campus and DC Partners throughout
- **Campus Safety Advisory Committee Planning**



Key Updates, Resources and Information

GW GW Police Department

Meet GW Police | Enhancing Public Safety | Services We Offer | Security Operations Center | Safety Tips | Contact Us | Updates

Home > Enhancing Public Safety

Enhancing Public Safety

The safety and security of our students, faculty, and staff remains a critical priority. In recent years, the university has made considerable progress in strengthening public safety through improvements to areas such as access control, emergency notifications, and the continuing evolution of the GW Police Department.

In April, the university [announced](#) that it would begin planning to arm GWPD supervisors. Arming is an important part of a comprehensive public safety plan in part because of rising gun violence nationally and the need for GW supervisory officers—who are most familiar with GW's campuses, community and culture—to respond to life-threatening emergencies. This is particularly crucial in the university's densely populated setting and during incidents when response time is critical.

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Home > University to Implement First Phase of GWPD Arming Plan, Continues to Seek Community Feedback

University to Implement First Phase of GWPD Arming Plan, Continues to Seek Community Feedback

As part of a comprehensive approach to public safety, a multi-phase process will begin with arming top two GWPD officials.



"It's critical that we continue our ongoing engagement with our students, faculty, staff and neighbors so that we account for the varying perspectives of our diverse stakeholders moving forward."

James Tate
Chief of Police, GWPD

Share Your Feedback

We are seeking feedback and perspectives from our community about ways we can improve. Please provide your feedback via the form below.

First Name

Last Name

Hearing community concerns? Please reach out to us.

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