



# Faculty Senate

**MINUTES OF THE REGULAR SENATE MEETING  
HELD ON NOVEMBER 14, 2025  
HYBRID: 805 21<sup>st</sup> STREET NW/MPA 309 & ZOOM**

Present: President Granberg; Interim Provost Lach; Parliamentarian Binder; Registrar Cloud; Senate Office Staff Liz Carlson and Jenna Chaojareon; Deans Ayres, Bass, Henry, Kelly-Weeder, Matthew, Riddle, and Wahlbeck; Interim Deans Howard and Zara; Professors Akman, Badie, Bamford, Belenky, Briggs, Brinkerhoff, Cheh, Cohen-Cole, Core, Cottrol, Crandall, Cseh, Eakle, El-Ghazawi, Engel, Fagan, Feldman, Gore, Hernandez, Kay, Kieff, Kulp, Markus, McAlister, Mendelowitz, Merluzzi, Mylonas, Orti, Rain, Rigg, Sarkar, Schultheiss, Schwindt, Trangsrud, Vyas, Warren, White, Wilson, and Wirtz.

Absent: Deans Gebo and Yeltekin; Professors Borum, Callier, and Liu.

## CALL TO ORDER

The meeting was called to order at 2:03p.m. President Granberg welcomed the group back to the Senate's temporary home while the State Room is under renovation. As MPA 309 is an active classroom, she asked that attendees be sure to remove any trash when leaving. She also reiterated last month's request that in-person attendees be extremely careful about sidebar conversations. The ceiling microphones will pick up all audio and transmit it over Zoom. Those needing to communicate with a neighbor during the meeting are asked to either text or pass notes.

[RESOLUTION 26/4](#): To Adopt a Special Rule of Order for the November 14, 2025, Faculty Senate Meeting (FSEC Temporary Co-Chairs Guillermo Orti and Amita Vyas)

Professor Vyas introduced the resolution and recognized the Parliamentarian to explain its content. Professor Binder noted that the special rule does not contravene any rules in the *Faculty Organization Plan* (FOP) or *Robert's Rules of Order* but rather sets out a plan for today's elections. She reviewed the content of the resolution and noted that it is debatable and amendable prior to adoption. Adoption of the resolution was moved and seconded. Resolution 26/4 was adopted by unanimous consent.

## ELECTIONS

The following nominations to open FSEC seats and the FSEC Chair were all approved by unanimous consent of the Senate:

- CCAS Faculty Senate Executive Committee (FSEC) Representative: Professor Guillermo Orti
- SEAS FSEC Representative: Professor Tarek El-Ghazawi
- SMHS FSEC Representative: Professor David Mendelowitz
- FSEC Chair: Professor Guillermo Orti (CCAS)

## MINUTES APPROVALS

The minutes of the open and executive sessions held on October 24, 2025, were approved without objection.

## PRESIDENT'S & PROVOST'S REPORTS (Ellen Granberg, President, & John Lach, Interim Provost)

The [President's report](#) and [Interim Provost's report](#) are attached. In addition, the [President's Assembly report](#) and the [Interim Provost's Assembly report](#), both delivered at the Faculty Assembly two days prior to today's meeting, are attached.

## BRIEF STATEMENTS & QUESTIONS/PRESIDENT'S & PROVOST'S REPORTS

Professor Wirtz expressed a concern about the question of confidentiality of committee membership, as mentioned in Dr. Lach's report in reference to the Federal Matters Working Group (FMWG). This was reportedly done in order to protect working group members against intimidation and doxing. He worried that the university is moving into an environment where faculty and staff do not feel free to express themselves in public; he referenced a Hatchet report earlier this fall that a staff member is no longer employed by GW following a social media post about Charlie Kirk. He observed that people seem to be afraid to speak out and that this is concerning. He noted that it would not be difficult for someone to discover his personal information, stating that this risk comes with the territory and that he is willing to accept this. However, the university seems to be moving into an environment where more people are afraid to speak their minds, and, when they do, they risk losing their jobs. This, he stated, is not the GW he knows or wants to be a part of.

President Granberg responded that this is a very important topic, one that has been running through higher education for some time now. Agreeing that the current time is one in which prudent people might be concerned about speaking their minds, she suggested that the topic is worth a more extended conversation and that the administration could organize a joint effort with the Senate to look at these questions. She affirmed that she wants an environment that is characterized by free expression, academic freedom, and the ways they are connected, but there are elements happening in the country at present posing challenges to that.

Professor Wirtz asked about campus security, noting the many recent notifications from GW Alerts to the community. He asked if there has been an increase in security issues on campus. President Granberg responded that she did not believe there has been a significant uptick in dangerous incidents on campus. There have been some false threats phoned in that were responded to appropriately; the university is seeing some additional activity along those lines, and those threats have to be addressed as if they are real. Vice President Goodly affirmed that there has not been an increase in activities threatening the university. He noted that there has been more protest activity, and those gatherings (including those where MPD is ushering protesters through streets that run through campus) merit alerts to the community. He added that the university would always err on the side of caution in ensuring that the community is aware of any threats, whether they are real or hoaxes.

Professor Cheh asked whether there was a GW faculty or staff member who was fired for comments about Charlie Kirk. President Granberg responded that, while she cannot comment on personnel issues, she can affirm that GW has policies outlining the rights its community members have to express themselves, and those policies are followed. Professor Wilson noted that he was embarrassed to learn that an employee was

no longer at GW due to their comments about Charlie Kirk and suggested that the university should consider reinstating that employee in order to underline its commitment to free speech.

Professor Gore, referencing Dr. Lach's report on research expenditures, noted that new constraints in the GW School of Business (GWSB) over the last six months seem to be accelerating; these include travel restrictions that constrain conference and other research-related travel. She was surprised to hear that other schools are still growing in this area, as GWSB faculty were told that these restrictions came from the central administration. Dr. Lach responded that the central administration has not imposed restrictions broadly in this area. Individual schools and deans, however, have quite a bit of autonomy for imposing restrictions and/or making adjustments to meet centrally-imposed margin targets. If there are issues on the revenue side in a school, he noted, this can create challenges on the expense side. He noted that the administration has given guidance about being prudent and limiting unnecessary travel but leaving a fair amount of discretion at the school level as it relates to the school's operating budget.

Professor Cohen-Cole followed up on research expenditures, noting that Dr. Lach reported a slight decline this year but also that the numbers are trending up over three years, which is good news for the longer term. He asked whether future updates might include a discussion of research productivity beyond expenditures, recalling that one major reason GW achieved AAU membership is its research productivity beyond the expenditures number. Dr. Lach agreed, noting that his report to the Assembly earlier this week addressed some of these measures. He noted that one of GW's top metrics in its AAU invitation was books published per faculty member.

Professor Feldman returned to the topic of protected speech and the community's sense of being protected, noting that people feel afraid not only at GW but more broadly that their speech, research, and teaching could result in negative consequences; this is happening across the country. Speaking to President Granberg's comment about GW's existing policies and its adherence to them, she suggested that the university should be working on two fronts in the present climate: to make the community feel more confident that they are institutionally protected, and that GW's rules and procedures are robust enough to ensure that they can weather any pressure on the leadership and the Board of Trustees. She asked whether it might be time to evaluate GW's policies and procedures for this strength. Dr. Lach agreed, noting that he was looking forward to Tuesday's Professional Ethics & Academic Freedom (PEAF) meeting, which will include a discussion about the role of academic freedom in the processes being set up through the Office of Access & Opportunity (OAO) related to investigating allegations of bias, discrimination, and harassment.

Professor Engel referenced contract terminations of 18 faculty members in the Graduate School of Education & Human Development (GSEHD) and the layoffs of 43 staff positions this fall. She asked whether the administration is considering any rehiring of faculty over the coming year as well as how the university is ensuring the loss of staff isn't adding "sand to the gears" in administrative functioning.

Dr. Lach responded on the faculty question, noting that he is working closely with Interim Dean Howard, who is in turn working closely with the faculty to explore the best path forward for GSEHD. Schools of education across the country are experiencing similar challenges, and the goal is to determine how best to position GSEHD for future, including the number of faculty. He added that he would also be meeting next Thursday with members of the Appointments, Salary, & Promotion Policies (ASPP) and PEAF committees to talk about faculty composition more broadly.

On the staff question, President Granberg responded that, when budget cut targets were given to the deans and vice presidents, each was given the latitude to determine the optimal way to achieve their target. In

some cases (and centered in a couple of units), layoffs were the difficult decision made. She affirmed that the leadership trusted the unit leaders to make that judgment. Moving forward, the focus on “sand in the gears” is a more institution-wide conversation.

Professor Sarkar noted that many faculty feel unsafe not because of anything happening at GW but rather because of what is happening outside the university. He suggested that legal counsel should be looking at GW’s existing rules and whether they are meeting today’s challenges. He also suggested better communication of the rules, noting that many faculty don’t know exactly what they are. Dr. Lach responded that the administration does work with the Office of the General Counsel (OGC) on this and also has outside counsel for some issues (such as the question of what is law vs. the broad statements by members or parts of the federal government that are not necessarily in line with established law). He noted he has been hearing from the faculty questions about how that information flows back to the individual faculty member who is trying to figure out the right way to handle classroom circumstances. There are guidelines there he thought the university could do a better job of communicating to the faculty. He stated he is interested in talking with PEAFF about what those needs are and how the university can best support them. From his discussions with the President, the General Counsel, and the Board of Trustees he affirmed that if GW faculty are complying with the law and working within reasonable academic freedom, the university will support them in that. He agreed that this information needs to be clear so that everyone can be on the same page about those policies. President Granberg seconded this point.

Professor Brinkerhoff referenced circumstances outside the classroom, such as a faculty being invited to give a talk on their area of expertise and then getting doxed as a result. She asked what the university would do to protect that faculty member, noting that some universities have distanced themselves from “firebrands” on their faculty in order to protect themselves. She hoped this could be further investigated in order to provide faculty, who are hired to represent the university in their areas of expertise, with information about what they can expect from the university in these circumstances.

President Granberg responded that this is a very reasonable question as some faculty have experienced very strong public reactions to comments made within the bounds of their expertise. She noted that one of the most painful things about being doxed is that it comes from outside the institution and leaves the individual feeling completely under assault. She noted that there are resources GW pays for to help people, for example, clean up their social media if they are doxed. She also recognized that faculty need to know they’ll be protected when speaking in their areas of expertise. Professor Brinkerhoff asked for clarification about services that “clean up” social media. President Granberg responded that the university pays for DeleteMe, and an individual can choose to sign up for and use the service if they feel it would be helpful. The implication in that “clean-up” is not that faculty should not be posting about their work; the service can help clean up attacks on the individual’s social media. University community members can learn more about the service and find a sign-up link at [students.gwu.edu/doxing](https://students.gwu.edu/doxing).

Professor Wilson recalled [Senate Resolution 21/4](#) (On Budget Austerity Principles), which, among other things, resolved that layoffs should be last resort. He asked whether this principle was followed in the lead-up to this fall’s staff layoffs. President Granberg responded that layoffs are always last resorts. While not knowing the hearts and minds of those making the final decisions, she affirmed that it was clearly understood by all on the leadership team that layoffs were a last resort.

Professor Warren noted that he is putting together a series on book and journal publishing to help faculty and graduate students, and he invited any interested members of the Senate to email him; he would be happy to share the series proposal.

Returning to an earlier topic, Professor Cheh asked where it is written that no comment may be made on personnel issues, and how the university defines personnel issues. President Granberg responded that those are reasonable questions. She stated that everyone is entitled to confidentiality around anything that's going on related to personnel, and, certainly in a public forum like the Senate, she is especially careful about not discussing things that would lead to personnel information being revealed.

Mr. Barber added that the university has a practice of maintaining confidentiality around personnel matters, noting that this practice is widely followed by most universities.

Professor Cohen-Cole noted a sizable growth in purchased services expenses (from \$61 million in June 2022 to \$87 million in June 2025). This has not been discussed in the Fiscal Planning & Budgeting (FPB) committee, and he wondered if there are cost controls for purchased services as there are for salaries and hiring. He asked whether, at a future FPB meeting, the committee might be able to hear more about why this area is getting so expensive so quickly. President Granberg responded that Mr. Fernandes has alerted her to this growth and noted that one control measure put into place in April was a review of every contract. Mr. Fernandes affirmed that his team is looking at this as part of the larger effort to control costs; it has been closely monitored over the past several months, and he indicated details would be shared in FPB. Professor Crandall asked whether this review includes research expenses, noting that one would expect to see purchased services expenses growing if research is growing, and cutting certain purchased service expenses can impede the ability of researchers to do their work.

#### FACULTY SENATE EXECUTIVE COMMITTEE REPORT (FSEC Chair)

The [FSEC report](#) was circulated with the agenda of today's meeting and is attached; Professor Orti read the report into the Senate record.

On a personal note, Professor Orti added that, following a series of unfortunate events, he believed FSEC is ready to move forward and to commit to a productive collaboration to conduct the important business expected from the group by the Senate.

#### BRIEF STATEMENTS & QUESTIONS/FSEC REPORT

None.

[RESOLUTION 26/3](#): To Ensure the Certification of Student Attendance in Registered Courses/Programs and the Uniformly Correct Usage of Grade Designations That Result in a Student Not Earning Academic Credit in a Course (Jamie Cohen-Cole, Co-Chair, Educational Policy & Technology Committee)

Professor Cohen-Cole noted that the genesis for this resolution was when some faculty members learned in August about the need to have midterm grades for the current term posted by week 4-6, with the bulletin already reflecting this requirement. The Educational Policy & Technology (EPT) committee started to hear concerns from faculty about this requirement and wondered how it would be put in place. At that point, EPT engaged as a whole committee in multiple separate meetings, including discussions with Deputy Provost Murphy. EPT charged its subcommittee on student success and retention (chaired by Irene Foster, who was previously co-chair of EPT) with examining this problem. Through these multiple conversations and engaging with the administration, EPT determined that more clarity about the meanings of several of GW's specific grades given might negate the need to give midterm grades as would otherwise be required.

The subcommittee met multiple times on its own and then with multiple groups of administrators. Dr. Lach's report referenced some of the people who were deeply involved in this process. After having heard about possible approaches, EPT asked the subcommittee to proceed with further investigation along the lines seen in the resolution; EPT ultimately voted unanimously to advance this resolution to the Senate and looks forward to the Senate's comments and potential amendments. with the goal of coming to some resolution at today's meeting.

The Senate recognized Professors Irene Foster and Forrest Maltzman to explain the resolution. Professor Maltzman added thanks to Candice Furrow (Assistant Director, Financial Aid Compliance) for her hard work leading up to today's resolution. He and Professor Foster noted that the context for the resolution is that the federal government has a reasonable expectation that universities report when students are enrolled and earning credit, thereby confirming their financial aid eligibility. Via the [attached slides](#), Professors Maltzman and Foster reviewed the resolution's full context and actions.

Professor El-Ghazawi asked about the student who withdraws at the very end of the semester and whether this would mean they are considered withdrawn as opposed to receiving an F. Professor Maltzman confirmed that the university's current policy is that an undergraduate residential student has the right to withdraw from classes until the last day of classes. A student who, on the other hand, does not withdraw but doesn't show up for the final after attending the class all semester, earns the grade they receive as a result. However, a withdrawal is not visible in Blackboard or anywhere else to faculty; the resolution adds a notification to faculty when a student withdraws from their class.

Professor Warren asked whether attending non-required Zoom sessions for an online course counts as participation and engagement; Professor Maltzman responded that it absolutely does.

Professor Feldman noted that the resolution is clear and helpful; there will be a learning curve for faculty, but the resolution accomplishes its aim, and she expressed her support for its adoption. She raised a specific question about the language in Appendix 3: If a student doesn't complete their work, faculty should submit the grade the student would receive if they didn't complete the work. However, the following paragraph states that if the work has not been completed by the given timeframe, the grade reverts to the one that was submitted, or, if not completed after a calendar year, becomes an F. This seems contradictory, she stated. Professor Maltzman noted that this section of the bulletin is not part of what the subcommittee was working on, but he understands the point. This probably can be very slightly reworded. Professor Foster noted that she has made a note of this point; this section was cut and pasted from the bulletin, and this change can be made.

Professor Wilson asked whether initials on an attendance sheet count for noting participation (noting that there are some students who initial for those not present). Professor Maltzman responded that this is indeed an indicator of class activity (although not those falsely signed in). Professor Wilson stated he felt that allowing students to withdraw on the last day of classes was a bad idea and wondered if that might be revisited. As a former Provost, Professor Maltzman felt there were some advantages in ensuring students have options if something goes wrong in their circumstances; he added that this is an interesting question for discussion but is outside the scope of the current resolution.

Professor Cseh noted that the "I" grade comes up all the time in her experience; there has to be a satisfactory explanation for reasons beyond the student's control. She stated that she has never been asked to give a grade connected to the "I" designation. Professor Maltzman responded that this was added within

the last few years. In the future, a required-entry date box for “Z” and “I” entries would indicate the date of the student’s last engagement in the course.

Professor Cseh asked what the meaning of a grade alongside an “I” entry is. Ms. Cloud responded with the example of a student who can't complete their final exam, which is only worth 20% of the final grade. A student who completed everything else with a perfect score would get an 80% in the course if they had taken the final and gotten a zero on it. In this example, from a student perspective, and overall student success and satisfactory progress, should that student truly receive an F if they can't include that final? Or should they get the B that they otherwise earned through the remaining coursework? Professor Maltzman added that his understanding is that the faculty have discretion in this; a faculty member might choose not to give the student an incomplete contract, or tell them that it will be an F.

He noted that one part of the resolution, which Professor Foster and her committee are going to work on, is to come up with a university-wide contract. Incomplete contracts have become a little bit chaotic, with different contracts for graduate and undergraduate students, and for students in different schools. The distinctions are minimal, but there have been numerous instances where students are submitting a SMHS incomplete contract for a CCAS course, which creates administrative inefficiencies.

Professor Cseh noted that, in the past, she has delayed entering a grade for graduate students who asked for reasonable extensions to avoid entering an “I” designation and then having to go back within a set period of time to enter a final grade. This creates an administrative burden if students are slightly late with the new deadline. Ms. Furrow responded that, while she understood the administrative burden, GW is required to follow the Satisfactory Academic Progress (SAP) federal guideline, which requires that a student complete all work for a course within the time allotted for a course. In this case, a missing grade will impact student in the same way as an incomplete. Professor Maltzman noted that the processes are now simplified and make this process easier. The best course of action is to give an “I” and change the grade later.

Professor Warren asked if faculty must ask the student if they want an I instead of the letter grade. Professor Maltzman responded in the affirmative, noting that the student and faculty must sign an incomplete contract outlining the requirement for the completion of work, and that request must come from the student.

Professor Eakle noted that he did not see the in-progress designation (IPG) reflected here. Ms. Cloud responded that this not included here because it represents ongoing work over multiple semesters or years. Professor Maltzman added that this is basically a class longer than a semester, so there is no need to make a change to that designation.

Professor Wilson requested clarification that any student wanting an extension needs to fill out an incomplete contract with the professor and that both parties need to sign the contract; Professor Maltzman confirmed that this is the case. Professor Briggs cautioned against ratcheting down the dates on an incomplete contract down too tightly, as this could mean a grade automatically turns into an F, even if the student would still have had calendar year time.

Professor Wirtz asked for confirmation that this only pertains to the end of semester, given the confusion about references to the middle of term that have been in and out of the bulleting. Professor Maltzman confirmed this.

Professor Cseh added, however, that this resolves the issue of midterm grading, which came up unexpectedly after the start of the fall semester this year. Professor Maltzman agreed, adding that many

courses have no mid-terms. The subcommittee looked at the Higher Education Act and federal regulations, and they looked at what other schools are doing. At GW, it is not practical to use a midterm solution; the current resolution is a better solution. Professor Foster added that the committee heard from many faculty from other institutions that they have to demonstrate when a student last engaged in the course. Professor Cohen-Cole noted that his understanding is that the reason for the midterm grade question in the first place was to solve the issue of who is a student. If a faculty member can give a midterm grade, that issue is addressed; this solution helps those who can't give a midterm grade.

Professor Orti asked how this will be communicated and whether the syllabus template should be modified. Professor Maltzman responded that the template probably doesn't need modification. When a student is on an incomplete contract, the I or Z entry will require a date of last engagement. Additionally, when a student withdraws after the drop/add period, a form will also need to be signed when they drop a class (either by the faculty member or the advisor). Professor Foster suggested that some communication from the Provost's office to faculty about these changes would be very helpful. She also pointed the group to the Faculty FAQs on the Blackboard institution page; information on this will be added there.

There were no amendments to the resolving or whereas clauses, and Resolution 26/3 was adopted by unanimous consent.

**REPORT:** Annual Facilities Update (Baxter Goodly, Vice President for Safety & Operations)

Vice President Goodly shared a [pre-read of his update to the Senate](#) and referenced the [attached summary slides](#) before turning to questions.

Professor Wirtz, noting that Bell Hall was key to his experience as an undergraduate, began by expressing his appreciation for the work done in that building. He asked whether there are serious issues at the Science and Engineering Hall (SEH), referencing two flooding incidents there. Mr. Goodly responded that the first incident happened during the construction of SEH several years ago. The most current one happened at the beginning of the semester. Facilities has addressed the immediate cause, as Professor Orti mentioned in an earlier Senate meeting. There were some issues with drainage that Facilities is addressing, but the immediate cause of that particular flooding issue has been addressed.

Professor Brinkerhoff noted that a culture of pride in infrastructure protects that infrastructure; she observed that there are many minor things around campus (e.g., light bulbs out, bathroom fixtures not working) and asked how the community ensures more respect for its infrastructure and the people who are engaging with that infrastructure on a daily basis. She asked how Mr. Goodly is working with the housekeeping staff to incentivize the identification of needs for minor repairs and supplies, noting that this can help uplift everyone's expectations, and therefore respect for GW's infrastructure.

Mr. Goodly responded that he feels care for the infrastructure is the responsibility of the entire community. The facilities staff are at the front of this, and the department has training and frequent conversations about making sure that Facilities staff are reporting things as soon as they see them. His motto is that Facilities wants to address facilities issues before they become a problem for their customers. Facilities managers do make building rounds, but, in the end, there are 130 buildings across three campuses, and Facilities needs everyone's help. Fix-It is an easy way for anyone to let Facilities know about issues that are happening in the buildings, and they will be addressed as quickly as possible. This is an all-hands effort, and Mr. Goodly noted progress in terms of addressing work orders in a timely fashion, while acknowledging there is always room

for improvement. He noted that he is in regular conversations with the housekeepers and will continue to press this case.

Professor Orti thanked Mr. Goodly for the Bell Hall upgrades, noting that all of the faculty there appreciate it. He relayed a communication question—noting that there has not been good communication about when to expect contractors or facilities personnel to fix an identified issue in an active working space to avoid disruptions to teaching and other work. Mr. Goodly responded that restructuring within Facilities addresses some of this; the communications team has been increased and are working on this daily. There have been some successes, especially with regard to the residential buildings; more needs to be done for the academic buildings. Each building has a contact point, and he would be happy to address specifics offline.

Professor Cohen-Cole noted that when he began his term as department chair, he learned that the department had been asking for a year to have their lock cores changed. The day that the work was to be done, personnel arrived with no advance notice to the department. He observed that other requests seem to go into a black hole, and he wondered if Facilities could set up a response policy along the lines of the one in GWIT. Mr. Goodly responded that FixIt is a robust system that responds back to requests and that he would push back on the idea of requests going into a black hole, but he took the point that repair timetables aren't being adequately communicated.

Professor Eakle asked how faculty might become involved with how the university is planning to use acquired academic spaces. President Granberg responded that 2001 Penn is likely the only building GW now owns that might be used in that way, as most others are zoned for commercial purposes. There is no formal process for this, but there is a potential for academic space usage there. The leadership has just begun talking about wanting to have community conversations about this space, and she indicated she would come back to the Senate on this issue.

Professor Wilson asked about the reason for acquiring spaces such as 2001 Penn. President Granberg responded that the university purchases buildings for many reasons, chiefly because they are a good price and can make a profit for the university. She added that she is very interested in getting out of expensive leases and into space GW owns.

Professor Eakle asked about the real estate above Whole Foods and a previous thought that it might be opened to university housing. Mr. Barber responded that the university had initial conversations with the District along these lines that are on hold now due to some complications around zoning. The plan now is to address that in the context of the campus plan and think about it more holistically.

## INTRODUCTION OF RESOLUTIONS TO BE REFERRED TO COMMITTEE

None.

## GENERAL BUSINESS

- I. Nominations for Senate Standing Committee Membership  
Scott Mory (Senior Vice President and Chief of Staff) was nominated to serve as a nonvoting member on the Honors & Academic Convocations Committee. His nomination was approved by unanimous consent.

II. Senate Standing Committee Reports

No standing committee reports were received prior to today's meeting. Committee chairs are reminded that their interim reports are due to the Senate office in December; any reports received by December 4 will be included with the December Senate agenda posting on December 5.

BRIEF STATEMENTS AND QUESTIONS

None.

ADJOURNMENT

The meeting was adjourned at 4:21pm.

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**Annual Faculty Assembly  
November 12, 2025  
President Granberg Remarks**

Hello and good afternoon, everyone. It's a pleasure to join you for this year's annual Faculty Assembly. I want to give a special welcome to all our new faculty members joining us for the first time. I hope your first academic year at GW is going well. I also want to welcome everyone who is joining on Zoom.

To begin, I would like to thank members of the Faculty Senate and the entire GW community. As you know, a great deal is happening in the higher education space, with rapid and unprecedented changes at the federal level—including the administration's Compact for Academic Excellence in Higher Education—creating uncertainty that is affecting every aspect of our operation. We've also seen changes here at GW that add additional complexity, including the Department of Justice (DOJ) investigation and the visibility of National Guard troops on our campus.

A few headlines on these three items in particular: GW is not signing the Compact, there is no news to report on the DOJ investigation, and we are carefully monitoring the National Guard presence.

In the face of this shifting landscape, the GW community has continued to make tremendous progress across our entire academic enterprise. Our enrollment is holding steady. And—as you'll hear from Provost Lach—our research programs continue to advance. I attribute that progress to the people who make up the GW family and the collegiality, collective effort, and commitment to our mission that you all bring to the table. I also attribute that progress to the principles that guide the leadership team and that guide me as this university's president.

## **LEADERSHIP PRINCIPLES**

In a recent message to campus, I outlined those principles. They are to:

- Put people first, especially at times of challenge;
- Remember why we are here: to provide outstanding education and generate world-changing research;
- Be transparent, safely sharing what we can as soon as we can;
- Seek advice so that we can make good decisions in complex circumstances;
- Keep the big picture in mind; and
- Be accountable.

I hope you will see our commitment to living these values throughout my report.

## **BUDGET UPDATE**

I'd like to start with a brief budget update. I am pleased that we are continuing to make progress on closing the FY26 budget gap and addressing the structural deficit. Getting to this point has required some very difficult decisions—most notably the recent layoffs—which we approached with deep respect and care for those affected, including the colleagues who left and those who continue to serve our community.

Although not without their downsides, these efforts to control our budget have helped us strengthen our financial footing. We're committed to keeping the community informed and expect to share an update on our progress before the end of the semester.

GW, the Medical Faculty Associates (MFA), and University Health Services (UHS) are engaged in negotiations regarding a new physician group affiliation that will sustain both GW's academic medical enterprise and the provision of patient care at GW Hospital and Cedar Hill Regional Medical Center. I want to thank faculty from the School of Medicine and Health Sciences (SMHS), including faculty senators, who are participating in this effort and focused on issues critical to any final agreement, including quality, research support, and the continued excellence of GW's educational programs.

## **STRATEGIC FRAMEWORK LAUNCH**

GW's new Strategic Framework officially launched last month, and I want to thank everyone who has helped shape this roadmap for GW's future. The framework represents the collective vision of our community. It has been shaped by the ideas and insights of hundreds of people, including Faculty Senate members as well as our faculty and staff more broadly.

I would like to thank those who are serving on the first working groups convened to advance specific goals in the Strategic Framework, including:

- the Working Group on Building an Interdisciplinary Research Ecosystem, co-chaired by Interim Vice President Bob Miller and Dean Dayna Matthew;
- the Working Group on Expanding and Embedding D.C. Experiences, co-chaired by Vice President Colette Coleman and Dean Alyssa Ayres; and
- the Working Group on Enhancing Career and Academic Advising, co-chaired by Vice President Jay Goff and Dean Paul Wahlbeck.

You can see a full list of the working group rosters and their charges on our new [strategic framework website](#).

All three working groups have already had initial meetings, and I look forward to hearing more about their progress. As these groups proceed, they will develop methods to engage campus stakeholders in their work, and you will hear more about those opportunities in the weeks to come.

## **WORKING GROUPS ADVANCING GW'S AGENDA**

We also have a number of other working groups to engage the community and seek input on key aspects of the university.

Chief Financial Officer Bruno Fernandes has convened the Budget Matters Working Group to assess the potential impact of proposed cost-saving measures, revenue-generating opportunities, and operational efficiencies presented by the administration. Meeting bi-weekly throughout the semester, this group is also charged with identifying additional ideas and opportunities that could help strengthen our financial position while supporting our mission and community.

Interim Provost John Lach also recently convened the first meeting of the Federal Matters Working Group, tapping faculty expertise to help guide GW's response to potential federal government requests or requirements that may arise should we find ourselves in any kind of negotiation or discussion with the DOJ. This group consists of 13

faculty members representing all schools and colleges as well as members of the administration and Office of General Counsel and is due to meet at least three times to develop its recommendations. This work is highly sensitive and consequently is under attorney-client privilege, which is a new level of involvement for faculty at GW and allows the university to benefit from those with particular expertise.

Chief People Officer Sabrina Minor and Chief of Staff Scott Mory have also convened the Workplace Flexibility Discussion Group to develop recommendations on additional measures to support flexibility in the workplace while exploring ways to promote a stronger sense of community among staff on campus. This group of more than 40 staff colleagues from across GW, including Staff Council representatives, has already identified several potential quick wins for us to consider.

Lastly, I appointed a steering committee from across GW to guide the development of a new mission statement. Under the leadership of Chief of Staff Mory and Deputy Provost Terry Murphy, we are currently engaging the Board of Trustees, GW leadership, the Faculty Senate, the Staff Council, and the Student Government Association in identifying critical elements of a potential new mission statement ahead of presenting a proposal to the larger community later this academic year. We look forward to sharing more about this initiative with the broader community soon.

These working groups exemplify our shared commitment to openness, collaboration, and collective problem-solving. They also bring diverse voices and perspectives to the table to help strengthen decision-making. The generosity of so many who are contributing insights and energy is a powerful reminder of our community's deep investment in the university's future and our shared belief in what we can achieve together.

## **ADVANCEMENT AND ENGAGEMENT ACTIVITIES**

From large alumni gatherings in Northern Virginia, Maryland, and right here on campus to small roundtable discussions, I have met with alumni, donors, and friends of the university on a regular basis to share updates and help foster a sense of community and lifelong connections to GW.

This includes the annual Alumni and Families Weekend which welcomed more than 2,600 alumni, current students, and their families. Throughout the weekend, we hosted events—both large and small—from the Spirit of GW Awards to school and college open houses, alumni and family leadership groups, and student organization reunions.

Among the most well attended and popular events were the faculty lectures, each one sponsored by a school or college. They were all at full capacity, and the feedback from alumni and parents was overwhelmingly positive. This speaks to the intellectual curiosity and commitment of our alumni and parent communities.

My heartfelt thanks to everyone who helped make this weekend such a success, especially my faculty colleagues who generously shared their time and research. I'm also deeply grateful to the staff in Student Affairs, University Events, University Advancement, and the Office of Communications and Marketing for their creativity, care, and hard work in helping the university shine.

In addition to Alumni and Families Weekend, I have continued convening Roundtable conversations across the country with the latest taking place in Boston. These small, conversational gatherings with alumni and friends are a wonderful way to share what's happening at the university and to listen to the perspectives of those who care deeply about GW's future. In Boston, Professor Zoe Szajnfarder led a thoughtful discussion on *trustworthy artificial intelligence*, an outstanding example of how GW faculty are advancing important conversations and showcasing the university's thought leadership across the country and around the world.

I want to thank the faculty and staff who have hosted me at on- and off-campus events, invited me to make remarks, joined me for coffee, and graciously opened your classrooms for me to visit. This year, I've had the pleasure of joining classes in the Columbian College of Arts & Sciences, the School of Medicine and Health Sciences, Law, and the Elliott School of International Affairs and seeing first-hand what a GW education looks like.

Every one of these experiences foregrounds our mission, our people, and the big picture here at GW. Not only that, but Professor Vissa's Psychosocial Aspects and Health and Illness course also took me back to my own days as an active researcher and faculty member since that was one of my areas of specialty. I could think about my past while also seeing the future in those GW students, and I can think of nothing more exhilarating.

## **LEADERSHIP UPDATES**

We have seen some leadership changes across a number of offices over the course of the last few months. In the Provost's Office, John Lach is now serving as Interim Provost and Executive Vice President for Academic Affairs, and Emily Hammond has stepped in as Interim Vice Provost for Faculty Affairs.

With regard to the search for the next provost, the position profile has been published, and you can review it on the Provost search website. The committee is meeting next month to discuss logistics for the candidate application review taking place after the first of the year, and we expect virtual interviews of the preliminary candidates to take place in February.

We welcomed David Unruh as Vice President for University Advancement in August. As you may recall, when I announced the search for this position last March, I also announced the adjustment to the unit's name, changing it from Donor and Alumni Relations to the Division of University Advancement. This new name better reflects the vital role this unit has played and will continue to play as we lay the groundwork for our next capital campaign and steward the critical relationships that help define GW as an institution.

Among deans, we welcomed Sevin Yeltekin as dean of the GW School of Business and Kelly Gebo as the Michael and Lori Milken Dean of the Milken Institute School of Public Health. Professor Jason Zara stepped in as interim dean of the School of Engineering and Applied Science, and Professor Lionel Howard is serving as interim dean of the Graduate School of Education and Human Development (GSEHD).

And in early August we installed Victor Brito as chief of the GW Police Department. I want to thank Captain Ian Greenlee for stepping in to serve as acting chief of the GWPD during the search process.

## **CLOSING: TWO FINAL NOTES OF PROGRESS**

I would like to close my report by highlighting two final notes of progress.

First, at last year's Faculty Assembly, I announced the launch of the Humanitarian Internship Program (HIP). I am delighted to share that this program has been a resounding success that came at a critical time. We were able to raise enough funding to place 20 GW students in summer internships with some of the world's leading humanitarian relief organizations such as World Central Kitchen, Jubilee Housing, Engineers Without Borders, and others. These internships gave our students more than just professional experience; they offered first-hand opportunities to support vulnerable communities, confront global challenges, and help shape a more just and compassionate world.

When we launched the program, we didn't know that it would arrive at a pivotal moment for humanitarian organizations both here in the District and around the world. Many of those organizations have been hit hard by funding cuts. Our students stepped into that gap, bringing much needed effort, but also creativity, technical expertise, and a deep sense of purpose. I want to thank Kelley Bishop and the entire team in both my office and the Career Center that has made this program such a success for our students and our partner organizations.

And second, I want to recognize several of the anniversaries the university has celebrated this year, including:

- The Textile Museum Centennial Celebration—congratulations to museum director John Wetenhall and his team
- 90 Years of the GW Department of Statistics—congratulations Professor and Chair of the department Feifang Hu. This milestone was celebrated with a conference titled "The Past, Present and Future of Statistics in the Era of AI"
- 50 years of the Smith Center—congratulations to Athletics Director Michael Lipitz and the team in Athletics
- 35 years of the Stephen Joel Trachtenberg Scholars Program—thanks to Helen Cannaday Saulny
- The 25th Anniversary of the Center for the Advanced Study of Human Paleobiology—congratulations to center founders Professor Bernard Wood and Professor Alison Brooks
- 15 years of the Honey W. Nashman Center for Civic Engagement and Public Service—special thanks to Professors Nashman, Peter Konwerski, and center director Amy Cohen.
- 10 years of the Cisneros Hispanic Leadership Institute—special thanks to Gil and Jackie Cisneros, who endowed the center, and to Professor Elizabeth Vaquera and Trey Johnston, who run the center

New programs like HIP and anniversaries like these demonstrate our values and are progress markers. They remind us how far we've come—through challenge and change—but they also allow us to look forward and to imagine what the next ten, fifty, or one hundred years might bring. What are the needs of tomorrow that we are preparing our students for today?

We can't predict the future, but we can say with certainty that our community, our mission, and our values have prevailed for more than two centuries in the face of our own country's Civil War, world conflict, and uncertainty categorically different from what we face today. Together, we have reached this moment of accomplishment and impact, and together we will move forward.

As we look out over the years, may we honor our history by building for the future: lifting up, supporting, and trusting one another, expanding the reach of knowledge, and shaping a better and greater world. The best that we can do as we move forward is to remember always that we are walking in the footsteps of giants, living proof of the power of George Washington's vision, of the many people who made this the university it is today, the role this university plays in educating leaders of every sort, and strengthening our democracy.



**Fall Faculty Assembly**  
**November 12, 2025**  
**Interim Provost Lach's Remarks**

It's a pleasure to deliver this report in my role as interim provost and executive vice president for academic affairs, and I want to take a moment to thank everyone who has welcomed and supported me in my first four and a half months in this role.

It's been a very steep learning curve — the proverbial drinking from a firehose — but it's been an incredibly rewarding time, as I have met many new members of the community and have formed closer working relationships with colleagues I already knew.

One of the things I was most excited about when President Granberg asked me to take on this role was the opportunity to get to know more about, and work with, our world-class faculty. I continue to be amazed by how committed our faculty are to advancing GW's mission with excellence and to learn how they are doing so in myriad ways. As you heard in the president's report, there is a LOT going on at the university, and I will share a few more updates in my report in just a moment.

As President Granberg said, our forward progress as a university would not be possible without the shared efforts of our entire community and the way members of our community support one another. I shared in my start of semester message that it is part of the very DNA of our university to offer a welcoming and supportive environment for those with a variety of perspectives and identities so that all can succeed and thrive here. This includes giving space for civil discourse and constructive dialogue so that we can challenge each other while making our university community stronger, and advance knowledge to make our world a better place. Of course, academic freedom plays a critical role in this — in our ability to fulfill our own personal and professional goals and in how we support others in doing the same, while all working together to advance our university mission with excellence.

One key example of this engagement in action is our Strategic Framework. From participation in town halls over the last year to engagement with last month's launch, our community worked together to create this framework, and the community's continued engagement will ensure its success. Indeed, GW's greatest strength is our people, and the Strategic Framework will continue to be driven by our incredible faculty, students, staff, alumni, partners, and friends. I am very much looking forward to what comes next.

Now, onto a few items of business.

**Research Enterprise**

As we focus on generating and amplifying scholarship with impact through the strategic framework, I'm pleased to share some significant advancements in our research enterprise, where incredible strides in scholarship and innovation are happening across all ten of our schools and colleges.

**GW remained a research powerhouse in fiscal year 2025, continuing its upward trajectory in recent years.**

GW's HERD-validated federal R&D expenditures nearly doubled over the last 15 years, growing to just under \$180 million in FY24, and our total sponsored research expenditures for FY25 was about \$235 million. GW has the highest total federal R&D expenditures among all colleges and universities located in the nation's capital and is ranked #22 in federal R&D expenditures in the social sciences.

**GW faculty excellence and impact can be seen on many fronts:**

- Citations of GW faculty publications are up 195% from 2015 to 2024;
- Over 60 GW-authored books were published each year, on average, from 2014 to 2023, and GW ranks 8<sup>th</sup> among all AAU institutions on books published per faculty member; and
- Our faculty have received over 90 of what the AAU calls "highly prestigious" awards, fellowships, and memberships, including in the National Academies and other societies.

**GW continues to nurture a strong culture of innovation and entrepreneurship.**

- Within the last few years, GW was in the top 100 U.S. institutions granted utility patents and was ranked #26 in patents per research expenditures;
- GW has created over 350 new ventures since 2010;
- There has been over \$1.8 billion in follow-on funding for GW-led startups since 2010; and
- Over \$100,000 in New Venture Competition prizes were awarded in 2025.

**Of course, we continue to monitor the impact of federal actions on our research enterprise.**

As of today, GW has had 62 externally-funded awards terminated. 35 of those were direct awards, and 27 were subawards. These terminations span ten schools and units, with \$7.2 million in losses in the current period and \$10.5 million in losses in the out years.

In close consultation with impacted PIs and legal counsel, GW has filed 17 appeals for reinstatement. Eight awards, three with GW as a prime recipient and five with GW as a sub-awardee, have been reinstated. We continue to track the status of pending appeals and file new ones as cases arise.

**Budget Model**

We continue to make progress on our initiative to review and enhance our budget model to best support our academic aspirations. We have been assessing the limitations and challenges of our current budget model and fiscal planning process, and we have been surveying AAU and market basket peers for best practices in their approaches to their own models and processes. This has led us to envision a new budget model and fiscal planning process that clarifies revenue and expense allocations, emphasizes transparency and multi-year planning, enables collaboration and governance, and supports our Strategic Framework goals and priorities. We are also evaluating a new software tool to modernize our financial planning, analytics, and reporting.

This work is informed by our partners at Grant Thornton and by regular input from the Deans and a Faculty Advisory Group that is led by Susan Kulp and Joe Cordes, co-chairs of the Faculty Senate Fiscal Planning & Budgeting Committee and that includes representation from all 10 schools and colleges.

We are anticipating a concurrent budget process in FY27 to iron out any final issues with the new model and a full implementation by FY28.

### **Middle States Reaccreditation**

As you know, the Middle States Commission on Higher Education (Middle States) is GW's institutional accreditor recognized by the U.S. Department of Education. GW was last evaluated in 2018, and universities accredited by Middle States undergo a comprehensive evaluation at least every eight years, so we are in the midst of our self-study process.

To date, we have launched the self-study by forming our Steering Committee and selecting co-chairs; our Middle States liaison met with the university community; seven working groups were formed around the seven Middle States standards for accreditation; and we created a study design.

Now, the working groups are researching GW's compliance with Middle States' standards, meeting with stakeholders, gathering information, and analyzing data.

The Steering Committee held an information session for the university community on Thursday, October 30, discussing the standards for accreditation, GW's approach to the self-study, and how the community can be involved in the process. The presentation slides are available on the [Middle States section of the Office of the Provost website](#). Engagement is also taking place with key groups, including the Faculty Senate, Staff Council, and Student Government Association. In the Spring, the Steering Committee will complete a draft of the self-study, and a chair for the visiting team will be selected.

Looking ahead to next academic year:

- In Fall 2026, we will host the community comment period, and the visiting team chair will visit campus, and the final self-study will be sent to the Middle States visiting team;
- In Spring 2027, the visiting team will come to campus; and
- In Summer 2027, final results will be shared.

In all, we are very confident in the quality of our programs and how we're administering them, and we feel very well-prepared for the remainder of this process. I am grateful to the university community for its interest and participation in this process.

### **U.S. News and World Report Rankings**

On September 9th, U.S. News and World Report released its 2026 Best Colleges edition, and GW ranked 59th overall among national universities.

This marks an improvement of four spots, up from 63rd last year and 67th the previous year, and is GW's highest position since the 2019 edition. Now, as we know, rankings can be fickle. But this year, GW's move into a higher tier group reflected meaningful progress on some important measures of success, most notably a higher graduation rate among our Pell-eligible students.

In addition, GW earned top 100 spots on several U.S. News and World Report “best of” lists, including a No. 30 ranking for study abroad. GW was also ranked 90th for Best Colleges for Veterans, a two-spot improvement from last year, and 93rd for Best Value Schools.

GW was also featured among the best undergraduate academic programs in various disciplines:

- No. 5 for International Business
- No. 28 in Nursing
- No. 66 in Economics
- No. 77 in Undergraduate Engineering

### **Community Engagement**

Finally, amidst my daily meetings and responsibilities, I have been fortunate to have opportunities to step outside of my office and celebrate academic excellence and engage with our community on a personal level. These opportunities have included endowed professorship installations, like the installation of Dr. Kelly Gebo as the Michael and Lori Milken Dean of the Milken Institute School of Public Health; Alumni and Families Weekend; last week’s Interfaith Dinner; and my new Pizza with the Provost series, where I am visiting different locations around campus to meet with students and talk openly about the GW community, the student experience, and their priorities for the academic year.

I really do enjoy having these opportunities to engage with the community outside of my regular meeting cadence and look forward to many more.

# Certification of Student Attendance: Context, Goals, Process Changes, Resolution

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Educational Policy and Technology  
Report to the Faculty Senate  
14 November 2025

# Context

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## GW must

- Verify attendance/academic engagement to establish a student's initial eligibility for financial aid
- Notify the government within a timely manner when a student who secured Title VI funding stopped (or perhaps never started) being a student
- Clarify the difference between grades that currently do not earn credit (Fail, F; Withdrawal, W; Unofficial Withdrawal, Z; and Incomplete, I)\*

\*Passing grades (and “earned Fs”) at the end of the semester constitute positive verification that a student has attended/academically engaged.

# Subcommittee Goals

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- Comply with federal regulations.
- Implement without creating significant administrative hurdles for faculty, staff, and students.
- Ensure it works university-wide including at the Bachelors, Masters, and Doctoral levels and for courses offered using different modalities (including face-to-face and both synchronistic and asynchronistic online).

# What We Need to Do

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Use the final grading process as the primary mechanism for certifying and recording who is enrolled and when students, who did not formally withdraw before the final date of classes, actually withdrew from a course.

- Use “earned grades” to identify who is a student.
- Need to identify individuals who registered as a student but never attended/engaged.
- Need a mechanism for identifying when someone who formally withdrew (either officially or unofficially) stopped engaging as a student.

# Federal Definition of Attendance/Engagement

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Things that could be used as evidence of attendance/engagement:\*

- Physically attending class
- Submitting an academic assignment
- Taking an exam, interactive tutorial or computer-based instruction
- Attending a school-assigned study group
- Participating in online discussions about academic matters and/or initiating contact with faculty to ask questions about subject matter.

Things that do not work:

- Logging into an online course without active participation
- Academic counseling

# Clarification of an F Grade University Wide

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Clarify that an “F” is an earned grade university wide. It is not a grade for identifying students who unofficially withdrew or never attended/engaged.

Draft Bulletin Language (from Appendix 3)

***F Grade:***

*The university only awards an earned “F” (fail). This grade denotes students who (i) are enrolled at the end of the semester; (ii) were actively engaged in a course; (iii) failed to achieve the course objectives set forth by the instructor; and (iv) have not demonstrated a sufficient understanding of course material to warrant earning credit in the class.*

# Change Process for Withdrawals (W and Z) and Incompletes

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- For official withdrawals (W) after the add/drop period a university official (frequently faculty/advisor) will sign the withdrawal.
- For unofficial withdrawals (Z), faculty will add the date of last engagement to final grades via a new column.
- For Incompletes (I), faculty will add the date of last engagement to final grades via a new column.

# Never Engaged (NE) and Timely Submission of Grades

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- Students who appear on a grade sheet and the faculty member does not believe they ever attended or engaged will receive a new grade to denote Never Engaged (NE).
- Faculty will need to submit final grades in a timely manner.

# Key Provisions of Resolution

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- ❑ Use final course grades to certify attendance and identify when students who withdrew stopped engaging.
- ❑ Educate faculty about clear distinctions between W, F, Z, I and NE grades/notations
- ❑ Alert students early about potential loss of aid if they withdraw from too many classes and are no longer considered an active student
- ❑ Alert faculty about turning in grades on time

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# BACKUP SLIDES

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# The Resolution

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## □ Appendix 1

- Outlines proposal and steps to be undertaken

## □ Appendix 2

- Defines what is student engagement/attendance (federal standard)

## □ Appendix 3

- Changes to the University Bulletin under **Graduate and Undergraduate University Regulations** specifically the sections on *Adding, Dropping and Withdrawing from Courses* and **Grades**.

# Next Steps: Support to faculty with grade scenarios

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Imani attends class every week and submits coursework comprising 40% of the final grade, with a last date of attendance in Week 14.

Susie doesn't attend class or otherwise engage at all until Week 14, when she submits one piece of passing graded work (worth 10%), with a last date of attendance in Week 14.

Sam engages in Week 1, submits one assignment (worth 10%), but never engages again.

Pedro attends class every 4 weeks and submits a total of 25% of the required coursework with a last date of attendance in Week 13.

Ry participates in course activities (worth 80%) through week 13 with grades of A, then skips the last week of class and the final exam (worth 20%).

# Next Steps: Support to faculty with grade scenarios

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Institution\_Page

Irene Foster

Activity

Courses

Organizations

Calendar

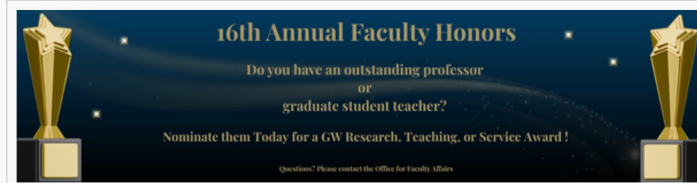
99+ Messages

Grades

Tools

Sign Out

## 16th Annual Faculty Honors



# Next Steps: Create a Uniform Incomplete Contract

## INCOMPLETE COURSE GRADE (I)

CCAS Undergraduate Studies Office  
801 22nd St, NW  
Phillips Hall 107  
Washington, DC 20052  
Phone: (202) 994-6210 Fax: (202) 994-6213



Arts & Sciences

The symbol I (Incomplete) indicates that a satisfactory explanation has been given to the instructor for the student's inability to complete the required course work during the semester of enrollment. At the option of the instructor, the symbol I may be recorded if a student, for reasons beyond the student's control, is unable to complete the work of the course, and if the instructor is informed of, and approves, such reasons before the date when grades must be reported. Once this contract is complete, please turn it into your advising POD in Phillips 107.

Name: \_\_\_\_\_ GWid: **G** \_\_\_\_\_  
Last Name First Name M.I.  
Daytime Phone: \_\_\_\_\_ GW E-mail: \_\_\_\_\_@gwmail.gwu.edu

| TERM | CRN | SUBJECT | COURSE NUMBER | SECTION | CREDITS | TITLE | INSTRUCTOR NAME |
|------|-----|---------|---------------|---------|---------|-------|-----------------|
|      |     |         |               |         |         |       |                 |

**The validity of this contract is contingent upon all boxes being checked "Yes"**

- Has the student's prior performance and class attendance in the course been satisfactory up until this date?  Yes  No
- Has the student presented adequate reasons/documentation for the inability to complete remaining assignments on time?  Yes  No
- Has the student completed the majority of coursework required for the class?  Yes  No
- Is the most up-to-date syllabus for the course included with this contract?  Yes  No
- Do you understand that once an Incomplete is given, the student cannot re-enroll in the course or "sit-in" on the course in a future term?  Yes  No

What work must the student do to complete the course? Identify, specifically, the type of work product (e.g. paper, exam) and the number of assignments.

How will the semester grade be computed? Identify all elements in the final grade and attach any necessary materials so that the grade can be computed in your absence.

All work to be completed by: \_\_\_\_\_  
*\*May not exceed one calendar year*

**I have reviewed the conditions above and as stated in the current University Bulletin by which I will be assigned an Incomplete and understand what I must do to meet these conditions. Additionally, I understand how this Incomplete may impact my satisfactory academic progress in terms of any federal financial aid I may receive.**

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Academic Departmental Approval(s)**

Instructor Approval: \_\_\_\_\_ Date: \_\_\_\_\_

If Part-time Instructor, Chair Approval: \_\_\_\_\_ Date: \_\_\_\_\_

## INCOMPLETE COURSE (I)

CCAS Office of Graduate Studies  
Smith Hall 118  
803 22nd Street, NW  
Washington, DC 20052  
Phone: (202) 994-6210 Email: ccasgradserv@gwu.edu



Arts & Sciences

The symbol I (Incomplete) indicates that a satisfactory explanation has been given to the instructor for the student's inability to complete the required coursework during the semester of enrollment. At the option of the instructor, the symbol I may be recorded if a student, for reasons beyond the student's control, is unable to complete the work of the course, and if the instructor is informed of, and approves, such reasons before the date when grades must be reported. The symbol I cannot be changed by re-registering for the course at GWU or by taking its equivalent elsewhere.

Name: \_\_\_\_\_ GWid: **G** \_\_\_\_\_  
Last Name First Name M.I.  
Department: \_\_\_\_\_ Degree: \_\_\_\_\_ Email: \_\_\_\_\_

| TERM | CRN | SUBJECT | COURSE NUMBER | SECTION | CREDITS | TITLE | INSTRUCTOR NAME |
|------|-----|---------|---------------|---------|---------|-------|-----------------|
|      |     |         |               |         |         |       |                 |

**The validity of this contract is contingent upon both boxes being checked "Yes"**

- Is the student receiving passing grades in the course?  Yes  No
- Has a copy of this contract been kept on file at the student's department?  Yes  No
- What work must the student do to complete the course? Identify, specifically, the type of work product (e.g. paper, exam) and the number of assignments.
- How will the student's grade be computed? Identify all elements in the final grade, including percentages assigned to each and grades for completed elements. (Please attach a copy of the course syllabus and other materials necessary to compute the final grade in your absence.)

All work to be completed by: \_\_\_\_\_

*\*The default time to resolve an Incomplete grade is one semester. This period can be longer or shorter (up to one calendar year) at the discretion of the instructor. If coursework is not completed within the specified time, the Incomplete will be converted to a grade of F.*

**I have reviewed the conditions above and as stated in the current University Bulletin by which I will be assigned an Incomplete and understand what I must do to meet these conditions.**

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Departmental Approval(s)**

Instructor Approval: \_\_\_\_\_ Date: \_\_\_\_\_

DGS Approval: \_\_\_\_\_ Date: \_\_\_\_\_

Elliott School of  
International Affairs

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## INCOMPLETE COURSE GRADE (I)

Undergraduate Academic Advising  
1957 E Street, NW, Suite 302  
Phone: 202-994-3002 Email: advising@gwu.edu

The symbol I (Incomplete) indicates a satisfactory explanation has been given to the instructor for the student's inability to complete the required course work during the semester of enrollment. At the option of the instructor, the symbol I may be recorded if a student, for reasons beyond the student's control, is unable to complete the work of the course, and if the instructor is informed of, and approves, such reasons before the date when grades must be reported. Once this contract is complete, submit it to the Elliott School Undergraduate Academic Advising office.

First and Last Name: \_\_\_\_\_ GWID: \_\_\_\_\_

GW Email: \_\_\_\_\_

| SEM/ YEAR | CRN | SUBJECT | COURSE NUMBER | SECTION | CREDITS | TITLE | INSTRUCTOR NAME |
|-----------|-----|---------|---------------|---------|---------|-------|-----------------|
|           |     |         |               |         |         |       |                 |

**The section below should be completed by the instructor of the course. The validity of this form is contingent upon all boxes below being checked YES.**

Has the student's prior performance and class attendance in the course been satisfactory up until this time?  YES  NO

Has the student presented adequate reasons/documentation for the inability to complete remaining assignments on time?  YES  NO

Has the student completed the majority of the coursework required for this class?  YES  NO

Is the most up-to-date syllabus for the course included with this form?  YES  NO

**Once an Incomplete is given, students cannot re-enroll in the course or "sit-in" on the course in a future semester.**

What work must the student do to complete the course? Identify the type of work product (e.g. paper, exam) and the number of assignments.

All work must be completed by: \_\_\_\_\_  
(may not exceed one calendar year)

I have reviewed the conditions above and in the University Bulletin regarding incomplete grades and understand I will be assigned an Incomplete grade. I understand what I must do to complete the course and how this Incomplete may impact my satisfactory academic progress in terms of any federal financial aid I may receive.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Academic Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**\*This form will not be accepted without the most up-to-date syllabus attached.**

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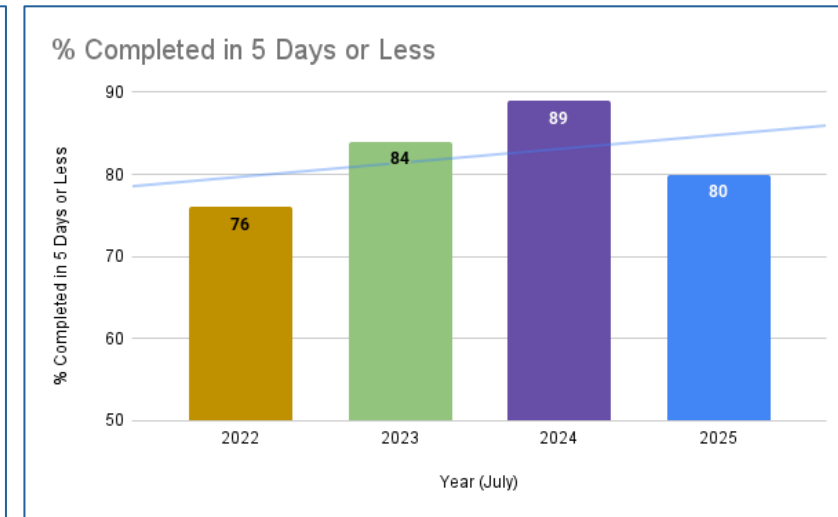
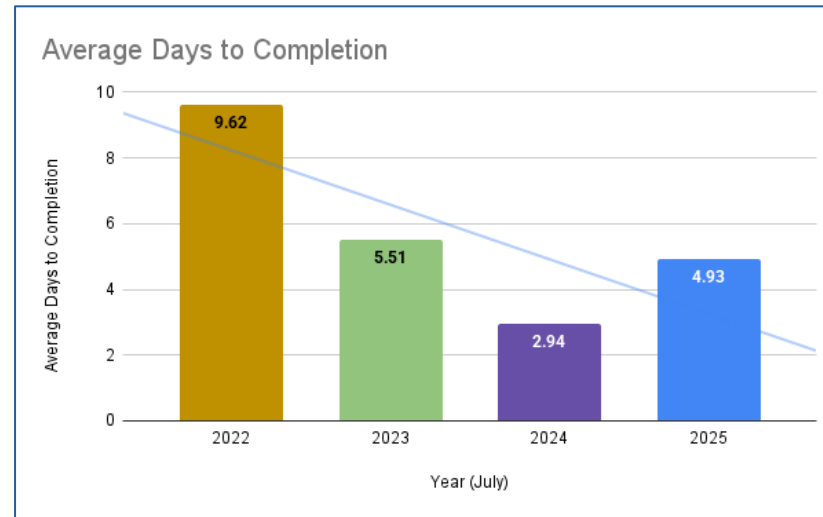
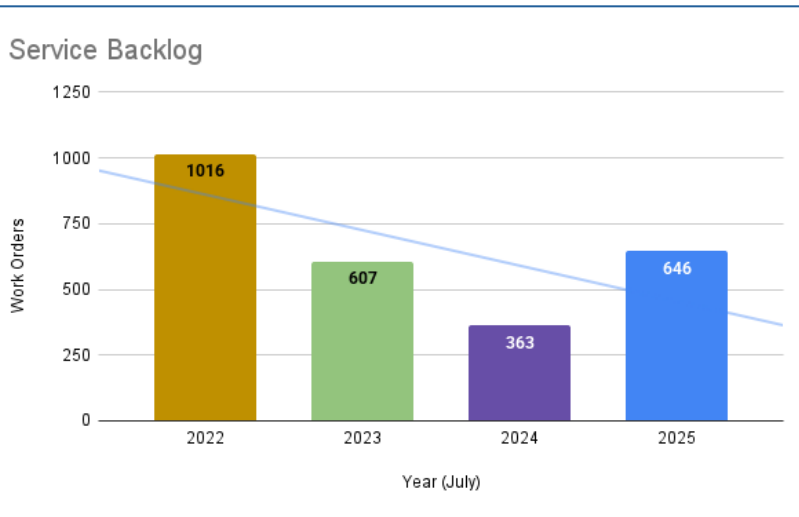
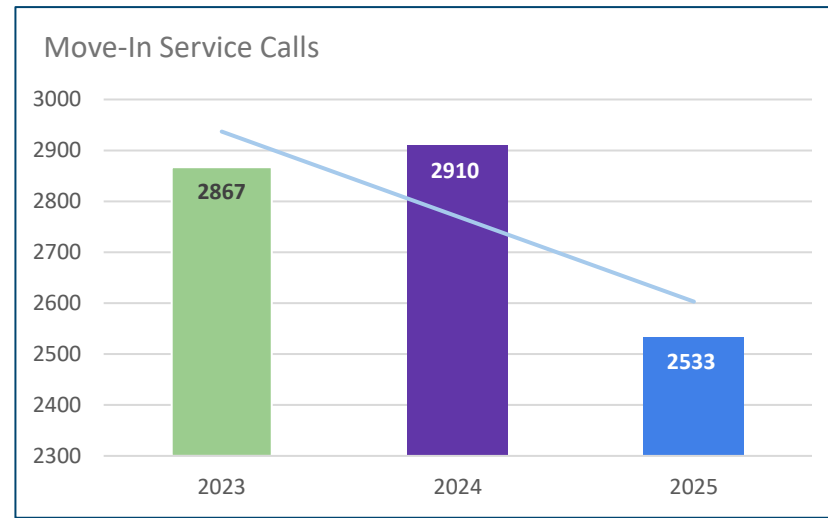
# Facilities Update

Faculty Senate Meeting  
November 14, 2025

# Service Improvements

## Key Initiatives

- Restructured Division of Safety and Operations
- Renewed Emphasis on Proactive & Preventative Maintenance
- Enhanced Training for Maintenance Technicians
  - Partnership with Prince George's Community College
- AiM Reboot (Improvements to our Integrated Workplace Management System)



**\*2025 numbers impacted by vacant maintenance technician positions.**

# Deferred Maintenance

## FY24 Campus Operations DM

### By Priority Categories:

|                      |                     |
|----------------------|---------------------|
| HVAC (65%)           | \$16,311,301        |
| Life Safety (11%)    | \$2,795,000         |
| Elevators (10%)      | \$2,510,000         |
| Roofs (8%)           | \$1,900,000         |
| Electrical (3%)      | \$774,000           |
| Plumbing (2%)        | \$410,000           |
| <u>Flooring (1%)</u> | <u>\$367,000</u>    |
| <b>Total</b>         | <b>\$25,067,301</b> |

### By Type of Building:

|                            |                     |
|----------------------------|---------------------|
| Academic (52%)             | \$13,033,301        |
| Residence Halls (44%)      | \$11,022,000        |
| <u>Administration (4%)</u> | <u>\$1,012,000</u>  |
| <b>Total</b>               | <b>\$25,067,301</b> |

## FY25 Campus Operations DM

### By Priority Categories:

|                        |                     |
|------------------------|---------------------|
| HVAC (83%)             | \$20,758,652        |
| Elevators (8%)         | \$1,923,000         |
| Exterior Facade (4%)   | \$1,923,000         |
| Plumbing (3%)          | \$644,181           |
| Life Safety (1%)       | \$270,000           |
| <u>Structural (1%)</u> | <u>\$350,000</u>    |
| <b>Total</b>           | <b>\$25,015,833</b> |

### By Type of Building:

|                            |                     |
|----------------------------|---------------------|
| Academic (52%)             | \$13,089,000        |
| Residence Halls (39%)      | \$9,648,652         |
| <u>Administration (9%)</u> | <u>\$2,278,181</u>  |
| <b>Total</b>               | <b>\$25,015,833</b> |

## FY26 Campus Operations DM

### By Priority Categories:

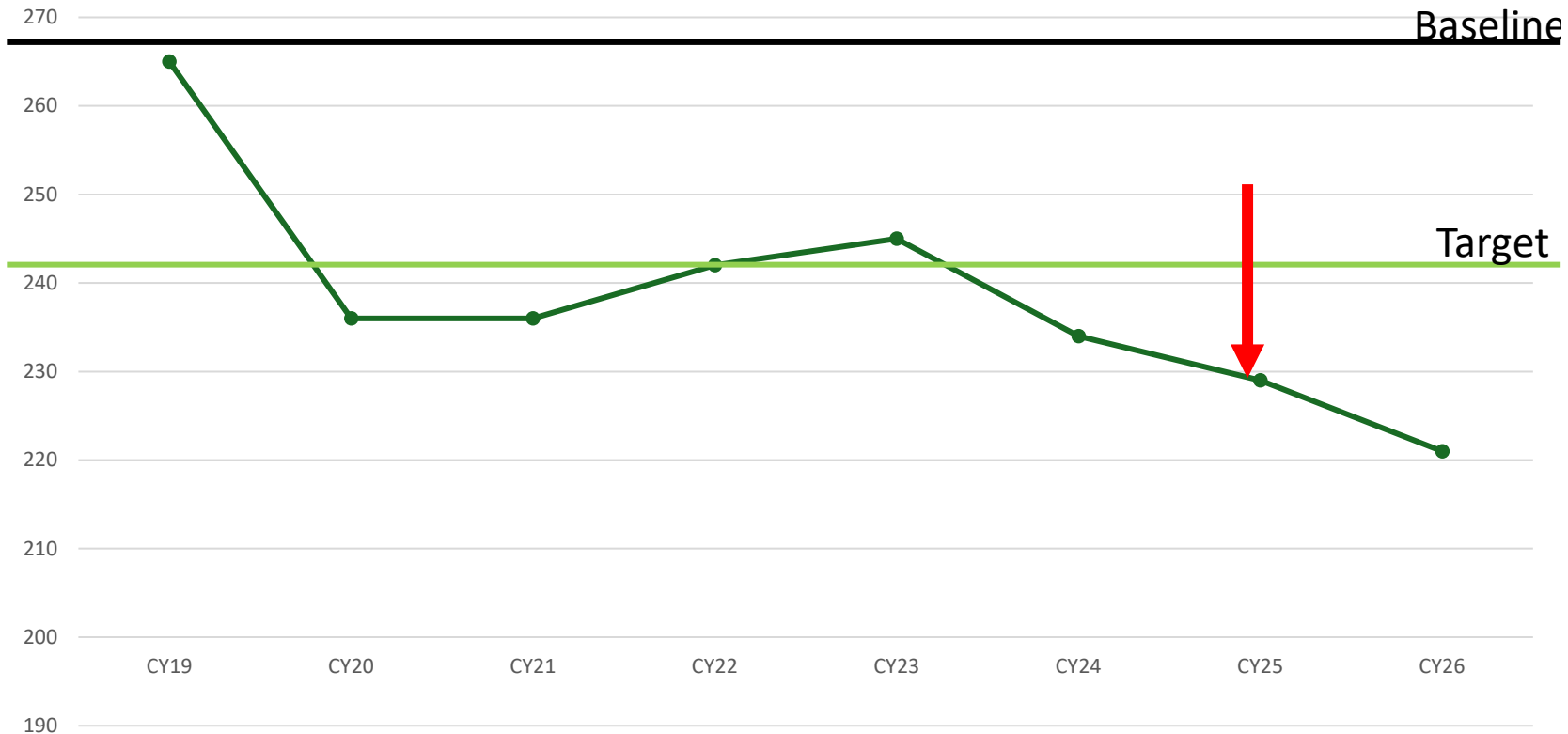
|                        |                     |
|------------------------|---------------------|
| HVAC (83%)             | \$14,00,000         |
| Elevators (8%)         | \$2,000,000         |
| Exterior Facade (4%)   | \$1,500,000         |
| <u>Electrical (3%)</u> | <u>\$600,000</u>    |
| <b>Total</b>           | <b>\$18,100,000</b> |

### By Type of Building:

|                             |                     |
|-----------------------------|---------------------|
| Academic (66%)              | \$12,000,000        |
| Residence Halls (20%)       | \$3,600,000         |
| <u>Administration (14%)</u> | <u>\$2,500,000</u>  |
| <b>Total</b>                | <b>\$18,100,000</b> |

# Building Energy Performance Standards: Progress

Foggy Bottom Energy Use Intensity (EUI)



## Highlights:

- \$7.5 Million BEPS Penalty avoided.
- The only University to meet BEPS Cycle 1 targets.

## Key Contributors:

- Deferred Maintenance Projects.
- Southland Energy Project.
- Energy Management Program.

## Benefits:

- Future Cost avoidance from Utility escalations.
- Compliance with DC standards.
- Stakeholder thermal comfort.
- Increased bandwidth for preventive maintenance.

\*Estimated Values: CY25,CY26

# Bell Hall

## Scope of Work:

- HVAC Upgrades
- New Windows
- Common Space Finishes (Floors 3, 4)
- Classroom Improvements



Before



After

