



Faculty Senate

Friday, April 17, 2026, at 2:00pm
State Room (1957 E Street NW, 7th floor) and via Zoom

AGENDA

1. Call to order
2. Approval of the [minutes](#) of the March 6, 2026, meeting and the minutes of the February 13, 2026, executive session
3. [Recognition of Senate members completing terms](#)
4. Introductions
 - Andrew Artenstein, Interim Dean, School of Medicine & Health Sciences (Ellen Granberg, President)
 - Anna Vakulick, Interim Vice Provost for GWIT (John Lach, Interim Provost)
5. President's Report & Interim Provost's Report (Ellen Granberg, President, and John Lach, Interim Provost)
 - [President's Report Pre-Read](#)
 - [Interim Provost's Report Pre-Read](#)
 - Brief Statements and Questions/President's & Provost's Reports
6. Faculty Senate Executive Committee Report (Professor Guillermo Orti, Chair)
 - [FSEC Report Pre-Read](#)
 - Brief Statements and Questions/Executive Committee Report
7. [Resolution 26/7](#): On Faculty Role in IT Implementation (Jamie Cohen-Cole, Co-Chair, Educational Policy & Technology Committee)
8. Report: Campus Plan Update (Baxter Goodly, Vice President for Safety & Operations)
 - [Campus Plan Update Pre-Read](#)
9. Introduction of New Resolutions to be Referred to Committee
10. General Business
 - a) Standing committee reports received
11. Brief Statements and Questions/General
12. Adjournment



Faculty Senate

Departing Senators & Delegates April 2026

CCAS

Heather Bamford
Masha Belenky
Cynthia Core
Meina Liu
Katrin Schultheiss

CPS

Scott White

ESIA

Jennifer Brinkerhoff
Ilana Feldman

GWSB

Angela Gore

GSEHD

Maria Cseh
Jonathan Eakle

GWSPH

Keith Crandall

SMHS

Marie Borum

SON

Rhonda Schwindt

Faculty Senate Meeting
April 17, 2026
President Granberg's Report/Pre-Read

The past month has been incredibly busy with announcements in the last week alone about the university's new provost and executive vice president for academic affairs, the 2026 Commencement exercises, and the new mission statement. In my report below, I offer additional details about these announcements as well as several other updates.

I deeply appreciate the different roles that our faculty have played in reaching these milestones, especially in helping our students cross the finish line as they earn their degrees.

LEADERSHIP UPDATES

Edward J. Balleisen named Provost and Executive Vice President for Academic Affairs

As you saw in my community message, last week I named Edward J. Balleisen as the university's new Provost and Executive Vice President for Academic Affairs. Dr. Balleisen will be joining GW from Duke University where he has served on the faculty since 1997 and for the past decade as Senior Vice Provost for Interdisciplinary Programs and Initiatives. In this role, he has led efforts across Duke's 10 schools to expand interdisciplinary research, education, and engagement.

A prolific historian whose research focuses on American institutional history spanning business, law, public policy, and regulatory governance, Dr. Balleisen has received funding from the Andrew W. Mellon Foundation, the National Endowment for the Humanities, and the Library of Congress, among other organizations. His many administrative achievements include establishing the award-winning Bass Connections program at Duke, which has taken faculty and student teams across the country and around the world to work on problem-based, interdisciplinary research.

Dr. Balleisen was here in D.C. over the weekend looking at housing options and spent Monday and Tuesday on campus. He had lunch with FSEC, and I got spontaneous feedback from him and from the committee that everyone enjoyed it and thought the conversation was great. Dr. Balleisen also visited with other faculty and staff members while he was in town. On Monday evening, he joined me for a talk by Professor Denver Brunsman about George Washington and the 250th Anniversary of the signing of the Declaration of Independence, so his schedule was full and he is already getting to know GW.

I want to thank the Faculty Senate Executive Committee for participating in the interview process as well as Faculty Senators Katrin Schultheiss for co-chairing the search advisory committee and Susan Kulp for serving on the committee

This is a critical role that will help define the future of the university, so I am grateful for the Faculty Senate's engagement in this important process.

Vice President and General Counsel Search

We are making progress in the search for the next vice president and general counsel. The search advisory committee and I interviewed semi-finalists on Saturday, April 4, and we will be bringing finalists to campus the second week in April. We expect to announce by the board meeting in May. My thanks to Guillermo Orti for serving on the search advisory committee.

BOARD OF TRUSTEES MEETING AND RETREAT

Last month, the Board of Trustees held its spring meeting combined with its annual retreat, which focused artificial intelligence and creating alignment between GW's next fundraising campaign and our Strategic Framework.

At the meeting, the Board elected its new slate of officers, who will start their 3-year terms on June 1. Mark Chichester, B.B.A. '90, J.D. '93, has been elected chair, Todd Klein has been named vice chair, and Jeffrey Flaks, M.H.S.A. '96, will continue to serve as secretary. I greatly look forward to working with this group of leaders as we move the university forward and am grateful to current Board Chair Grace Speights for the service, leadership and vision she has brought to her role as chair over the past seven years.

I was pleased that FSEC Chair Guillermo Orti was able to join the plenary sessions of the Board retreat, along with SGA President Ethan Lynne. Staff Council President Mindy Galvan was unable to attend. Professors Lorien Abroms from the Milken Institute School of Public Health, Patrick Hall from the GW School of Business, and Tara Sinclair from CCAS, as well as Vice President Jay Goff participated in a panel discussion on the applications of AI at GW, providing evocative examples of how AI is being leveraged at the university across research, education, and operations and how we are preparing our students and our university for an AI-enabled world.

Vice President for Advancement David Unruh led a session at the retreat that focused on leveraging the Strategic Framework in planning the next fundraising campaign. During the session, the co-chairs of our first three working groups—Building an Interdisciplinary Research Ecosystem, Expanding and Embedding D.C. Experiences, and Enhancing Career and Academic Advising—shared updates on the status of their work. I want to thank those members of Faculty Senate who have been involved in the working groups.

I also want to extend special thanks to Interim Provost John Lach and Vice President for Advancement David Unruh who led these productive discussions at the Board retreat.

UNIVERSITY'S NEW MISSION STATEMENT

On April 9, the university shared the updated GW mission statement that reflects the university's institutional priorities and community voice. I want to thank members of the Mission Statement Steering Committee, co-chaired by Senior Vice President and Chief of Staff Scott Mory and Deputy Provost for Academic Affairs Terry Murphy and including community representatives from across GW's colleges and administrative divisions. I also want to thank Faculty Senators Jeff Akman, Heather Bamford, and Tarek El-Ghazawi who served on the committee as well as others who participated in the conversations coordinated by the committee.

Over several months, those conversations centered on the need for our mission to be aspirational and forward-looking, to celebrate GW's unique location and honor the university's deep history and enduring commitment to the public good. These themes are reflected in the new mission statement:

“Since its founding in the earliest days of the nation, the George Washington University has prepared graduates to lead with integrity, resilience, and purpose. GW takes full advantage of its location in the heart of the nation’s capital to bring together diverse communities of scholars, practitioners, and professionals in service to the public good. Global in outlook and revolutionary in spirit, GW cultivates a civic-minded community of students, faculty, staff, and alumni whose work sparks creativity, advances discovery, and makes a lasting impact in their communities and around the world.”

This statement reflects the collective voice of our community and will help drive our priorities and aspirations in the years ahead.

The process of developing this new statement was especially meaningful because of the extraordinary level of engagement and enthusiasm shown across our community. From faculty and staff to students, alumni, and trustees, people brought real thoughtfulness, candor, and care to the process. That collective participation not only strengthened the final statement but also reflects a shared commitment to the future of our university.

As we move forward, my hope is that every member of our community knows this mission and can see themselves in it, take ownership of it, and bring it to life through the work we do together as OneGW.

GW’S IMPROVEMENT IN ADL 2026 CAMPUS ANTISEMITISM REPORT CARD

In March, the Anti-Defamation League announced that GW improved a full letter grade, moving up to a B, in the ADL’s [2026 Campus Antisemitism Report Card](#). This improvement reflects the sustained efforts of many members of our community over the past academic year to address and combat antisemitism.

The progress reflects the kind of environment we are working to create at GW, where all students feel respected, supported, and able to participate fully in the life of the university.

Creating that kind of campus climate is central to our mission and to the responsibility we share as leaders and stewards of this institution. And while we appreciate this recognition, we also know the work involved to create a vibrant, supportive, and fully inclusive environment for all of our students never ends.

SPECIAL EVENTS AND PRESIDENTIAL ENGAGEMENT

Celebration of Scholarships and Fellowships Dinner

Late last month, the university hosted the annual Celebration of Scholarships and Fellowships dinner to thank scholarship and fellowship donors and to celebrate the accomplishments of GW students.

The dinner offers an opportunity for donors, students, parents, university leaders and friends to come together and, for some donors and students who benefitted from their generosity, this will be the very first time they will meet. It was also a pleasure to spend time with the many faculty members who have supported scholarships at GW and who were present that evening.

The evening reaffirms the value of the work we do and our impact on the next generation.

2026 GW Veteran Day of Service

More than 100 students, faculty, and staff members joined the Veteran Day of Service on Saturday, March 28, co-hosted by the Honey W. Nashman Center for Civic Engagement and Public Service and the Division for Student Affairs' Office of Military and Veteran Services.

Home to one of the largest student veteran populations at any private university in the United States, GW is a destination of choice for military, veteran, reserve, National Guard, and dependent students thanks to our outstanding academic programs and our location here in the nation's capital with the Pentagon, Coast Guard Headquarters, and a number of active military bases nearby. Ranked by the Military Times among the top 4-year universities as "Best for Vets," GW counts among its graduates many distinguished military-affiliated alumni.

This day of service was initially spearheaded by GW graduate Geoff Ball (ESIA '12), then a student serving in the Nashman Center and a leader in GW Vets. It was officially added to GW's days of service in 2011 to honor those who have served in the U.S. military.

Alumni Events in California, New York, and Virginia

Late last month, I hosted two very successful alumni events in Los Angeles and Palo Alto, California that—in addition to alumni—included prospective students and their families. The theme of the event was Democracy at 250: Press, Power, and the People, and it featured a conversation with Professor Ethan Porter moderated by alumnae Lilliana Vazquez in Los Angeles and Rose Gottemoeller in Palo Alto.

Next week, I will be visiting New York City for a number of donor meetings and events as well as an alumni event similar to those hosted in California.

Former GW Trustee Diana Henriques will moderate the New York City panel, which will feature GW Law School Dean Dayna Bowen Matthew and executive director of the GW Graduate School of Political Management and former congresswoman Debbie Mucarsel-Powell.

On April 23, I will be hosting a similar alumni event in Reston, Virginia, moderated by Chuck Todd and including Professor of History Denver Brunsman and GW Law Professor Mary Anne Franks. It really makes a difference when distinguished members of our faculty join these gatherings, and I'm really looking forward to the events in New York and Reston.

Commencement

As you saw in the recent community message, I announced this year's Commencement speaker and the honorary degree recipients.

Our keynote speaker will be Rebecca Kutler, who earned her bachelor's degree in political communication at GW in 2001. Rebecca currently serves as the president of MS NOW (formerly MS NBC) and has brought visionary leadership to expand the extensive reach of that organization. Rebecca will also be receiving an honorary Doctor of Humane Letters.

We will also be bestowing honorary degrees on Ms. Virginia Ali, and GW alumni Willie Hensley (BA '66) and Michele Anthony (BA '77), recognizing their extraordinary social and cultural impact and the many ways they exemplify GW's commitment to changing the world.

Ms. Ali is the co-founder of Ben's Chili Bowl, one of Washington, D.C.'s most iconic institutions, a cultural landmark and community anchor for more than six decades. Ms. Ali has been a lifelong advocate for minority-owned businesses, historic preservation, and economic opportunity in the District. She will be receiving an honorary Doctor of Public Service degree.

Willie Hensley graduated from GW in 1966 with his bachelor's degree in political science with a minor in economics. He is a pioneering leader whose decades-long career has profoundly shaped Alaska's political, economic, and cultural landscape. Willie will receive an honorary Doctor of Public Service.

Michele Anthony received her bachelor's in philosophy from GW in 1977 and has built an exceptional career working at the highest levels of the global music industry, including as an executive at Universal Music Group and at Sony Music Label Group U.S. Michele will receive an honorary Doctor of Humane Letters degree.

I am greatly looking forward to Commencement on the National Mall and hope that you will join that as well as your school ceremonies, which are such an important milestone for our graduating students.

I want to thank you again for all you do for the university, and I'm looking forward to our meeting next week.



Faculty Senate

April 17, 2026

Interim Provost Lach's Report/Pre-Read

- Message on Reaffirming GW's Commitment to Diversity, Equity and Inclusion
- OneGW Summit
- U.S. News & World Report Graduate Rankings
- Budget Model Redesign Community Conversations
- Vice Provost for Faculty Affairs Search
- InnovationFest 2026
- Recent Community Events
 - Pizza with the Provost
 - EDUC 6510 - Administration in Higher Education: The Role of Faculty
 - Heathers: The Musical

Message on Reaffirming GW's Commitment to Diversity, Equity and Inclusion

On April 2, Associate Vice Provost Jordan Shelby West and I distributed a message to the community that reaffirmed the university's commitment to advancing the values of diversity, equity and inclusion in our academic enterprise consistent with the law. The message shared that we are working with legal counsel to ensure that our policies, programs and website language are compliant with the law and our university values, and that we have made limited revisions to date and will be communicating with appropriate teams if additional changes need to be made. As our efforts to support diversity, equity and inclusion continue, we are evaluating how to strengthen and support key areas of the university that advance this commitment and will share updates later this semester, including about the Office for Diversity, Equity and Community Engagement.

OneGW Summit

On March 26 and 27, the community came together to celebrate the OneGW Summit: Community, Culture and Inclusion. It featured two days of workshops, panels, and an opening festival that enabled all participants to celebrate diversity and inclusion, share their perspectives, encounter differences, and tell their stories. I was honored to lead a panel discussion about engaging in civil discourse across differences that yielded important insights about the importance of a university being a place to respect each other's humanity even as we disagree, debate and sometimes make mistakes.

I am grateful to Dr. West and all the volunteers who worked hard to make this event a huge success for our community. There is excellent coverage of the Summit in [GW Today](#).

U.S. News & World Report Graduate Rankings

A number of GW's schools and graduate and specialty programs ranked high this year in U.S. News and World Report's list of the nation's best graduate programs. The Milken Institute School of Public Health climbed another place to rank 11th among public health schools in the nation, up from 12th last year. GW Law rose five places to rank 26th, up from 31st. The Trachtenberg School of Public Policy and

Public Administration ranked 12th among public affairs schools, improving its position from 16th. GW Engineering is now ranked 71st, ranked 74th last year.

Specific ranked programs are listed in a recent [GW Today story](#). These impressive rankings are a testament to the strength of our world-class faculty, students and staff.

Budget Model Redesign Community Conversations

At the beginning of April, Executive Vice President, Chief Financial Officer and Treasurer Bruno Fernandes, Senior Vice President and Chief of Staff Scott Mory, and I hosted two virtual community conversations with GW faculty and staff to present an update on the status of the budget model redesign, look ahead to future planning, and answer questions. I am very grateful to all members of the community who engaged in this process by attending the conversations and asking thoughtful questions. We look forward to sharing additional updates as the budget model redesign continues.

Vice Provost for Faculty Affairs Search

A decision has been made in the vice provost for faculty affairs search, and an announcement will be made very soon. I am grateful to the search committee, chaired by Forrest Maltzman, and the Faculty Senate Executive Committee for their participation in this process.

InnovationFest 2026

As a reminder, InnovationFest 2026, GW's second annual celebration of research, creativity, and cross-disciplinary collaboration, will take place on Thursday, April 30 from 10:00 a.m.–2:00 p.m. in the Charles E. Smith Center. InnovationFest will feature more than 40 exhibits, demonstrations and presentations. Applied AI and research features prominently in this year's program, but the event highlights the breadth and depth of scholarship across the university, from engineering to the arts, public health to the humanities, and basic science to community-engaged projects. The program also includes panels on Trustworthy AI, the use of AI in life sciences research, and publishing with impact. The full program is available now on the [InnovationFest website](#).

Recent Community Events

Pizza with the Provost

On March 23, I held a Pizza with the Provost meeting in the Tin Tabernacle of the Smith Center, and it was attended by many members of our Student-Athlete Advisory Committee. I was joined by Danya Ellman, Senior Associate Athletics Director for Internal Operations, who helped moderate the discussion. I enjoyed learning more about our student-athletes' experience here at GW and came away from the conversation even more admiring of their hard work and dedication to both their studies and their sports.

EDUC 6510 - Administration in Higher Education: The Role of Faculty

In late March, I was invited to join a graduate level course in GSEHD's Higher Education Administration program that focuses on the Role of Faculty. I participated in Q&A with the students so

they could get my thoughts from a provost's perspective on a broad range of topics, including leadership philosophy, decision-making, governance, institutional dynamics, institutional strategy, organizational structure, strategic priorities, and the future of higher education. It was a very engaging conversation and I enjoyed the chance to get back in the classroom.

HEATHERS: The Musical

Also in late March, I had the opportunity to see the opening night of *HEATHERS: The Musical*, a dark musical comedy based on the 1988 cult classic film. Produced by the Corcoran Program of Theatre & Dance and the Corcoran Program of Music, it was an excellent show and great demonstration of the artistic talent of GW's students.



Faculty Senate

Report of the Faculty Senate Executive Committee (FSEC)
Guillermo Orti, Chair
April 17, 2026, Senate Meeting

FSEC Activities

FSEC held its regular meeting on March 27 with eight voting members and one nonvoting member present. The group approved the April Senate agenda by unanimous consent.

Following updates from the President and Interim Provost, the group discussed several topics, including:

- The recent Board of Trustees retreat, to which the FSEC chair was invited as an observer;
- The formation of a working group led by the Vice Provost for Faculty Affairs to explore ways to honor faculty at the university level beyond the University Professor designation (requests for nominations have been sent to the chairs of the ASPP, PEAFF, and Honors and Academic Convocation committees);
- The FY27 budget development process;
- Strategies for increasing revenue and philanthropy; and
- Avenues for involving faculty in institutional change processes at all levels of the university.

Other Activities

Members of FSEC completed their interviews with finalists for the Provost position. They also met with the finalists for the Vice Provost for Faculty Affairs position and provided feedback to Interim Provost Lach on those candidates at the March 27 FSEC meeting.

On April 6, FSEC members met with staff from the Huron Consulting Group as part of the Foundational Excellence Initiative. Another meeting is being planned for later in the spring to include both the outgoing and incoming FSEC rosters.

Personnel Actions

There is one grievance at the university, in the School of Business; the parties have agreed to mediation.

Calendar

The next regularly scheduled meeting of the Faculty Senate Executive Committee is April 24, 2026. Draft resolutions and any other possible Senate agenda items should be forwarded to [Liz Carlson](#) in the Senate office as soon as possible, particularly given that this meeting takes place one week after the April Senate meeting. The next regularly scheduled Faculty Senate meeting (the first of the 2026-2027 Senate session) is May 8, 2026, at 2pm.

2025-2026 Senate Standing Committee Leadership

Committee	Chair(s)	FSEC Liaison
Appointments, Salary, & Promotion Policies (ASPP)	Patricia Hernandez	Jennifer Brinkerhoff
Athletics & Recreation	Harris Mylonas (Peng Wei, Co-Chair)	Scott Kieff
Educational Policy & Technology (EPT)	Jamie Cohen-Cole (Thomas Choate, Co-Chair)	John Warren
Fiscal Planning & Budgeting (FPB)	Susan Kulp (Joe Cordes, Co-chair)	David Mendelowitz
Honors & Academic Convocations	Katrin Schultheiss	Scott Kieff
Libraries	Rhonda Schwindt (Holly Dugan, Co-Chair)	Rhonda Schwindt
Physical Facilities & Campus Safety (PFCS)	Anne Markus (John Traub, Co-Chair)	Jonathan Eakle
Professional Ethics & Academic Freedom (PEAF)	Shawneequa Callier (Dwayne Wright, Co-Chair)	Arthur Wilson
Research	Matt Kay (Karen McDonnell, Co-Chair)	Tarek El-Ghazawi
University & Urban Affairs (UUA)	David Rain (Maranda Ward, Co-Chair)	Amita Vyas



A RESOLUTION ON FACULTY ROLE IN IT IMPLEMENTATION (26/7)

WHEREAS, the administration frequently finds itself in need of cross-institutional faculty consultation on matters of technology;

WHEREAS, recent advances in AI have brought renewed attention to this need, which will continue to grow with the increasing use of enterprise technologies across the University;

WHEREAS, the AAUP's 2025 report "Artificial Intelligence and the Academic Professions" affirms that faculty responsibility for curriculum and instruction extends to AI and educational technology infrastructure, and recommends establishing faculty-led oversight mechanisms;¹

WHEREAS, technology decisions involve significant resource tradeoffs, and faculty involvement in technology acquisitions ensures university decisions best advance the institution's teaching and research mission; and

WHEREAS, technology decisions affecting teaching, learning, research, and the University's mission fall within the Faculty Senate's governance authority

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

1. **Endorses** the principles outlined in the AAUP's "Artificial Intelligence and the Academic Professions" (2025) regarding faculty responsibility for educational technology decisions;
2. **Recognizes** that there are a broad set of initiatives and working groups that may reach divergent recommendations related to the deployment of technology such as AI on campus;
3. **Recognizes** that technology investments involve resource tradeoffs;
4. **Recommends** that technology decisions affecting specific domains (admissions, research, facilities, etc.) continue to be addressed by the appropriate standing committees with subject-matter authority;
5. **Recommends** treating the Educational Policy and Technology Committee and its subcommittees as a locus for coordination and collaboration with central administration and with schools, particularly for institution-wide technology decisions affecting teaching, learning, and research, including but not limited to AI; and
6. **Directs** the Educational Policy and Technology Committee to establish appropriate mechanisms for ongoing consultation with administration on significant technology decisions affecting teaching, learning, and research.

Educational Policy & Technology Committee
March 27, 2026

¹ See Appendix 1 or: <https://www.aaup.org/sites/default/files/2025-07/TREP-Artificial-Intelligence-and-Academic-Professions.pdf>

Artificial Intelligence and Academic Professions

(JULY 2025)

The report that follows was prepared by the AAUP's ad hoc Committee on Artificial Intelligence and Academic Professions in May 2025.

Introduction

For decades, there have been significant labor issues around the use of technology in higher education.¹ Now, however, the uncritical adoption of artificial intelligence (AI) poses a threat to academic professions through potential work intensification and job losses and through its implications for intellectual property, economic security, and the faculty working conditions that affect student learning conditions. In its 2023 *Statement on Online Education*, the AAUP reaffirmed its principles with regard to the use of technology in higher education, stating that “(1) the use of new technologies in teaching should be for the purpose of advancing the basic functions of colleges and universities to preserve, augment, and transmit knowledge and to foster the abilities of students to learn and (2) as with all other curricular matters, the faculty should have primary responsibility for determining the policies and practices of the institution with regard to online education.”² The findings of our survey of AAUP members, discussed in this report, show that many institutions diverge from these principles and that most faculty members have little input into how

their colleges and universities procure and deploy AI and other educational technology (ed-tech). In their survey responses, AAUP members pleaded for guidance on how to deal with the onslaught of AI in their professional lives. Addressing their concerns, we articulate how academic communities can intervene meaningfully in response to issues related to AI and ed-tech in general, because they both promise to become far more entrenched in higher education in the coming years.³

Over the past two decades, colleges and universities have increasingly used ed-tech to implement learning management systems, offer online courses, and store and analyze large and small research datasets.⁴ At present, legacy ed-tech platforms for course management and videoconferencing often incorporate massive data collection and analyses with predictive analytics that are similar to AI. Both new and legacy platforms alike use a number of techniques, including AI and related statistical methods applied to large language models and used to analyze, make predictions and

1. Howard Besser and Maria Bonn, “Impact of Distance Independent Education,” *Journal of the American Society for Information Science* 47, no. 11 (1996): 880–83, [https://doi.org/10.1002/\(SICI\)1097-4571\(199611\)47:11<880::AID-ASI14>3.0.CO;2-Z](https://doi.org/10.1002/(SICI)1097-4571(199611)47:11<880::AID-ASI14>3.0.CO;2-Z); Christopher Newfield, *The Great Mistake: How We Wrecked Public Universities and How We Can Fix Them* (Johns Hopkins University Press, 2016); and Andrew Feenberg, “The Online Education Controversy and the Future of the University,” *Foundations of Science* 22, no. 2 (2017): 363–71, <https://doi.org/10.1007/s10699-015-9444-9>.

2. AAUP, *Policy Documents and Reports*, 12th ed. (Johns Hopkins University Press, 2025), 245.

3. Arizona State University, “Arizona State University Collaboration with OpenAI Charts the Future of AI in Higher Education,” *PR Newswire*, January 18, 2024, <https://www.prnewswire.com/news-releases/arizona-state-university-collaboration-with-openai-charts-the-future-of-ai-in-higher-education-302038869.html>; Kathryn Palmer, “Tech Giants Partner with Cal State System to Advance ‘Equitable’ AI Training,” *Inside Higher Ed*, February 5, 2025, <https://www.insidehighered.com/news/tech-innovation/artificial-intelligence/2025/02/05/cal-state-system-tech-giants-partner>.

4. Britt Paris, Rebecca Reynolds, and Catherine McGowan, “Sins of Omission: Critical Informatics Perspectives on Privacy in E-learning Systems in Higher Education,” *Journal of the Association for Information Science and Technology* 73, no. 5 (2022): 708–25, <https://doi.org/10.1002/asi.24575>.

recommendations, and, in the case of generative AI, even generate image, text, and video content.

AI is both a marketing term and a usable product. Management in higher education and other sectors, the press, and technology companies often frame AI as something new, opaque, and exceedingly powerful that will replace many activities based on human intelligence, including labor. At the same time, they encourage public buy-in and network effects—that is, gains in the value of the technology as more people use it. Such framing serves to increase the power of technology firms and employers, thereby shutting down already meager avenues for critique, dissent, negotiation, and refusal.

After decades of funding cuts, many colleges and universities rely on data-intensive technologies for the triage of limited resources. These technologies increasingly use AI to guide decision-making on everything from fundraising to pedagogy.⁵ At many institutions, faculty members are expected to take on more advising, teach more students, and conduct more research—and to manage all these responsibilities with fewer resources. But rather than addressing inequity among faculty members or improving their working conditions, which are student learning conditions, administrations often choose to invest in technological interventions that they perceive as cheaper.

Technological interventions, especially those offered as one-size-fits-all solutions for educational problems, do not improve student, faculty, institutional, or research outcomes.⁶ In many instances, their use harms students as well as faculty members and staff.⁷ Adding to these harms, faculty members, gradu-

ate students (including graduate student employees with teaching or research duties), and undergraduate students—who experience directly the impacts of technological triage—are largely excluded from decisions about which platforms and products to develop or use.

According to the principles set forth in the AAUP's 1966 *Statement on Government of Colleges and Universities*, it is “the responsibility primarily of the faculty to determine the appropriate curriculum and procedures of student instruction.”⁸ This responsibility includes AI and other ed-tech infrastructure. However, many colleges and universities currently have no meaningful shared governance mechanisms around technology, as the findings of this survey suggest, and the explosion of AI has highlighted the need for such mechanisms among faculty members at individual institutions and across the higher education workforce.

Methodology

To gain a better understanding of how AAUP members are experiencing AI and other ed-tech and what types of concerns they might have, the committee administered the national AAUP Survey on AI and the Profession in December 2024. The survey included Likert-scale items, which were ordered to measure respondents' attitudes, such as agreement or importance, about the role of technology in higher education and at their institutions; yes-or-no items measuring whether particular tools, initiatives, or policies were in place at their institutions; and open-ended items addressing those tools, initiatives, and policies as well as general concerns regarding the use of technology in higher education.

Participants were AAUP members. Five thousand members were selected from the Association's active membership list using a random number generator and invited to participate in the online survey through a series of three email messages that provided a survey link. Approximately five hundred responses were received in two weeks and are reflected in the analysis below. Follow-up interviews were conducted in spring 2025 with thirteen respondents; however, findings from these interviews are excluded from this report.

Responses collected from the Likert-scale items were analyzed and are reported at the descriptive

5. Kelli Bird, Benjamin Castelman, Yifeng Song, and Zachary Mabel, “Big Data on Campus,” *Education Next* 12, no. 4 (2021), <https://www.educationnext.org/big-data-on-campus-putting-predictive-analytics-to-the-test/>.

6. Paris, Reynolds, and McGowan, “Sins of Omission”; Kyle M. L. Jones, “Learning Analytics and Higher Education: A Proposed Model for Establishing Informed Consent Mechanisms to Promote Student Privacy and Autonomy,” *International Journal of Educational Technology in Higher Education* 16, no. 1 (2019): 24, <https://doi.org/10.1186/s41239-019-0155-0>.

7. Hao-Ping (Hank) Lee, Advait Sarkar, Lev Tankelevitch, Ian Drosos, Sean Rintel, Richard Banks, and Nicholas Wilson, “The Impact of Generative AI on Critical Thinking: Self-Reported Reductions in Cognitive Effort and Confidence Effects from a Survey of Knowledge Workers,” in *Proceedings of the 2025 CHI Conference on Human Factors in Computing Systems*, Association for Computing Machinery Digital Library, April 25, 2025, <https://doi.org/10.1145/3706598.3713778>.

8. AAUP, *Policy Documents and Reports*, 12th ed. (Johns Hopkins University Press, 2025), 120.

level only (including frequencies and percentages). The open-ended items were analyzed using an open-coding process identifying generalized thematic trends. The categorical results reported in this document mainly reflect the trends emerging from the preconceptualized quantitative survey items. In some cases, the report's presentation of survey results intersperses specific anonymous quotes pertaining to descriptive frequencies and percentages to add voice to participant perspectives conveyed in the report. Overall, the results reflect the views of the faculty members and other academic workers who took the time to respond to the online survey, but it does not necessarily represent the views of the entire AAUP membership or the overall population of academic workers in US higher education.

Findings

The findings below are organized around five key concerns, along with recommendations related to those concerns.

1. Improving Professional Development Regarding AI and Technology Harms

Despite the widespread use of ed-tech, there is an overall lack of understanding about the relationship between AI and commonly used data-intensive educational technologies.

Respondents viewed AI as having the potential to harm or to worsen many aspects of their work, while ed-tech is at least “somewhat helpful.” Eighty-one percent of respondents noted that they use some type of ed-tech, and 45 percent said they see it as at least somewhat helpful. Fifteen percent said they are required to use AI, yet nearly 81 percent reported that they are mandated to use ed-tech systems like the Canvas learning management system (LMS) or Google Suite, which have components that include predictive analytics, even when AI is “turned off.” This suggests that many faculty members and other academic workers may not realize that they are using AI-enabled tools for their work. Six percent said that they are required to use AI services like the Turnitin plagiarism detector and viewed Canvas as a data-intensive tool that is synonymous with AI.

Recommendation 1: Colleges and universities should offer better and more critically informed, holistic professional development around AI, including what it is and is not and how it has been incorporated already

into ed-tech business models (for example, not all users of the Canvas LMS recognize that its “Intelligent Insights” use AI and data analytics–driven recommendations, regardless of whether faculty members plan lessons using the Khan Academy’s Khanmigo “teacher tools” add-on).

Recommendation 2: There is a need for discussions in academic communities that acknowledge technology as a labor concern and connect it with concerns around AI infrastructure and use in other sectors while underscoring the public service mission of higher education.

Recommendation 3: While administrators set up “initiatives,” they are not doing enough to respond to day-to-day concerns; faculty members and other academic workers need localized policy solutions, including opportunities to directly participate in the development of best practices or guardrails that address deteriorating working and learning conditions.

Untested and unproven technologies are adopted uncritically.

Respondents articulated that AI technology is untested and unreliable in sensitive scenarios and thus questioned if it should be used at all. One respondent noted, “AI is not dependable enough for most scientific medical work. I uncover major errors. This is something that teachers and students must be made aware of.” Another highlighted how generative AI interferes with the core goals of education and learning: “Large language models like ChatGPT produce shallow, unoriginal ‘predictive text-y ideas’ and I worry that my students and others will increasingly believe that that’s okay—that there’s nothing better than that to aspire to.”

Recommendation: Professional development around AI should include guidance for determining whether AI is the most appropriate solution for a given problem and for considering whether AI use is responsible, given its potential long-term impact on institutions and academic communities.

2. Implementing Shared Governance Policies to Promote Oversight

AI integration initiatives are spearheaded by administrations with little input from faculty members and

other campus community members, including staff and students. High levels of concern arose around AI and technology procurement, deployment, and use; dehumanized relations; and poor working and learning conditions.

Seventy-one percent of respondents said decision-making and AI initiatives are overwhelmingly led by college or university administrations, and many respondents described administrators exerting great effort to introduce AI into research, teaching, policy, and professional development with little meaningful input from faculty members, staff, or students. Examples include the development of institutional AI tools, workshops on teaching and detecting plagiarism, and subscribing to AI tools for students (such as Grammarly, marketed as an “AI writing partner”) without involving faculty members or students in the decision-making process. One respondent noted that “admin doesn’t seem to care about or value faculty input on this or any other topic” and hoped for “more faculty involvement in determining how AI and tech generally are used.”

This finding similarly highlights the importance of implementing AI policies created by and for faculty members, staff, and students.

Recommendation: Institutions should develop meaningful shared governance policies and practices around ed-tech decision-making and use, as discussed in the AAUP’s *Statement on Online Education*.⁹ A standing or ad hoc committee of faculty members, staff, and students should be elected by their respective constituencies and charged with monitoring, evaluating, and reviewing ed-tech procurement processes and policy. This ed-tech oversight committee should

- have access to and meaningful input in all parts of the procurement and deployment process;
- push for an assessment of the impact of proposed ed-tech tools before decisions are made about procurement;
- have the ability to meaningfully challenge decisions about ed-tech procurement and deployment;
- perform ongoing evaluations of ed-tech data flows and uses at the university and vendor levels;

- receive institutional funds allocated for these evaluations;
- have meaningful levers of enforcement (for example, an agreement by the institution to rescind or abolish contracts for any ed-tech system or vendor that the committee finds harmful or unhelpful);
- have the ability to suggest new ed-tech policies;
- monitor accountability of administration members for protecting faculty, staff, and student data; and
- act as a liaison with the broader campus community.

3. Improving Working and Learning Conditions

Preexisting work intensification and devaluation are the main reasons respondents give for using AI to assist with academic tasks.

A quarter of respondents (25 percent) reported using AI tools or platforms to perform service, administrative duties, and teaching tasks that are often undervalued aspects of academic labor. For example, some respondents said that they used generative AI to write email messages, letters of recommendation, and internal reports or memos and to review grant applications and manuscripts. Respondents also reported using AI tools or platforms for detecting plagiarism and for developing course materials, which are also undervalued but time-consuming and crucial instructional duties.

Respondents were overwhelmingly concerned with student plagiarism made possible by generative AI. Ninety-one percent noted that they were at least somewhat concerned about preventing academic dishonesty. However, one respondent wrote, “I am less concerned about the ‘honesty’ part than the ‘failure to learn’ part.” Another respondent noted, “It is now more difficult for [students] to develop their thoughts on a topic because they don’t have to spend time with it while they work through writing about it. . . . I am worried that they will never again get the chance to change their opinion as they expose themselves to ideas over the long term.” This distinction between honesty and failure to learn is critical because it highlights one of the core goals of higher education: to develop a well-informed and thoughtful citizenry.

This finding suggests that there is a need for higher education to refocus on the relational aspects of education and learning, as opposed to punitive measures

9. *Policy Documents and Reports*, 12th ed., 245–46.

that pit already overworked faculty members against debt-burdened students.

Implementing AI in higher education adds to faculty and staff workloads and exacerbates long-standing inequities.

Overall, respondents said that the rollout of AI at their colleges and universities has not made their jobs any better, but it has made some aspects of their work worse. Survey results indicate that AI has generally led to at least somewhat worse outcomes for the teaching environment (according to 62 percent of respondents), pay equity (30 percent), job enthusiasm (76 percent), academic freedom (40 percent), and student success (69 percent).

This finding is important because it emphasizes how the implementation of ed-tech, including AI, is connected to long-standing inequities in higher education. Required professional development on the use of AI in teaching and research adds to faculty and staff workloads—without evidence that AI improves productivity, pedagogy, or teaching and learning processes or outcomes. Indeed, AI may have negative effects on teaching and learning, especially in some pedagogical contexts.

Eighty-five percent of respondents said that they were at least somewhat concerned about how ed-tech is being implemented at their institutions. When considering areas that may be affected by increased use of AI in higher education, respondents resoundingly (at least 95 percent for each category) stressed the importance of protecting intellectual property rights and academic freedom, implementing meaningful opt-out policies, maintaining data privacy, improving job security and wages, preserving workplace autonomy, and supporting accessibility.

One respondent remarked that “there is ample evidence for the damage done to individuals and to society by many tech products, including generative AI, but not limited to it. However, it is treated as an unqualified good in almost all circumstances and one is required to learn and use certain technologies, even when non-tech options would be better for the workplace environment, student learning, and personal quality of life.” This response suggests the need for humanizing relationships in higher education communities and emphasizing that technocratic solutions (like plagiarism-detection technology) do not by themselves move us closer to caring and effective educational environments.

Recommendation: Promote accountability for internally developed tools or tech company partnerships by requiring tech companies and vendors to provide proof of insurance covering liabilities related to the technology and to include in contracts indemnity clauses that transfer the responsibility for harms enacted (for example, data breaches or racial or socioeconomic discrimination) to the tech company or vendor.

- Contracts should specify the penalties for any harms and the process for assessing and enforcing those penalties.
- In many if not all cases the tech company or vendor should be held liable and should pay users or the institution an amount of money proportional to the harm.
- Procurement should be overseen by a subcommittee of the earlier proposed ed-tech oversight committee with meaningful input from faculty members, staff, and students.

AI raises concerns about bias, discrimination, and accessibility because of its untested and uneven impacts on students and student learning.

Data-intensive technologies have a high likelihood of making recommendations, predictions, and analyses that are biased against historically marginalized people because the data and infrastructures these technologies use is also biased.¹⁰ Ninety-eight percent of respondents said that supporting accessibility was ranked as at least somewhat important when considering the increased use of AI in higher education. This finding is a reminder that student and faculty access to technology and learning experiences and ease of use should be core goals of any technologies introduced. However, many respondents also cautioned that these technologies can be so harmful that they should be subjected to thorough review. One respondent flatly charged that AI technology “has become a tool of surveillance by administration.”

Recommendation 1: Require administrations to provide clear statements about how technology

10. See Paris, Reynolds, and McGowan, “Sins of Omission”; Bird, Castelman, Song, and Mabel, “Big Data on Campus”; Joy Buolamwini, *Unmasking AI: My Mission to Protect What Is Human in a World of Machines* (Random House, 2023); and Safiya Noble, *Algorithms of Oppression: How Search Engines Reinforce Racism* (New York University Press, 2018).

monitoring fits within the scope of administrators' work, including specifics on why it is necessary, what this monitoring entails, and what outcomes may result for those monitored.

- If monitoring faculty members, staff, or students is proven to be necessary for some educational reason—for example, when an instructor provides assessments on submitted student work using an LMS such as Canvas—any monitoring by the LMS or the institution must not continue indefinitely and should occur only within the framework necessary for a specified task.
- The administration is prohibited from using electronic monitoring that results in violation of labor and employment laws; records workers off-duty or in sensitive areas; uses high-risk technologies, such as facial recognition; or identifies workers exercising their rights under employment and labor law.
- Administrations that electronically monitor employees to assess their performance are required to disclose performance standards to faculty members and staff and apply these standards consistently.
- An outside technology governance body should review and document productivity-monitoring and systems for setting performance quotas prior to their use.
- Faculty members, staff, and students should be allowed to opt in to and out of monitoring of particular sessions.
- Communications made available through any electronic dataset or system are protected under the same principles of academic freedom as print and other traditional media. As discussed in the AAUP's report *Academic Freedom and Electronic Communications*, initially published in 1997 and last revised in 2013, this protection applies to email communications, websites, online bulletin boards, LMS content, blogs, listservs, and social media—as well as to classroom recordings or videoconferencing communication on platforms such as Zoom.¹¹

Recommendation 2: Minimize harms and bias resulting from the use of AI.

11. AAUP, "Academic Freedom and Electronic Communications," *Policy Documents and Reports*, 12th ed. (Johns Hopkins University Press, 2025), 48.

- Campuses must conduct impact assessments of electronic monitoring systems, testing for bias and other harms to faculty members, staff, and students prior to use.
- Technology should be accessible for the wide range of needs of faculty members, staff, and students.
- Technology should be used to augment accessibility to the institutional working or learning environment where necessary.
- All technologies used should be subject to regular and ongoing accessibility audits by a group of users approved by the campus AAUP chapter or another independent body, such as the ed-tech oversight committee proposed above or a subcommittee thereof.
- Institutional funds should be available for these audit activities.

4. Demanding Transparency and the Ability to Opt Out

Faculty members, staff, and students lack choice and meaningful avenues to opt out of AI-based tools and other ed-tech.

This finding highlights the importance of not only prioritizing the needs and well-being of faculty members, staff, and students when implementing new AI and other ed-tech systems but also establishing policies that allow them to opt out of such systems. Furthermore, the unquestioned status quo of the continued expansion of AI often forecloses possibilities to negotiate the use of AI.

Recommendation 1: Create meaningful opt-out policies, avoiding one-size-fits-all approaches.

Faculty members, staff, and students should be able to opt out of technology use in ways that will not impose a burden on them or negatively affect their working or learning conditions.

It is the prerogative of educators to determine the best pedagogy in a given context and to decide whether AI engagement in learning is detrimental or simply inappropriate in some cases. Faculty members should be able to opt out of assessments that use AI or other ed-tech tools in classrooms and online or to require the use of other modalities to assess students' performance, understanding, and knowledge.

Institutions should allow different constituents to explore and establish best practices and protections most appropriate to specific contexts and applications.

Recommendation 2: Protect intellectual property for instructional materials.

Standards should be set for how instructional materials may or may not be used in AI and other ed-tech data streams, including LMS platforms such as Canvas. While course syllabi are considered public documents at some colleges and universities, instructional materials such as lectures and original audiovisual materials constitute faculty intellectual property.¹² As discussed in the AAUP's *Statement on Online Education*, these principles apply to courses taught in person, online, or in a hybrid format. These principles also apply to AI and ed-tech generally, meaning that instructional materials, like other works of scholarship, must not be incorporated into AI data streams—for example, AI training datasets—without the consent of the creator.¹³

Recommendation 3: Protect student and instructor privacy.

Data, content, and information collected in AI and other ed-tech data streams should not be the property of the institution or vendors unless they identify and clearly disclose to faculty, students, and administrators a specific educational need. The Family Educational Rights and Privacy Act, a US federal law that protects the privacy of student education records, is a floor and not a ceiling for considering whether data-intensive technologies should be procured and used in a higher education setting.¹⁴

Faculty members, staff, and students should be allowed to opt out of having their data, content, or information used or shared at no penalty to them or to their working or learning conditions.

Few institutions have created transparent, equitable policies or provided effective professional development opportunities on AI use.

Respondents noted the need for transparent and equitable policies on AI in their reflections on what they would change about the use of technology in

higher education. One respondent emphasized the importance of “fair and equitable policies with clear transparency” for faculty members and students to better understand the acceptable uses of AI. Addressing student use of AI, another respondent noted that “strategies, resources, and training would be really helpful in navigating this challenge.”

Although 90 percent of respondents reported that their colleges and universities have introduced initiatives around uses of AI for teaching, research, learning, or work, these initiatives have not materialized into clear policies on AI implementation and use. This finding aligns with *Inside Higher Ed's* 2024 Survey of College and University Chief Academic Officers, which found that 20 percent of colleges and universities have published a policy or policies governing the use of AI, including teaching and research.¹⁵ The lack of transparent and equitable policies seems at odds with the cross-campus AI initiatives, workshops, and expenditures spearheaded by college and university administrations and described by some respondents in terms such as “enormous,” highlighting again how faculty members, staff, and students are left out of major decisions about technology implementation and use. In open-ended responses, survey takers asked for better policies and more rigorous enforcement and accountability around technology in higher education. Some argued for guardrails, resources, and recommendations for ethical AI use, while others argued for prohibiting use in certain scenarios.

Faculty members and staff need to have input in evaluating ed-tech before deployment, to have a say in how that technology is deployed and used, and to participate in ongoing evaluation of the technology and related policy over time. Ongoing communication, professional development, and cultivation of transparency with faculty members and staff will be important. Meaningful shared governance policies and practices should include access to information about the procurement and deployment process and the ability to meaningfully challenge administrations' decision-making facilitated by data-intensive technology, as discussed earlier.

Recommendation 1: Provide ongoing professional development opportunities.

Faculty members, other academic workers, and

12. AAUP, “Statement on Intellectual Property,” *Policy Documents and Reports*, 11th ed. (Johns Hopkins University Press, 2015), 261–63.

13. *Policy Documents and Reports*, 12th ed., 246.

14. See Kyle M. L. Jones and Amy VanScoy, “The Syllabus as a Student Privacy Document in an Age of Learning Analytics,” *Journal of Documentation* 75, no. 6 (January 1, 2019): 1333–55, <https://doi.org/10.1108/JD-12-2018-0202>; Elana Zeide, “The Limits of Education Purpose Limitations,” *University of Miami Law Review* 71, no. 2 (March 1, 2017): 494; and Paris, Reynolds, and McGowan, “Sins of Omission.”

15. “2024 Survey of College and University Chief Academic Officers,” *Inside Higher Ed*, <https://www.insidehighered.com/reports/2024/04/15/2024-survey-college-and-university-chief-academic-officers>.

students should have access to ongoing professional development—approved by the ed-tech oversight committee described above and organized and paid for by the institution—about technology uses, harms, and benefits.

Recommendation 2: Ensure transparency and disclosure in ed-tech and the use of data streams.

Faculty members and other academic workers should have

- access to institutional technology procurement practices;
- transparency regarding the cost of technologies procured and any alternatives;
- access to contracts with vendors;
- access to data collected about them through ed-tech platforms or electronic monitoring systems;
- the right to correct any data collected about them and to hold administrations accountable for adjusting any appointment-related decisions that were based, partially or solely, on inaccurate or biased data;
- access to names of “partner companies” and vendors and clear articulations of how they use data streams; and
- protection from retaliation for exercising their rights, including private rights of action.

5. Protecting Faculty Members and Other Academic Workers

Academic workers across job categories are worried about increased reliance on contingent appointments and declining wages. Respondents expressed concern about academic freedom and intellectual property rights.

Eighty-seven percent of respondents maintained that it is important to improve job security and wages as AI is rolled out. Among part-time faculty members, there was near unanimity on this issue. Similarly, many respondents said that AI has generally led to worse outcomes for pay equity (27 percent), academic freedom (20 percent), and job enthusiasm (38 percent) at their institutions. Part-time faculty members and librarians were nearly unanimous that AI was leading to worse outcomes in most areas. Eighty-seven percent of respondents said that it is at least somewhat important to protect intellectual property rights over the products of their academic work.

The path of dehumanization and automation is not the only option available. The growing adoption of

data-intensive technologies in the workplace represents a critical challenge for workers across industries and job categories, highlighting the urgent need for a new set of labor standards for technology in higher education. These standards must be bold and comprehensive, keeping pace with the rapid advancements in workplace technologies and addressing the potential risks they pose to faculty members, staff, students, and society more broadly.

Academic workers are intimately familiar with the benefits, shortcomings, and harms of the technologies they use. Their engagement with technology offers insights that can drive meaningful change. It is important for faculty members and staff to participate actively in deciding which technologies are implemented, how they are used in their workplaces, and how resulting productivity gains are shared among all campus community members. Campuses can establish higher education workplace policies to harness new technologies and prioritize living-wage jobs, good working conditions that contribute to good learning conditions, and equity across job and identity categories.

Recommendation 1: Maintain protections against work intensification.

Members of the institution’s ed-tech oversight committee should identify issues of work intensification, such as plagiarism checking, as well as invisible labor—unseen and often uncompensated tasks and responsibilities that are essential but frequently overlooked—related to technology implementation. Any technology found by the committee to be meaningfully causing work intensification should be prohibited or curtailed, and the committee should propose “best practices” to minimize work intensification.

Recommendation 2: Provide protections against deskilling and job loss.

Decisions on faculty appointments such as hiring, tenure, promotion, or termination should not rely primarily or exclusively on AI or data-intensive analytic technologies. Instead, decision-makers must independently corroborate the findings and data and provide the faculty member with full documentation, including the actual data used.

- Data-intensive technologies cannot be used as a pretext for shifting faculty members holding tenure-line appointments to contingent appointments or lower-paid positions.
- Data-intensive technologies cannot be used to justify decreasing wages in any way.

- Data and information from these technologies cannot be the basis for decisions on faculty appointments such as hiring, reappointment, tenure, promotion, or termination.
- If any of the above scenarios occur, a hearing and audit should be held to evaluate the technology and consider prohibiting it.

Recommendation 3: Implement processes that allow faculty members and staff to meaningfully challenge administrative decisions on ed-tech.

There should be ongoing review of, and faculty participation in, decision-making. If reviews find that any technology contributes to deskilling, wage decreases, or job loss or to decreased academic freedom, intellectual property rights, faculty involvement in shared governance, or rights to organize for protections, there should be a process for faculty members and staff to meaningfully challenge the use of the offending technology and to reconsider, downsize, renegotiate, or void the contract for that technology.

Any technology that threatens the academic freedom, role in shared governance, or economic security of faculty members should be prohibited.

Recommendation 4: Protect academic freedom and the right to organize.

Fundamental principles of academic freedom apply as much to AI and other ed-tech data streams as they do to electronic communications in general, including communications among faculty members about their working conditions and organizing on their own behalf.¹⁶

Strategy, Targets, Outputs, and Action

The survey findings presented in this report highlight the need to establish structures of bottom-up shared governance to guide decisions around ed-tech, and especially AI, in higher education. The report also points to the importance of fostering solidaristic strategies across higher education, education more broadly, white-collar and industrial sectors, and civil society and grassroots organizations fighting on many fronts to establish bottom-up policy around generative AI.

Internal and External Organizing

Targets: AAUP members and the broader higher education community

There is a lot of work to do to communicate the potential harms related to uncritical deployment of AI and other ed-tech. Academic work and the learning conditions of students—and indeed higher education more broadly—are often devalued by technology. There is also a need to establish research functions within the AAUP that facilitate collaboration across associations and unions in higher education and other sectors. Together, these organizations could provide evolving best practices, guidelines, collective bargaining wish lists, ed-tech professional development, and organizing support as well as guidance on individual institutional issues.

External communication strategies:

- Organize and conduct workshops and develop documentation for faculty members covering ed-tech procurement processes, budget forensics, assessment of the impact of technology, and vendor practices.
- Communicate with campus community members, policymakers, and the public through op-eds, AAUP member communications, conferences, meetings, and cross-union, civil society, legislative, and public conversations.
- Develop web resources promoting these initiatives and other publicly available materials.

Internal communication strategies:

- Build out robust faculty, staff, and student educational resources on how technology is an issue that affects academic work, educational environments, and quality of life.
- Work toward establishing faculty, staff, and student boards or governing bodies that can hold administrators accountable for their decision-making, with the goal of correcting technology policy failures to serve the educational mission of the institution.

Guardrails and Best Practices

Target: AAUP members

Each of the conceptual recommendations above points to problems and solutions to overcome them. Building on the AFT document detailing “guardrails” for using AI in primary and secondary schools¹⁷ and the findings

16. See AAUP, “Academic Freedom and Electronic Communications,” *Policy Documents and Reports*, 12th ed., 48–63.

17. American Federation of Teachers, “Commonsense Guardrails for Using Advanced Technology in Schools,” published June 18, 2024; updated March 2025, <https://www.aft.org/press-release/aft-announces-new-guardrails-artificial-intelligence-nations-classrooms>.

Activity	Organizing target	Tools, outputs, and practices
Faculty, staff, and student ed-tech oversight committee	Internal to higher education	Develop faculty, staff, and student committees and governing bodies that provide oversight on ed-tech procurement processes and policy.
Guardrails and best practices	Internal	Develop language around AI and other ed-tech deployment to be adapted for collective bargaining contracts and faculty handbooks.
Member education and outreach	Internal	Develop outreach materials (reports, one-pagers, FAQs, videos) to distribute to chapter leaders and members. Host and participate in events to distribute materials and discuss relevant issues.
Structural analysis of education and technology	External to higher education	Emphasize how systemic inequalities in education combine with other concerns through external-facing outreach and communications.
Solidarity and collective power across sectors	External	Collaborate with associations and unions in higher education and other sectors to develop best practices, guidelines, bargaining language, and professional development. Provide organizing support and advice on issues related to AI and technology deployment in the workplace.
State policy	External	Support state-level policies that establish guardrails and regulation on technology deployment in higher education and other sectors, building on existing policy efforts that focus on algorithmic decision-making, worker surveillance, replacing workers with technology, and protecting intellectual property. Provide guidance by organized labor to government agencies and employees through coordinated outreach and research efforts.

and recommendations in this report, the AAUP should develop and promulgate a set of best practices for policymaking around the use of AI in higher education. In institutions without a bargaining unit, chapter members and leaders should attempt to adopt these practices through governance bodies, such as academic senates, and put in place mechanisms for enforcement and oversight.

Bargaining

Target: AAUP collective bargaining chapters
Establish a wish list developed from the recommendations in this report to be adapted by bargaining-unit legal representatives for each institutional context.

As they draft demands and negotiate agreements with administrations, bargaining units should consult with any internal ed-tech committees or teams they have established.

State Policy

Target: State lawmakers
Currently in the United States, employers are introducing untested data-intensive technologies with almost

no regulation or oversight, as former Federal Communications Commission Chairman Tom Wheeler documented.¹⁸ Workers largely do not have the right to know what data are being gathered about them or whether the data are being shared with others. They do not have the right to review or correct the data. Employers in many states are not required to notify workers about any electronic monitoring or algorithms they are basing decisions on, and workers do not have the right to challenge those decisions.

One of the most important strategies for state policy would be providing government agencies and employees the skills and resources necessary to research, educate others about, enhance, and enforce these protections. There should be increases in funding at state and federal levels for that purpose. However, we know that the Trump administration is currently uninterested in advancing such measures, as it has reversed

18. Tom Wheeler, "The Three Challenges of AI Regulation," Brookings Institution *TechTank* blog, June 15, 2023, <https://www.brookings.edu/articles/the-three-challenges-of-ai-regulation/>.

even the mildest interventions to promote thoughtful, equitable advances in AI.¹⁹ At present, even state-level interventions seem unlikely. Nonetheless, we can build momentum for future policy interventions even where it appears there is no way forward.

The table above sums up this section’s suggestions about strategies, targets, output, and action.

Conclusion: Next Steps for AI in Higher Education

It is essential that higher education workers are in control of technological advancements affecting their employment. Faculty members and other academic workers are the closest to these technologies and are intimately familiar with their benefits, shortcomings, and harms. Their familiarity with ed-tech promises invaluable insights that can drive meaningful change. Faculty members should actively participate in deciding which ed-tech systems are adopted, how they are implemented in their workplaces, and how the resulting benefits are shared among all academic workers. We can establish appropriate higher education workplace policy and use our power to harness new technologies for fostering dynamic and productive institutions that prioritize economic security, good faculty working conditions and student learning conditions, and equity for all campus community members, while refusing tools that undermine these aims. ■



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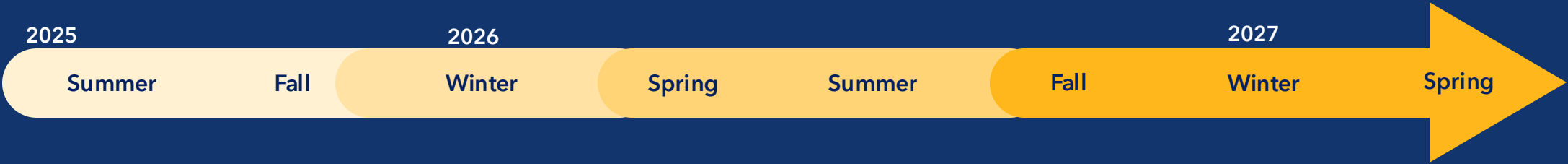
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19. Exec. Order 14179, 90 Fed. Reg. 8741 (January 31, 2025), <https://www.federalregister.gov/documents/2025/01/31/2025-02172/removing-barriers-to-american-leadership-in-artificial-intelligence>.

The George Washington University Campus Plan Update

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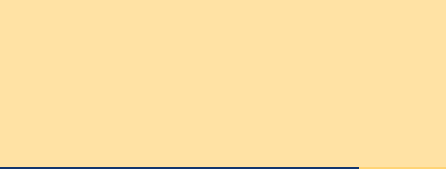
Process & Timeline



Discovery & Analysis



Framework Development



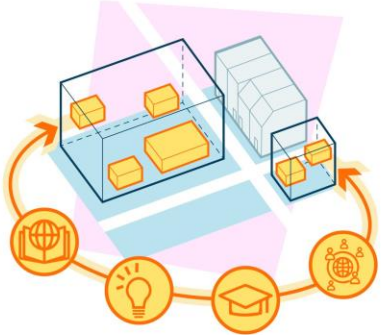
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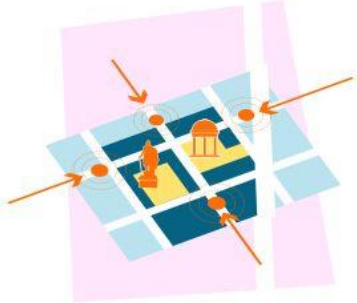
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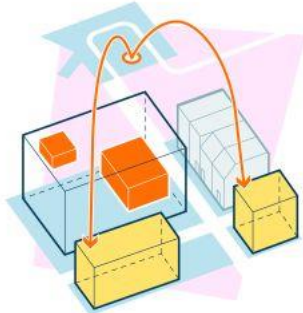
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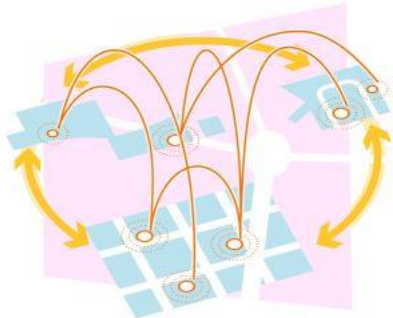
1. Foster Academic & Research Excellence



2. Build a Cohesive Campus Identity



3. Enhance the Campus Experience & Quality of Life



4. Leverage Multi-Campus Assets Strategically



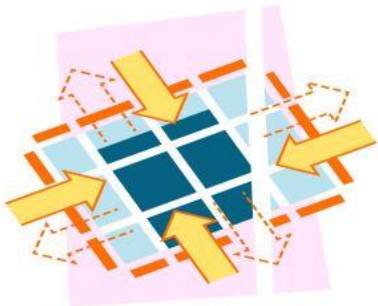
5. Improve Campus Connectivity, Navigation, & Accessibility



6. Prioritize Sustainability and Resilience



7. Reflect Global Significance Throughout Campus

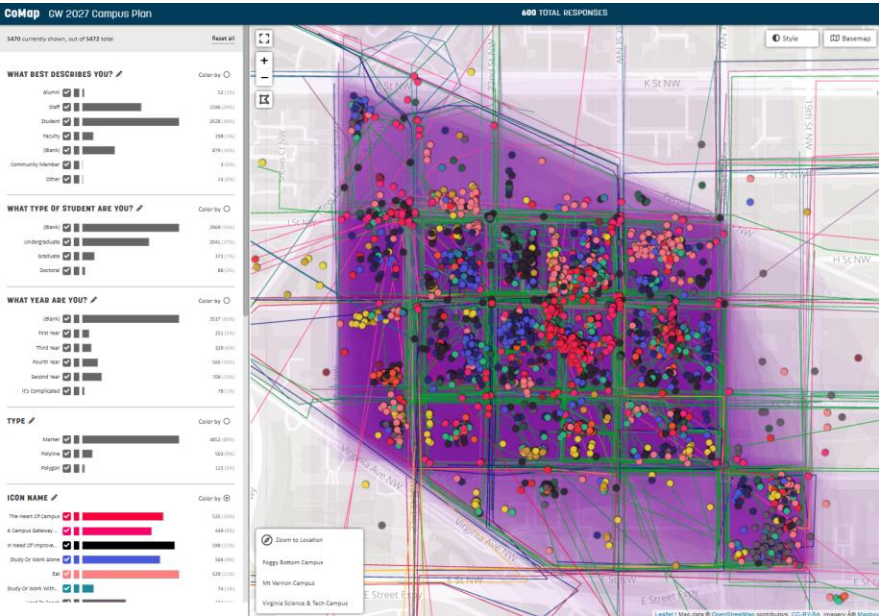


8. Engage and Partner with the City and Surrounding Neighborhoods

Informed by the top recurring priorities we heard during the listening sessions.

Summary of Campus Feedback

- Campus Identity & Sense of Place
- Student Life & Support Services Integration
- Space Quality, Consistency, & Infrastructure
- Convening and Event Spaces at All Scales
- Interdisciplinary Collaboration & Innovation Spaces
- Campus Optimization



Next Step: Draft Campus Plan Framework

Target Summer 2026

Draft Framework Plan will include proposed overview of key Campus Plan components, including:

- o Enrollment
- o Student Housing
- o Development Program

Key Driver: Student Enrollment





- 2007 Foggy Bottom Campus Plan Enrollment Caps
 - Headcount: 20,000
 - FTE: 16,553
- Fall 2025 Foggy Bottom Campus Enrollment
 - Headcount: 17,663
 - FTE: 16,345
- Guidance from Enrollment Management team regarding future enrollment expectations is under development; anticipated later this spring

Key Driver: Student Housing

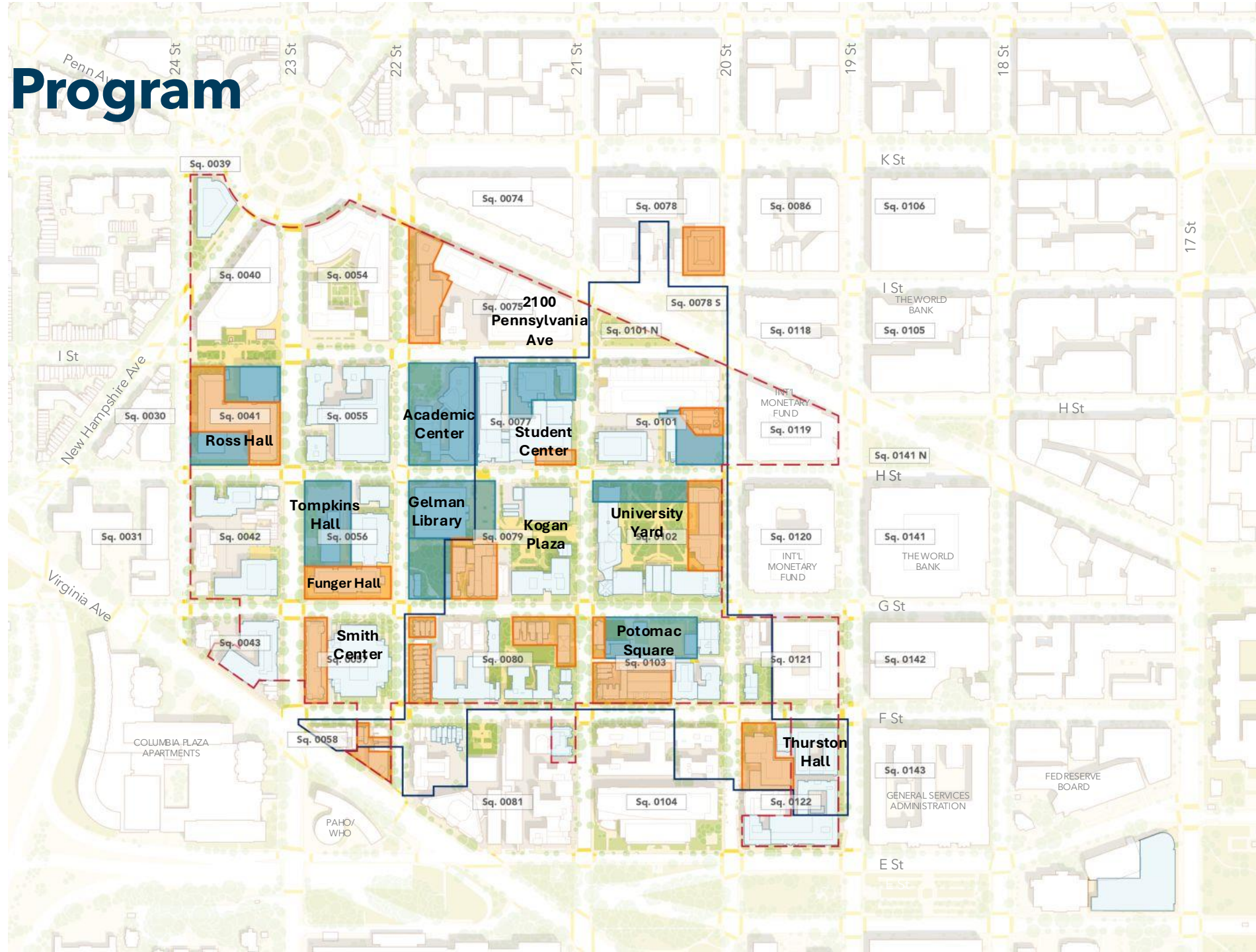
- 2007 Foggy Bottom Campus Plan Housing Requirement:
 - Provide on-campus beds for 70% of full-time Foggy Bottom undergraduate students up to enrollment of 8,000
 - One additional bed for each full-time Foggy Bottom undergraduate student over 8,000
- Growth in full-time undergraduate population would require an increase in student housing as well as additional support spaces (dining facilities, study and recreational space, etc.)

Development Program

- Several sites from the 2007 Foggy Bottom Campus Plan were approved but not developed (~1.3M SF remaining development capacity)
- Currently evaluating capacity studies for potential new development sites, taking into consideration space needs and constraints (e.g., campus historic district)
- Seeking to provide flexibility of use where appropriate for certain development sites

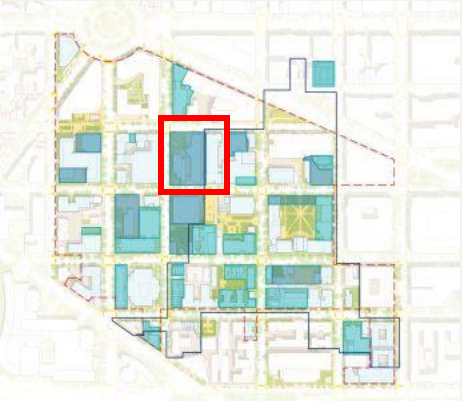
-  Undeveloped Development Sites in 2007 Plan
-  Additional Opportunity Sites Under Consideration
-  George Washington University / Old West End Historic District
-  Campus Plan Boundary

0 450'



Capacity Tests

Site Summary Academic Center



2007 Development Site: 77B



Square 77 (West)



Smith Hall of Art and Phillips Hall at Academic Center

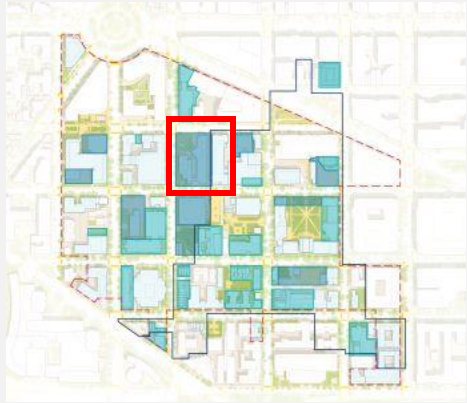
Existing Conditions

Buildings	GFA	Height	Use
Academic Center	177,427	79'	A-A-M



Rome Hall at Academic Center

Example: Site Capacity Study Academic Center



2007 Development Site: 77B



- Use Category: A-A-M
- Net New GFA: 241,028
- Height: 110'

Academic & Residential

Main Program: Academic & Residential

Total GFA: 330,000 SF

Net New GFA: 152,000 SF

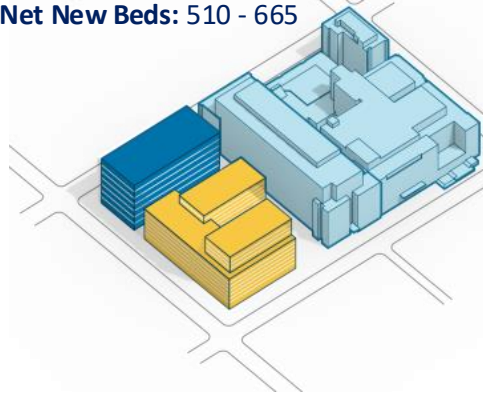
Typ. Floorplate: 25,500 SF Residential / 14,500 SF Academic

Floors: 11 Residential / 7 Academic

Height: 105 FT Residential / 110 FT Academic

Net New Beds: 510 - 665

Aerial View



Plan



Academic

Main Program: Academic

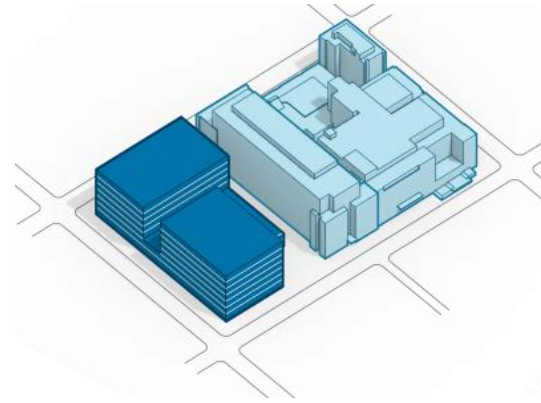
Total GFA: 359,000 SF

Net New GFA: 181,000 SF

Typ. Floorplate: 53,000 SF

Floors: 7

Height: 110 FT



Residential

Main Program: Residential

Total GFA: 430,000 SF

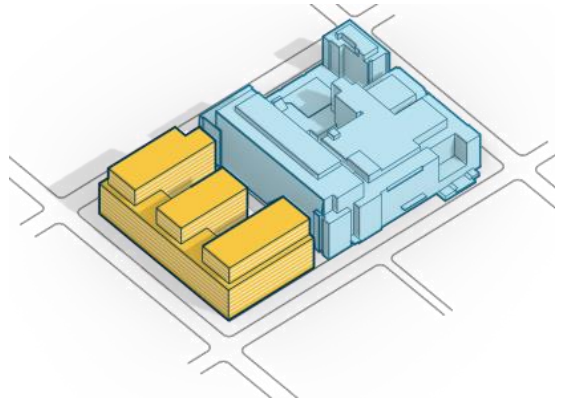
Net New GFA: 252,000 SF

Typ. Floorplate: 42,500 SF

Floors: 11

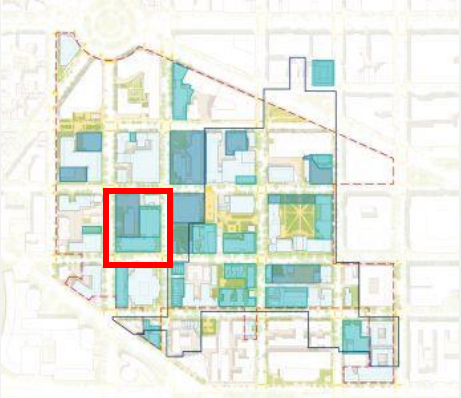
Height: 105 FT

Net New Beds: 950 - 1,230



Capacity Tests

Site Summary
Tompkins/Funger



2007 Development Site: 56A



Square 56

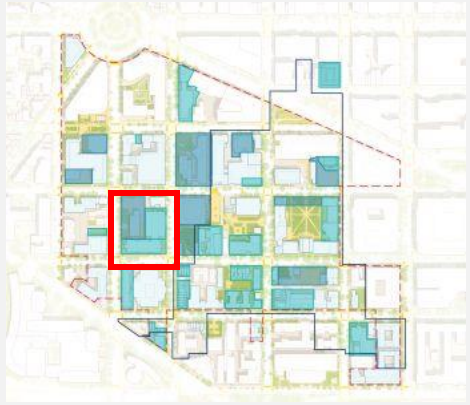
Existing Conditions

Buildings	GFA	Height	Use
Tompkins Hall	42,883	54'	A-A-M
Funger Hall	115,387	86'	A-A-M

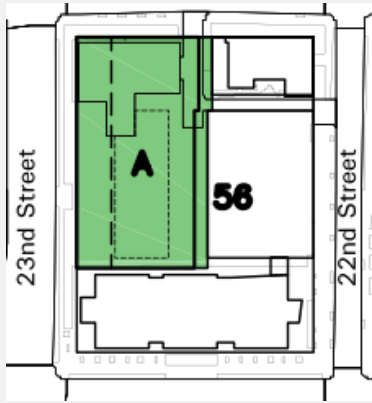


Tompkins Hall

Example: Site Capacity Study Tompkins/Funger



2007 Development Site: 56A

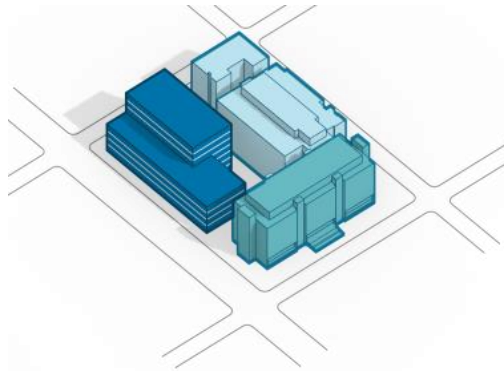


- Use Category: A-A-M
- Net New GFA: 232,507 *
- Height: 110'

* Does not include Funger Hall

Academic
Main Program: Academic
Total GFA: 255,000 SF
Net New GFA: 97,000 SF
Typ. Floorplate: 25,500 SF
Floors: 7
Height: 105 FT

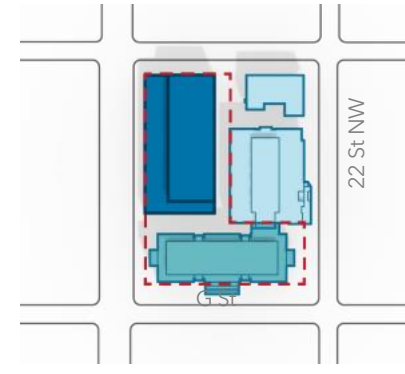
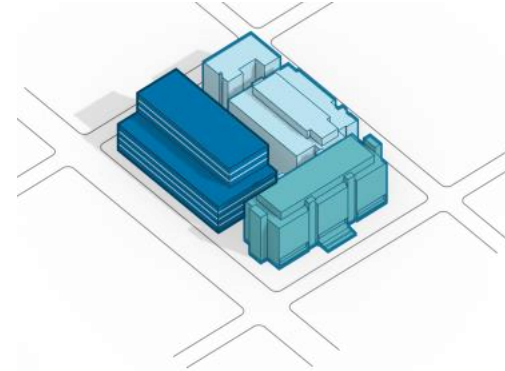
Aerial View



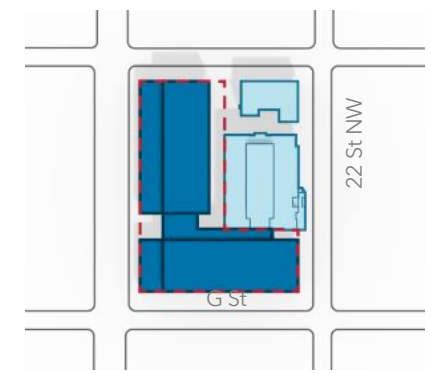
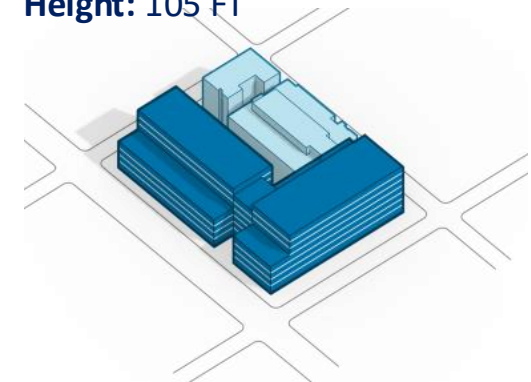
Plan



Academic
Main Program: Academic
Total GFA: 283,000 SF
Net New GFA: 125,000 SF
Typ. Floorplate: 28,500 SF
Floors: 7
Height: 105 FT

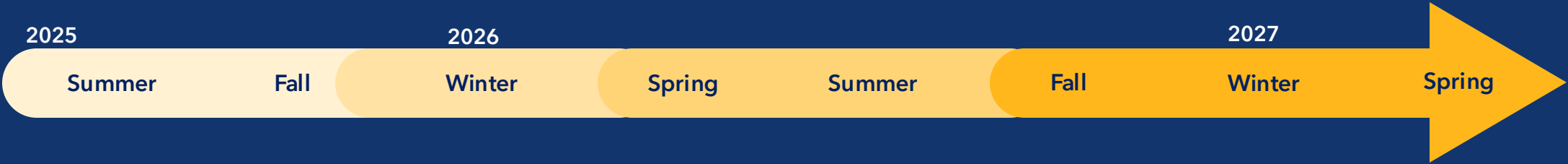


Academic
Main Program: Academic
Total GFA: 334,000 SF
Net New GFA: 176,000 SF
Typ. Floorplate: 27,500 SF / 30,000 SF
Floors: 7
Height: 105 FT



- Existing GW Building
- Renovated GW Building
- New Academic / Research
- New Residential
- New Campus Life
- New Athletics

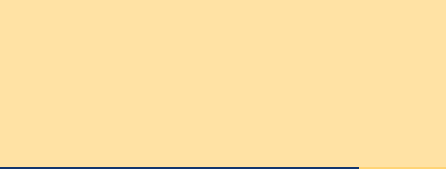
Process & Timeline



Discovery & Analysis



Framework Development



Campus Plan Development



Regulatory Review & Approval

