



Faculty Senate

The Faculty Senate will meet on Friday, February 14, 2020, from 2:10-4:00pm
in the State Room (1957 E Street NW).

AGENDA

1. Call to order
2. Approval of the minutes of the meeting held on January 10, 2020
3. **REPORTS**: Chairs of the Strategic Planning Committees and Related Senate Standing Committees
 - Professor Alan Greenberg (High-Impact Research)
 - Professor Scott Kieff (World-Class Faculty)
 - Professor Carol Sigelman (Distinguished and Distinctive Graduate Education)
 - Professor Gayle Wald (High-Quality Undergraduate Education)
4. **REPORT**: Student Experience Organizational Initiatives and Updates (Cissy Petty, Vice President for Student Affairs and Dean of Students)
5. **REPORT** (report included here, full report with appendices available on the Senate website): Special Committee synthesizing the strategic planning reports (Sarah Wagner, Special Committee Chair)
6. **RESOLUTION 20/9** (both clean and marked versions included for clarity): On Shared Governance (Ioannis Eleftherianos, Guillermo Orti, and Daniel Schwartz, Resolution Co-Authors)
7. **RESOLUTION 20/10**: To Amend the Appropriate Regulation of Honors, Awards, or Distinctions by Units of the University (Scheherezade Rehman, Chair, Faculty Senate Committee on Honors and Academic Convocations)
8. Introduction of Resolutions
9. GENERAL BUSINESS
 - a) Nominations for election of new members to Senate standing committees
 - b) Election of the Faculty Senate Executive Committee Nominating Committee (slate to be provided at the meeting)
 - c) Reports of Standing Committees
 - d) Report of the Executive Committee: Professor Sylvia Marotta-Walters, Chair
 - e) Provost's Remarks
 - f) Chair's Remarks
9. Brief Statements and Questions
10. Adjournment

Elizabeth A. Amundson, Secretary

**REPORT OF THE SPECIAL COMMITTEE ON MATTERS INCLUDED IN THE FACULTY ASSEMBLY PETITION
February 5, 2020**

In Resolution 20/6, passed on December 13, 2019, the Faculty Senate established the Special Committee on Matters included in the Faculty Assembly Petition of October 22, 2019. This report presents the Special Committee's compilation of responses from the five Senate committees charged with addressing petition items #1-5 (i.e., the Research Committee; Education Policy and Technology Committee; Fiscal Planning and Budgeting Committee; Professional Ethics and Academic Freedom Committee; and the Appointments, Salaries and Promotion Policies Committee). The Special Committee also sought information from President LeBlanc related to petition items #2 and 3.

We summarize here the information gathered. All supporting documentation is found in the attached Appendix.

Item #1 (on shared governance): Several committees determined that the strategic plan did not properly follow the principles of shared governance. The Senate itself will vote on this question when it considers the revised Resolution 20/9 on February 14, 2020.

Item #2 (on the costs and methodology of the Cultural Initiative): Despite the petition's request for information about the Cultural Initiative and the Special Committee's January 27, 2020 letter to President LeBlanc reposing this request, no specific data regarding the cost of the initiative, the Disney Institute consultation, or the cultural survey design and analysis were provided to the Special Committee, the Senate, or the petitioning Faculty as a whole.

Item #3 (on data supporting the 20/30 plan): The Senate and its five committees received fragmentary and incomplete information that does not logically support the 20/30 plan. Several attempts to collect specific data (e.g. Resolution 20/7, item #3, questions a. through h. and the Special Committee's January 17, 2020 letter to President LeBlanc) did not produce the specific information requested.

Item #4 (on amending the charges of the strategic planning committees): Only the Research Committee supported changing the charges of the strategic planning committees to release constraints on their research endeavors. Other committees provided comments regarding ideal STEM ratios, student body size, undergraduate enrollment, and team-based research. In his response to the Special Committee's January 17, 2020 letter, President LeBlanc did not provide specific data regarding impact of the 20/30 plan on the curricular, research, and diversity and inclusion missions of the University. The Fiscal Planning and Budgeting Committee indicated that it intends to address the financial implications of enrollment reductions in time for the February 25, 2020 Special Assembly.

Item #5 (on the strategic planning timeline and consultation with faculty): The Senate and its five committees requested that they have the opportunity to review and respond to the strategic planning documents before submission to President LeBlanc and the Board of Trustees. The original strategic

planning timetable did not allow for that consultation; the subsequently adjusted timetable now permits such consultation to take place.

Item #6: The Special Assembly has been scheduled for February 25, 2020, one month later than the date requested in the petition. The Senate set this date so that the Assembly could respond to the strategic planning reports.

I. THE SENATE COMMITTEES' RESPONSES:

Appointments, Salaries and Promotion Policies Committee

The ASPP Committee responded to each of the five items in their November 22, 2019 report presented to the Faculty Senate, which was included in the December 13, 2019 Senate Agenda. (See attached; ASPP's responses are also compiled in the attached "Table 1: ASPP Committee Response.")

Research Committee

The Research Committee responded to each of the five items, finding items #2 (part B) and 5 directly in their purview. It also submitted Resolution 20/8 ("On Involvement of Faculty and Its Elected Representatives in Shaping Strategic Planning") to the Faculty Senate Executive Committee on November 1, 2019. The resolution was approved by the Senate in vote on December 13, 2019. (See attached "Table 2: Research Committee Response"; and Resolution 20/8.)

Education Policy and Technology Committee

The Education Policy and Technology Committee responded to four of the five items, finding items #2, 3, and 5 directly in their purview. It also submitted Resolution 20/7 ("On Involvement of Faculty and Its Elected Representatives in Shaping Strategic Planning") to the Faculty Senate Executive Committee on November 6, 2019. The resolution was approved by the Senate in vote on December 13, 2019. (See attached "Table 3: EP&T Committee Response"; and Resolution 20/7.)

Professional Ethics and Academic Freedom

The Professional Ethics and Academic Freedom Committee responded to each of the five items. While they found that none of the items fell within their direct purview, in response to items #1 and 5, the committee affirmed that shared governance is "an issue of concern." (See attached "Table 4: PEAFC Committee Response.")

Fiscal Planning and Budgeting Committee

The Fiscal Planning and Budgeting Committee discussed the five items and responded specifically to impacts of the undergraduate enrollment reductions (relating to petition items #3, 4, and 5). The committee anticipates having preliminary estimates of the budget impact of the enrollment cuts in time for the February 25, 2020 Special Assembly. (See attached "Table 5: FP&B Committee Response.")

II. SHARED GOVERNANCE

In response to petition item #1 regarding the “principles of shared governance,” Resolution 20/9 (“On Shared Governance”) was included on the December 13, 2019 Senate agenda, debated during the January 10, 2019 Senate meeting, sent to an ad hoc committee for revision, and will be reconsidered during the February 14, 2020 Senate meeting. (See the attached version to be considered on February 14, 2020.)

III. ADDITIONAL INFORMATION SOUGHT FROM PRESIDENT LEBLANC

On January 17, 2020, the Special Committee sent a letter to President LeBlanc following up on his December 13, 2019 report to the Senate. Specifically, the committee sought clarification and additional information pertaining to questions a. through h. of Resolution 20/7. (See attached.)

On January 27, 2020, the Special Committee sent a letter to President LeBlanc requesting he respond to the questions posed in petition item #2. (See attached.)

President LeBlanc sent two letters to the Special Committee on February 4, 2020, in response to its January 17 and January 20 inquiries. (See attached.)

IV. CONCLUSION

The Faculty Assembly Petition posed five sets of issues. Three and a half months later, the Special Committee finds that the Senate, through its five committees, and President LeBlanc have addressed them partially, though not completely.

The Special Committee hereby submits this report to the Faculty Senate for review during its February 14, 2020 meeting and to the full Faculty for its consideration during the Special Assembly to be held on February 25, 2020.

Respectfully submitted,

Sarah Wagner	Kausik Sarkar
Joseph Cordes	Daniel Schwartz
Guillermo Orti	Jason Zara

APPENDIX: SUPPORTING DOCUMENTS

1. Table 1: ASPP Committee Response
2. Table 2: Research Committee Response
3. Table 3: EP&T Committee Response
4. Table 4: PEAf Committee Response
5. Table 5: FP&B Committee Response
6. ASPP Committee Response to Faculty Assembly Petition
7. Resolution 20/7
8. Resolution 20/8
9. Resolution 20/9 (revised version for February 14, 2020 Senate meeting)
10. Special Committee Letter to President LeBlanc 1.17.20
11. Special Committee Letter to President LeBlanc 1.27.20
12. President LeBlanc's Response to Special Committee's 1.17.20 Letter (2.4.20)
13. President LeBlanc's response to Special Committee's 1.27.20 Letter (2.4.20)



A RESOLUTION ON SHARED GOVERNANCE WITH RESPECT TO SIZE, COMPOSITION, AND QUALITY OF THE UNDERGRADUATE CLASS (20/9)

WHEREAS, the American Association of University Professors, the American Council on Education (ACE), and the Association of Governing Boards of Universities and Colleges (AGB) jointly issued a directive stating:

“The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty. It is desirable that the faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the president or board.”
(Section 5)

“With regard to student admissions, the faculty should have a meaningful role in establishing institutional policies, including the setting of standards for admission, and should be afforded opportunity for oversight of the entire admissions process” *(Note 4)*

“Such matters as major changes in the size or composition of the student body and the relative emphasis to be given to the various elements of the educational and research program should involve participation of governing board, administration, and faculty prior to final decision.” *(Section 2b)*¹;

WHEREAS, the Faculty Organization Plan, Article III, Section 1 (4) states that the Senate shall “be the Faculty agency to which the President initially presents information and which he consults concerning proposed changes in existing policies or promulgation of new policies”;

WHEREAS, the Senate, and in particular its Educational Policy and Technology Committee, has in the past consistently been consulted and has contributed to the formulation of policy about the size, composition, and quality of the undergraduate student body;

WHEREAS, President LeBlanc announced on July 9, 2019, a plan to reduce undergraduate enrollment by 20% and to change the relative proportions of the student majors and

¹ <https://www.aaup.org/report/statement-government-colleges-and-universities>

therefore to alter the curricular program of the university² without having previously consulted in sufficient detail with the relevant Senate committees and the Senate as a whole and proceeded to implement the plans with the enrollment of the 2019/2020 class;

WHEREAS, President LeBlanc stated repeatedly that changes to the undergraduate student body will not cause diversity to go down “one iota”³ and the chair of the Board of Trustees reaffirmed that diversity will not be impacted as a result of this plan⁴, while the Senate and its Committees have not yet received or been given the opportunity to evaluate any compelling evidence that these current diversity and academic quality standards can be maintained while simultaneously reducing the size of its student body and increasing STEM majors; **NOW, THEREFORE,**

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

- 1) That the process of adoption and implementation of plans to reduce the size of the student body and to increase the ratio of STEM majors was inconsistent with established principles of shared governance;
- 2) That shared governance requires meaningful input and oversight by the Senate as a whole and by all relevant Senate Committees prior to implementation or announcement of major initiatives;
- 3) That the administration’s and Board of Trustees’ commitment to diversity is to be applauded;
- 4) That the Faculty Senate calls on the university to develop plans that raise academic excellence and that maintain or increase diversity and expand inclusion; and
- 5) That the Senate asks the administration to refrain from further implementing plans to reduce enrollment and increase STEM until after a) the financial implications of these plans are validated by the Senate; b) it submits a valid model under which academic quality and diversity are not diminished; and c) its plans are considered, debated, and accepted through recognized processes of shared governance.

Originally Submitted by Guillermo Orti, Daniel Schwartz, and Ioannis Eleftherianos
November 19, 2019

Revision Submitted by Guillermo Orti, Daniel Schwartz, and Ioannis Eleftherianos
December 28, 2019

Amendments to the Resolving Clauses Adopted by the Faculty Senate

² <https://gwtoday.gwu.edu/message-president-leblanc-strategic-planning-process>

³ <https://gwtoday.gwu.edu/faculty-president-leblanc-discuss-strategic-plan-objectives-process>

⁴ Faculty Senate Minutes for October 11, 2019 Regular meeting

January 10, 2020

Amendments to the Whereas Clauses Proposed by Special Drafting Committee
January 20, 2020

Marked Version Showing Edits from January 2020 Meeting and Drafting Committee



A RESOLUTION ON SHARED GOVERNANCE WITH RESPECT TO SIZE, COMPOSITION, AND QUALITY OF THE UNDERGRADUATE CLASS (20/9)

WHEREAS, the American Association of University Professors, the American Council on Education (ACE), and the Association of Governing Boards of Universities and Colleges (AGB) jointly issued a directive stating:

“The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty. It is desirable that the faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the president or board.”
(Section 5)

“With regard to student admissions, the faculty should have a meaningful role in establishing institutional policies, including the setting of standards for admission, and should be afforded opportunity for oversight of the entire admissions process” *(Note 4)*

“Such matters as major changes in the size or composition of the student body and the relative emphasis to be given to the various elements of the educational and research program should involve participation of governing board, administration, and faculty prior to final decision.” *(Section 2b)*¹;

WHEREAS, the Faculty Organization Plan, Article III, Section 1 (4) states that the Senate shall “be the Faculty agency to which the President initially presents information and which he consults concerning proposed changes in existing policies or promulgation of new policies”;

WHEREAS, the Senate, and in particular its Educational Policy and Technology Committee, has in the past consistently been consulted and has contributed to the formulation of policy about the size, composition, and quality of the undergraduate student body;

¹ <https://www.aaup.org/report/statement-government-colleges-and-universities>

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WHEREAS, President LeBlanc announced on July 9, 2019, a plan to reduce undergraduate enrollment by 20% and to change the relative proportions of the student majors and therefore to alter the curricular program of the university² without having previously consulted in sufficient detail with the relevant Senate committees and the Senate as a whole and proceeded to implement the plans with the enrollment of the 2019/2020 class;

WHEREAS, President LeBlanc stated repeatedly that changes to the undergraduate student body will not cause diversity to go down “one iota”³ and the chair of the Board of Trustees reaffirmed that diversity will not be impacted as a result of this plan⁴, while the Senate and its Committees have not yet received or been given the opportunity to evaluate any compelling evidence that these current diversity and academic quality standards can be maintained while simultaneously reducing the size of its student body and increasing STEM majors: **NOW, THEREFORE,**

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- 1) That the process of adoption and implementation of plans to reduce the size of the student body and to increase the ratio of STEM majors was inconsistent with established principles of shared governance;
- 2) That shared governance requires meaningful input and oversight by the Senate as a whole and by all relevant Senate Committees prior to implementation or announcement of major initiatives;
- 3) That the administration’s and Board of Trustees’ commitment to diversity is to be applauded;
- 4) That the Faculty Senate calls on the university to develop plans that raise academic excellence and that maintain or increase diversity and expand inclusion; and
- 5) That the Senate asks the administration to refrain from further implementing plans to reduce enrollment and increase STEM until after a) the financial implications of these plans are validated by the Senate; b) it submits a valid model under which academic quality and diversity are not diminished; and c) its plans are considered, debated, and accepted through recognized processes of shared governance.

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December 28, 2019

Amendments to the Resolving Clauses Adopted by the Faculty Senate
January 10, 2020

Amendments to the Whereas Clauses Proposed by Special Drafting Committee
January 20, 2020

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<https://strategicplan.gwu.edu/guidance-strategic-planning-committees>

Charge to the Committee:
Under the assumption of a residential undergraduate population of 8400 students, of which 30% ultimately complete a STEM major, develop a strategy with measurable outcomes to attract and retain a high-quality student body, and recommendations for the educational opportunities that we should provide to our students. The process for determining the strategy for high quality undergraduate education should involve consideration of two key elements: (1) a high-quality undergraduate student body, and (2) a high-quality and distinctive undergraduate education. A baseline set of comparative benchmarking data will be provided to the committee with regularly reported items on undergraduate education in order to inform the committee's final recommendations. The committee's recommendations should adhere to the structure outlined below, include goals and initiatives by responding to the questions embedded within, and suggest metrics and resources required to achieve the goals.

Principles
Provide overarching guidance to be considered and adhered to in addressing the charge to the committee.

Goals
Based on these principles, and in response to the guiding questions below, establish the goals and define specific initiatives to realize the goals.
High-quality undergraduate student body

How do we define, recruit, retain, and graduate a high-quality student body?
Beyond financial aid strategies, what programs, facilities, and experiences should we exploit or develop to attract and retain this high-quality student body?

High-quality and distinctive undergraduate education
How do we expand our offerings in STEM education to attract more STEM majors and to provide STEM educational opportunities to all students?

How do we make the many distinctive educational opportunities available at GW (including the professional schools) accessible to every student?

How do we use our location to create academic offerings and opportunities that are available at no other institution?

Metrics
Determine metrics to measure progress toward achieving the goals for undergraduate education under this strategic plan.

Resources
List all resources required, including assumptions, to achieve the goals for undergraduate education.

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Faculty Senate

**A RESOLUTION TO AMEND THE APPROPRIATE REGULATION OF HONORS,
AWARDS, OR DISTINCTIONS BY UNITS OF THE UNIVERSITY (20/10)**

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

That the Honors and Convocations Committee recommends that the language in the first point in the Guidelines for the Conferral of Honors, Awards, or Distinctions (as set out in Senate Resolution 04/09, attached) be clarified in the following way:

“The awardee must have achieved distinction in his or her profession. “Distinction” can be measured in a variety of ways: winning significant prizes for professional **contributions**, ~~or~~ scholarly work **or service to the community**; achieving national or international recognition for ~~professional~~ ~~or~~ scholarly or **professional work including service to the local or global community**; or displaying the kind of ~~professional or~~ scholarly **or professional skills** or abilities, character, and integrity that might cause the nominee to be considered ~~to be~~ a role model for students.

Honors and Academic Convocations of the Faculty Senate
December 20, 2019

A Resolution for the Appropriate Regulation of Honors, Awards, or Distinctions by Units of the University (04/9)

WHEREAS, it is of the first importance that any honor, award, or distinction linked with the name of The George Washington University continue to deserve the high regard of the entire academic community and the world at large; and

WHEREAS, it is essential therefore that such honors, awards, or distinctions be conferred with due deliberation on individuals or associations properly deserving of that honor, award, or distinction; and

WHEREAS, to that end it is desirable that in conferring such honors, awards, or distinctions on persons outside the community of GW students, faculty, and staff a degree of uniformity in standards, criteria, and deliberation be maintained throughout the University; **NOW, THEREFORE**

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY:

- 1) That, with respect to persons outside the community of students, faculty, and staff of The George Washington University, only Schools of the University should be authorized to confer honors, awards, or distinctions (that is, not individual Departments or other academic subdivisions, Institutes, or Centers, or other components, including 'schools within Schools', although these could well suggest or initiate consideration of such), subject to some appropriate procedures to be established by and within each School for that purpose, such procedures to be approved by the Executive Vice President for Academic Affairs; and
- 2) that nominations for such School honors, awards, or distinctions should be vetted and approved by the Committee on Honors and Academic Convocations of the Faculty Senate (the "Committee") on the basis of materials submitted in support of each honor to be conferred by the School and the guidelines set forth in the Appendix to this Resolution, much as that Committee now vets nominations for the award of honorary degrees submitted by the various Schools; provided, that awards of a more modest nature may be approved by the Committee on a generalized basis in accordance with such procedures as the Committee may determine to be appropriate, including the approval of standard criteria to be followed by a School in selecting recipients of such awards.

Appendix: Guidelines for Conferral of Honors, Awards, or Distinctions

- 1) The awardee must have achieved distinction in his or her profession. "Distinction" can be measured in a variety of ways: winning significant prizes for professional or scholarly work; achieving national or international recognition for professional or scholarly work; or displaying the kind of professional or scholarly skills or abilities, character, and integrity that might cause the nominee to be considered to be a role model for students.
- 2) The awardee must have made the kind of contribution to his or her profession that has measurably enhanced or improved the profession. The awardee must have set a new standard for

accomplishment, found new ways to deliver the benefits of the profession, or otherwise brought recognition to the profession.

3) A connection with GW and the School proposing the honor, award, or distinction would be an important positive factor.

Committee on Honors and Academic Convocations

Barry L. Berman, Acting Chair

March 22, 2005

Adopted, April 8, 2005