

**COLLEGE OF PROFESSIONAL STUDIES
2001-2002**

REPORT TO THE FACULTY SENATE

by

Donald R. Lehman

Executive Vice President for Academic Affairs

The George Washington University

Washington, DC 20052

February 20, 2002

College of Professional Studies

INTRODUCTION

The creation of the College of Professional Studies was authorized by GW's Board of Trustees in October 2000. The College was approved to offer associate, bachelor, and master's degrees in Professional Studies. The Board's decision was preceded and followed by broad-ranging discussions among University faculty, staff, and trustees regarding the mandate and mission of such a college, how it could best be implemented, and its implications for other schools and the University as a whole.

The University's current mission statement, developed as part of the 1997 Middle States self-study process and discussed in the resulting report, includes lifelong learning in the core mission of GW. The report made clear that continuing education is not a new activity for GW by any means; GW's location, charter, and history all point to a significant role for service in the form of lifelong learning, and the new mission statement simply reflects an historical and ongoing focus. Similarly, the College of Professional Studies reflects a new strategy for fulfilling GW's historical mission in a way that is responsive to the needs of today's students.

This Report to the Faculty Senate presents an overview of the College's growth and development during its first year of operation.

GOVERNANCE

Dean's Council

Composition and Membership: In accordance with the Faculty Senate resolution of September 2000, the Dean's Council consists of the following: One tenured faculty member from each College/School of the University that participates or may be affected by off-campus program offerings, elected by the faculty of that College/School; three chairs of departments with faculty participating in off-campus program offerings, appointed by the Dean of the College of Professional Studies; and three non-tenure-accruing faculty from among those participating in the off-campus programs or current offerings of the College of Professional Studies, appointed by the Dean of the College of Professional Studies. The members serve three-year terms, with the exception of the first group having one-, two- or three-year terms so that thenceforth the Council will consist of members serving staggered three-year terms. The current membership list is attached as Appendix A.

Meeting Schedule: The first meeting took place in January 2002. The Council agreed to meet, and has met, once per month from September through May of each year.

Official Actions Taken: The Council elected a chairperson at its second meeting, in February 2002. At its December 2002 meeting, the Council approved the sections of the College's bylaws

presented in Appendix B. These bylaws omit sections relating to faculty appointment and promotion; the Council agreed that more time could be taken to draft those sections because CPS's practice in that area may be somewhat different from other GW Colleges/Schools. At its February 2003 meeting, the Council reviewed information about a new graduate certificate program in Landscape Design proposed by CPS and forwarded it to the EVPAA with a recommendation for approval.

Pending Matters:

Agenda items for Spring 2003 include the sections of CPS's bylaws dealing with faculty appointment and promotion; procedures for removing members (e.g., for non-attendance); and developing a template for program proposals that will facilitate and expedite review of new programs.

COLLEGE ADMINISTRATION

Accreditation

Information about the College was submitted to the Middle States Commission in November 2001 as a substantive change occurring between periodic reviews. The Commission accepted the report at its March 2002 meeting, indicating that the College of Professional Studies is now included within the scope of GW's accreditation.

Faculty Code

Amendments to the faculty code were requested in accordance with the Faculty Senate resolution of September 2000. The principal amendment requested was an exemption from specific requirements regarding the proportion of faculty serving in tenure-accruing appointments.

College Senior Staff

The Dean of the College was appointed in July 2001 after a search process involving a committee jointly appointed by the then-VPAA and the deans of GSEHD, SEAS, SBPM, CCAS, ESIA, and SPHHS. Two Associate Deans were appointed in January 2002 after a national search process conducted by a search committee appointed by the Dean, whose members represented GSEHD, SEAS, SBPM, CCAS, and SPHHS. The qualifications of these three academic administrators include teaching at the undergraduate to doctoral level; publishing in diverse fields; membership in national and international boards of directors and specialized committees; and serving as external curriculum examiners for colleges and universities, editors and reviewers for internationally recognized journals, conference key note speakers, and opinion leaders for mass media.

Appendix C is a promotional piece given to potential clients which includes a list of the College's staff as well as a description of the College aimed at external audiences.

Graduate Education Centers

The College of Professional Studies continues to carry out the function of its predecessor, the Office of Academic Development and Continuing Education, of housing the administrative unit that provides centralized support for facilities, marketing and student services for off-campus

graduate programs offered by four other GW schools (Columbian College of Arts and Sciences, School of Engineering and Applied Science, Graduate School of Education and Human Development, and School of Business and Public Management). The three off-campus centers currently in use and managed by the College are located in Alexandria, Virginia (11,700 square feet, occupied since 1995); Hampton, Virginia (12,200 square feet, occupied since 1999); and Arlington, Virginia (21,200 square feet, occupied since 2000). Each of the centers includes offices for student services staff and program faculty, up-to-date classrooms and computer labs, and computer practice labs for use outside of class hours. Current plans are to relocate the Alexandria center to a larger space in Fall 2004.

The academic supervision of all credit programs offered at these centers is essentially identical to that of programs at the main campus. New program offerings and curricula are submitted and approved using the same procedures. Admissions requirements established by each school for its main campus programs are applied equally to its off-campus programs, and applications for admission and graduation are evaluated by the same offices for both on- and off-campus programs. All off-campus offerings in Maryland are approved by the Maryland Higher Education Commission; those in Virginia are approved by the State Council of Higher Education for Virginia. Dean Whitaker briefed the full Senate on off-campus enrollment patterns and budget performance on March 8, 2002, and continues to update the Dean's Council on trends and performance off-campus.

Financials

The budget office's FY02 report on Off-Campus Programs and the College of Professional Studies is attached as Appendix D. The overall positive variance for programs marketed and administered by CPS was approximately \$1.25 million in net contribution (\$4.93 million actual vs. \$3.68 million budgeted).

ACADEMIC PROGRAMS

Curricular Joint Venture Model

Two of the defining characteristics of the College of Professional Studies are that its recruitment efforts focus on organizations more than individuals, and that program development focuses on emerging disciplines and interdisciplinary programs that until now have had difficulty finding sponsorship within existing departments. Its curriculum, therefore, as the title Professional Studies implies, is organized around market needs rather than academic disciplines as traditionally defined; however, all degree programs developed by the College recognize that Professional Studies in any field must be based on a foundation of literacy and ethics, and skills in communications, quantitative analysis, and the application of technology.

The curriculum development model that emerges from a recruitment focus on organizations is what we have termed a curricular joint venture, representing an advanced point along a continuum of possible relationships with client/partners. This model, which is only considered if the client or partnering organizations' needs are not addressed by existing curricula within other schools or colleges in GW, is based on a refinement process using criteria it has developed in its first year for judging initiatives. Filter criteria for College partner organizations include:

- Interest from organizational client (rather than individuals)
- Needs of client organization unmet by current GW programs
- Client interest in curricular joint venture (co-development of program)
- Demonstrated potential to attract high-quality students
- Prospective students (client employees) are adults (at least five years older than traditional students age 18-25)
- Rigorous academic standards are upheld
- Proposed curriculum is amenable (at least in part) to distance education methodologies
- Program is profitable (contribution margin of approximately 40%)

The utility of the curricular joint venture model is only realized if it is coupled with our ability to respond quickly to client needs, develop customized programs efficiently, and introduce initiatives to the Council in an accelerated timeframe.

Role of Research

Within the College's model of the curricular joint venture, research is valued for its relevance to a human/societal problem of some urgency, which may be associated with one or more traditional academic disciplines. Such research is closely intertwined with learning, to a degree that, sometimes, the two cannot be differentiated, and it should add significant value to both the client organization and the College. It may be as simple as consideration of a problem unique to the client organization during a master's-level capstone project; it may also take the form of one or two faculty members teaming up with a few learners from the organization to tackle a specific problem of note to the organization, within a period of time and with a level of resources determined by the organization's needs.

Opportunities for collaborative research occur as a direct outgrowth of the CPS co-curricular design and co-development process. These opportunities can include a combination of cross-disciplinary curricular resources from existing GW schools and colleges, such as SPHHS, CCAS, SEAS, SBPM, GSEHD, etc. Research subjects of interest to potential clients to date have included such areas as nuclear energy studies, systems integration, information/network security, and risk assessment and reliability, IT marketing and management, telecommunications marketing, and financial mathematics.

Pending Issues

The issue of *faculty resources* continues to be a prominent concern. It was specified by the Faculty Senate and the Board of Trustees at the time the College was created that it would have no tenured faculty, but neither will the programs be staffed entirely with part-time and temporary faculty; so the questions arise of what alternative career paths will be open to College faculty, and what criteria will be used for selecting, compensating, and promoting them. The College staff and its Dean's Council (which includes faculty members from six other schools) are currently addressing these issues as they develop the sections of the College's bylaws regarding faculty appointments, evaluations, and ranks. (Please see Appendix B).

On an operational level, two other issues the College is addressing are the degree of *flexibility to be applied in admissions, and the assessment of prior learning*. Continuing education has always had a predisposition toward inclusiveness and opportunity for the maximum number of students, and organizational clients often reinforce this predisposition. Clients of the quality that engage the College of Professional Studies, however, also recognize that the prestige that attracted them to GW is partly a result of selectivity and even a degree of exclusivity. It has been emphasized repeatedly throughout the process of establishing the College, by all parties concerned that GW intends to maintain and continue increasing the qualifications of its students. Yet there is still an opportunity, and perhaps a necessity, to consider different ways of measuring the qualifications of students who have many years of work experience intervening between high school and college, or between undergraduate and graduate degree work. Similar considerations arise with respect to prior learning assessment, and the College will be reviewing best practices in this area as well as the appropriateness of prior learning assessment within the curricular joint venture model.

Client Relations

Over the past year CPS has spoken with several potential client companies and partnering organizations. While not all of the following may finally result in new degree programs, they are active conversations that illustrate the CPS approach to curricular co-development with partner organizations.

Graduate Certificate in Landscape Design in partnership with VA Tech

Students from GW's highly praised and respected certificate in Landscape Design, currently offered on non-credit basis, have been granted a special standing to enter a Master's degree program in VA Tech by being placed directly into the second year of the program. The academic rigor and professional reputation of this GW certificate is such that if it had a natural place within GW (e.g., a school of architecture or agriculture), and/or if GW had the resources to invest in the requisite infrastructure for it (e.g., special laboratories and equipment) it would be worthy of a Master's degree of its own. CPS has been in conversations with VA Tech (as an external partner) and the CPS Dean's Council to give this valued program its proper standing by offering it as a credit-bearing certificate. This step would allow the GW students obtaining the certificate to articulate their credits towards other Master's degree programs in the nation that unlike VA Tech do not currently have a partnership with GW. This move is also a trend encouraged by the Association of the Landscape Design Professionals.

Graduate School (GS), US Department of Agriculture (USDA)

CPS along with GWSolutions has been intimately involved in an ongoing initiative with the USDA GS to provide thousands of government employees with a career management tool that will allow an employee from a host of government agencies to assess his/her skills and knowledge in the Information Technology Management areas, as developed in the Office of Personnel Management's (OPM's) standards, and tie it directly to his/her job level competency requirements with a roadmap for future promotions and placements. CPS is considering the development of a degree completion component of this initiative based on stackable credentials concept, ultimately leading to a Bachelor's or Master's degree. This will be one of the first

examples of curricular joint ventures based on co-design and co-development of a customized degree with organizational partners.

Navy Fleet Information Warfare Center (FIWC)

CPS has put in place the framework for a sustainable contract-based partnership with this new unit within the Navy's elite operations on network activities and security (the Center has been in place since summer of 2002) by co-designing and co-developing an undergraduate degree completion and a graduate degree initiative based on the stackable credentials idea of integrating certificates into a degree with proper measures of academic cohesion and outcome-based program assessment to ensure the overall quality of the program. Two Vice Admirals, one from each coast, in addition to the proper authorities from the Naval Postgraduate School (NPS) have been briefed and given their full support to this initiative, indicating how such an initiative would positively transform the Navy education.

DC Metropolitan Area Law Enforcement Agencies

Building on earlier GW initiatives, CPS is actively engaged with Columbian College and the School of Public Health and Health Services in a co-curricular process with the Metro Transit, DC Capitol, and the DC Police Department and Police Institute. The purpose is to co-design and co-develop an associate's degree and other specialized undergraduate certificates which may lead towards bachelor's degree completion in police studies and graduate certificates and master's degree in the area of criminal justice. This initiative has capacity for growth into other areas such as emergency first responders and homeland security knowledge needs.

National Air Traffic Controllers Association (NATCA)

A certificate tied closely to the experiences and competencies of the Air Traffic Controllers is being developed with NATCA, School of Engineering at GW, the SBPM, GWSolutions, and the MITRE Aviation Institute. It is envisioned that the certificate will be initially offered on a non-credit basis with an option to be enhanced into a credit-bearing certificate, and possible addition of other certificates stackable towards a degree. This initiative is in a preliminary stage.

National Football League Players Association

CPS is in preliminary discussions with the NFLPA regarding development of stackable certificates leading to degree completion at the undergraduate level and master's degree in areas relating to sports management. This initiative has the potential of being expanded into other athletic associations and the World Olympians Association.

APPENDIX A

Membership of the College of Professional Studies Dean's Council As of February 2002

Name	Email	Campus Address	Room/Suite
Whitaker, Roger	rogerw@gwu.edu	805 21st Street, NW	Suite 301
Brown, Walter	wbrown@gwu.edu	2134 G Street, NW	Room 322
Carson, John	carson@gwu.edu	Monroe Hall	Room 402B
East, Maurice	meast@gwu.edu	Stuart Hall	Room 202B
Frechtling, Doug	frechtli@gwu.edu	600 21st Street, NW	Suite 201
Helgert, Hermann	helgert@seas.gwu.edu	Phillips Hall 628	6 th Floor
Marotta, Sylvia	syl@gwu.edu	2134 G Street, NW	Room 326
Mazzuchi, Thomas	mazzuchi@seas.gwu.edu	1776 G Street, NW	Suite 110
Shotel, Jay	jshotel@gwu.edu	2134 G Street, NW	Room 428
Southby, Richard	sphrfs@gwumc.edu	Ross Hall	Room 106B
Sterling, Chris (Chair)	chriss@gwu.edu	805 21st Street, NW	4 th Floor
Vincze, Eva	evincze@gwu.edu	Arlington GECA	4 th Floor
Williams, Larry	lrw@gwu.edu	Monroe Hall	Room 403B

APPENDIX B

College of Professional Studies Bylaws

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College of Professional Studies Bylaws

The George Washington University

Washington, DC

Adopted

PREAMBLE

The mission of the College of Professional Studies is to exemplify a new model of teaching and learning, one that addresses the learning needs of organizations in the knowledge-based economy and engages students as active participants in their own education. The College, therefore, has an outward-looking vision: it forms strategic partnerships with external organizations to create innovative multidisciplinary programming, curricular joint ventures, outcomes-based assessment, and multiple delivery modes including technically mediated instruction. The college advances the continuing relevance of the University in the 21st century by taking the core values and standards of the University into the arenas of lifelong and organizational learning.

I. Name of the Organization

The name of this organization shall be the College of Professional Studies, hereafter referred to as the College.

II. Purpose and Subordination of Bylaws

These Bylaws set forth the structures and procedures by which the College defines its authority to formulate and fulfill its educational policies and programs. These Bylaws are supplemental and subordinate to the University Bylaws and Faculty Code.

III. Membership

A. Dean

The chief administrative and academic officer of the College will be a Dean, reporting directly to the Vice President for Academic Affairs (VPAA), and enjoying the same authority and status as other deans within the University structure.

B. Selection of the Dean

1. In accordance with the Report of the Joint Task Force on the College of Professional Studies dated September 1, 2000, the Dean will be selected by the President, in consultation with the VPAA, the College Faculty, and the deans of the schools most likely to be affected by the College, namely GSEHD, SEAS, SBPM, CCAS, ESIA, and SPHHS.
2. In the event that other schools eventually develop cooperative arrangements with the College, or are otherwise engaged in its work, they will participate equally in the selection of the Dean of the College.

C. Periodic Review of the Dean

1. At the end of every third year following a Dean's assumption of office, the Dean's Council shall design and administer a process for evaluating the Dean's performance.
2. The Dean's Council shall ensure that all College faculty members have ample opportunity to express their views of the Dean's performance.
3. The criteria shall be the Dean's success in leading the College toward the accomplishment of its mission, plus such other factors that have become salient, including any matters on which the Dean may specifically desire commentary.
4. The results of the evaluation shall be communicated in detail to the Dean. A copy of the review shall be sent to the Vice President for Academic Affairs.

D. Faculty Administrative Officers

Faculty administrative officers of the College, including but not limited to Assistant and Associate Deans, shall be appointed by the Dean after consultation with the Dean's Council and the faculty.

E. Dean's Council

1. Purpose of Dean's Council

This Council along with the Faculty Working Groups (as described in Item G below) is designed to insure sufficient input from the faculty of the collaborating schools and the dissemination of information about the College throughout the University community.

2. Dean's Council Membership

- a. In accordance with the Report of the Joint Task Force on the College of Professional Studies dated September 1, 2000, membership of the Dean's Council consists of the following: (1) one tenured faculty member from each school that may offer programs through the College, elected by the faculties of the respective schools; (2) three chairs of departments with faculty participating in the current offerings of the College, to be appointed by the Dean of the College, and (3) three non-tenure-accruing faculty from among those participating in the current offerings of the College, to be appointed by the Dean of the College.
- b. Members of the Dean's Council will serve staggered three-year terms with initial terms as outlined in the aforementioned Report in Item 2a.
- c. In the event that the Dean and members of the Dean's Council are convinced that any particular member of the Dean's Council is no longer discharging her/his obligations including regular attendance at meetings, she or he may be removed from the Dean's Council by a majority vote of those present provided there is a quorum. A quorum is one half of the members as stated in Item E.2.a.

3. Election of Dean's Council Chair

- a. The Dean's Council shall elect a chair annually from among its membership and the chair in consultation with the Dean of the College shall determine the frequency and scheduling of its meetings and the agendas.
- b. Additional meetings or agenda items may be requested of the chair of the Dean's Council by the Dean or by petition of 50 percent of the voting members of the College faculty.

4. Functions and Goals

The Dean's Council shall:

- a. act as a liaison between the College or affected school faculty and the Dean.
- b. advise and make recommendations to the Dean on the establishment of new degree programs.
- c. advise the Dean on all academic matters affecting the welfare of the College.
- d. advise the Dean on appointments of Associate Deans and Program Directors.
- e. execute the review of the Dean.
- f. review periodically (at minimum every three years) each College course of studies to determine whether it should remain in the College, be transferred to one of the other schools, or be terminated.
- g. act on behalf of the College faculty on any matter within the faculty's jurisdiction which may require action between the meetings of the faculty. The Dean's Council shall report through the Dean to the College faculty at the stated meetings of the faculty a summary of actions taken on behalf of the faculty since the last report.
- h. serve in an agenda-making capacity to prepare such actions and proposals as the Dean or the Council itself may wish to present to a meeting of the faculty.
- i. serve as a policy review body to assist the Dean in resolving specific programmatic problems and as a policy planning body to explore and define future programmatic and faculty recruitment directions.
- j. nominate candidates for election to the Appointment and Promotion Committee and to the Faculty Senate.
- k. appoint such other committees as will assist it in the performance of its functions.
- l. be the principal committee of the College faculty on all disciplinary matters.
- m. advise the Dean on student appeals concerning petitions relating to academic status or requirements.

5. Dean's Council Meeting Schedule

The Dean's Council shall meet at least once each month unless it decides to alter the frequency according to its needs by majority vote.

F. College Faculty/Program Directors

1. College faculty may serve as Program Directors in conjunction with specific programs arising out of the College's strategic partnerships and projects, and report directly to the Associate Deans. Program Directors also may include faculty from existing schools of the University. While functioning primarily as program developers, their faculty status will assure quality controls within that program and enhance the credibility of the program with prospective clients, as well as help ensure non-duplication of existing University programs. Faculty participation should serve to preserve and encourage rigorous academic measures such that the College may be expected to uphold traditional Middle States accreditation standards. New programs may have new faculty become part of the College whereas faculty serving as Program Directors for the College and already affiliated with existing schools will retain existing school affiliations.
2. When a potential organizational client or partner prefers or anticipates a degree, the Associate Deans will investigate with the Faculty Working Group (as described in Item G below) the possibility of offering an existing degree or a joint degree with a relevant school before the College initiates its own degree, ensuring non-duplication of existing programs. The resulting CPS degree would be administered by a Program Director and would be in Professional Studies (with a concentration in a specified field) and could be granted at the associate, bachelor, undergraduate certificate, master, or graduate certificate level.
3. The College faculty and Program Directors shall be appointed to programs leading to a degree by the Dean from a list of candidates recommended by a majority of the Dean's Council. In all cases, the College faculty will serve a contractual term (which may be renewed) and will not be eligible for tenure within the College.
4. The faculty in the College shall be defined as provided in the *Faculty Code*. To preserve and encourage rigorous academic standards, the faculty shall determine and direct all matters relating to the educational policies and programs leading to degrees awarded by the College, within parameters established by the Dean's Council, Trustees, the University, the Faculty Code, and the Report of the Joint Task Force on the College of Professional Studies dated September 1, 2000.

The faculty powers include:

- a. determining requirements for admission to the College's programs and requirements for maintaining good academic standing.
- b. approving the eligibility of candidates to receive degrees in Professional Studies before convocations.
- c. participating in decisions regarding the addition, deletion, or revision of programs and curricula.

- d. participating in the innovative research and analytical services of the College.
- e. participating in the search for a Dean as the need arises.
- f. participating in the search for additional faculty as the need arises.

Recognizing that at the time of original adoption of these Bylaws that there are no faculty appointments in the College, the Dean's Council may assume these powers until such time as there are at least three regular faculty members appointed to the College.

G. Faculty Working Group

1. A Faculty Working Group (FWG), consisting of regular full-time, part-time, and adjunct faculty from the College or the other schools and outside experts as appropriate, with relevant program-specific expertise and skills, will work with the Associate Deans and the respective Program Director in every College program that leads to or is intended to lead to a degree. Additionally, a FWG may be created for projects not leading to a degree.
2. Should a conflict arise regarding program duplication between the College and an existing program, the relevant deans will resolve the issue in a reasonable and rapid manner, after full and transparent consultation with the relevant faculty, with final review, if needed, by the Vice President for Academic Affairs.
3. Members of each FWG shall be appointed by the Dean in consultation with the Associate Deans and Dean's Council according to the terms included in the Report of the Joint Task Force on the College of Professional Studies dated September 1, 2000.
4. In the event that the Dean and a majority of the Dean's Council are convinced that any particular member of the FWG is no longer discharging her/his fiduciary obligations, she or he may be removed from the FWG.

H. Committee of Program Directors

The Dean may appoint an associate dean to act as convener and chief administrative officer of a Committee of Program Directors which shall meet, normally once a month, or according to needs, during the academic year, to consider and make recommendations to the Dean on matters of common concern.

IV. Voting Membership

- A. Voting membership shall consist of the Dean, regular and adjunct faculty budgeted to the College, and faculty of other schools who have been appointed Program Directors of programs offered by the College. The Dean's vote will be executed only in the event of a tie vote.
- B. Non-voting ex officio membership in the College faculty is extended to the President of the University, the Vice President for Academic Affairs, members of the Dean's Council who are not otherwise eligible for voting membership (such as ex officio members).
- C. Non-voting membership in the faculty is extended to retired members of the faculty and part-time temporary instructors or full-time visiting or limited service faculty who are not accorded voting membership as provided in paragraph A above.

V. Appointment and Reappointment of Faculty

TBD

The College and its Dean's Council will work to draft this section by the end of the 2002-2003 academic year or before hiring any faculty, whichever comes first.

VI. Criteria for Appointment, Reappointment, and Promotion of College Faculty

TBD

The College and its Dean's Council will work to draft this section by the end of the 2002-2003 academic year or before hiring any faculty, whichever comes first.

VII. Faculty Meetings

- 1. At least two meetings of the full College faculty will be held per year, one each fall and spring terms. The Dean shall fix the date of the meetings and give reasonable

notice to all members and other parties who may be invited because of their interest in the agenda. The Dean or Dean's designate shall preside over the meetings and shall appoint a recorder to keep minutes.

2. Additional meetings may be called as necessary by the Dean, who shall fix the date and agenda and give reasonable notice to all faculty members. Additional meetings may also be called by the Dean's Council or by petition of at least 20 percent of voting members of the faculty to the Dean.
3. Fifty percent of voting members shall constitute a quorum. Except where otherwise noted, decisions of the faculty must be adopted by a majority of those present and voting.
4. The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern the faculty in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order the faculty may adopt. The Dean or Dean's designate presiding may, during any meeting, appoint a parliamentarian, who may advise on a ruling or on proper methods of procedure.

VIII. Amendment to Bylaws

These Bylaws may be amended by a two-thirds vote of the College faculty present and voting at a stated meeting. In the absence of College faculty, the Bylaws may be amended by a vote of two-thirds of the Dean's Council. Proposed amendments shall be circulated with the call for the meeting. As with all School and Department Bylaws, their final approval resides with the Vice President for Academic Affairs after review by the Office of General Counsel.

IX. Publication of Bylaws

A copy of these Bylaws and any amendments to them shall be furnished to every new member of the College faculty and to the Faculty Senate Office.

APPENDIX C

COLLEGE OF PROFESSIONAL STUDIES DESCRIPTION AND STAFF

The George Washington University's College of Professional Studies (CPS) was created to meet the complex learning needs of organizations in unique ways not currently addressed by institutions of higher education. GW authorized CPS as its newest college to co-design and co-develop degree programs with curriculum objectives drawn predominantly from the competency requirements relevant to the employees of partnering organizations. The results are customized educational programs offered in contract format (not open enrollment).

CPS programs are designed with the requirements of adult learners and working professionals in mind. The purpose is to make available a range of delivery modes, varying from asynchronous online (Distance Learning) to in-person (traditional), that are the most suitable to the needs of client organizations. The curriculum is specifically developed to meet the needs of individual organizations while preserving the academic integrity and quality that is associated with the GW degree brand name.

With the availability of both in-house and outside expertise, GW's CPS is uniquely positioned to address these organizational needs through development capabilities allowing the most suitable delivery of education to fill the necessary gaps in the industry's workforce needs.

CPS is authorized to grant Associate, Bachelor's, and Master's degrees, as well as undergraduate and graduate certificates. The following features distinguish the CPS approach to curriculum development from the more traditional programs:

- Focus on organizational learning needs
- Customized curricula, co-designed with partner organizations
- Modularized curricula
- Flexible and multiple delivery formats
- Outcome-based program assessment

The modularization of the curriculum into the smallest 1-credit educational units defined by competencies and outcome expectations affords flexibility to adult learners and supports appropriate curricular customization to meet the organizational needs of CPS partners. Use of outcome-based program assessments will ensure quality control and provide correction mechanisms, as needed, to achieve the desired educational outcome.

College of Professional Studies Staff

David L. Burt
Director, GW Graduate Education Center, Arlington, VA
dlburt@gwu.edu
703-248-6200

Ali Eskandarian
Associate Dean
ea1102@gwu.edu
202-994-8192

Phyllis Higgins
Manager, Student Administrative Services
Hampton Roads Center, Hampton Roads, VA
757-269-4949
higginsp@gwu.edu

Virginia Hodges
Director, Business Planning and Analysis
vhodges@gwu.edu
202-994-9499

Greg Logan
Director, Hampton Roads Center, Hampton Roads, VA
glogan@gwu.edu
757-269-4949

Patricia Bush-McManus
Manager, Student Administrative Services
patbush@gwu.edu
202-973-1137

Connie Mokey
Director, Enrollment Management
and Student Services
mokeyc@gwu.edu
202-994-7637

Ginger Smith
Associate Dean
smithg@gwu.edu
292-994-1692

Roger Whitaker
Dean
rogerw@gwu.edu
202-973-1125

APPENDIX D

FY02 Final Budget Report for Off-Campus Programs and the College of Professional Studies

FY02 CLOSEOUT
FOR
OFF CAMPUS PROGRAMS

SCHOOLS	REVENUE			EXPENSE			BUDGET	ACTUAL	
	BUDGET	ACTUALS	VARIANCE	BUDGET	ACTUALS	VARIANCE	NET	NET	VARIANCE
CSAS	3,744,055	3,671,217	(72,838)	2,390,284	2,018,542	371,742	1,353,771	1,652,675	298,904
GSEHD	5,192,817	6,055,638	862,821	2,637,963	2,446,738	191,225	2,554,854	3,608,900	1,054,046
SBPM	6,208,140	5,298,570	(909,570)	3,867,638	3,215,963	651,675	2,340,502	2,082,607	(257,895)
SEAS	3,564,394	4,037,431	473,037	1,698,030	1,334,080	363,950	1,866,364	2,703,351	836,987
TOTAL NET INCOME	18,709,406	19,062,856	353,450	10,593,915	9,015,323	1,578,592	8,115,491	10,047,533	1,932,042
ADMN EXPENSE									
CPS -Off Cmp Admn.*	148,766	-	(148,766)	2,100,322	2,643,034	(542,712)	(1,951,556)	(2,643,034)	(691,478)
CPS Library	-	-	-	-	1,817	(1,817)	-	(1,817)	(1,817)
HAMPTON	-	-	-	605,684	503,399	102,285	(605,684)	(503,399)	102,285
VIRGINIA SQUARE	-	-	-	296,533	393,680	(97,147)	(296,533)	(393,680)	(97,147)
ALEXANDRIA	-	-	-	314,718	214,118	100,600	(314,718)	(214,118)	100,600
TOTAL	148,766	-	(148,766)	3,317,257	3,756,048	(438,791)	(3,168,491)	(3,756,048)	(587,557)
RENT EXPENSE									
VIRGINIA SQUARE	-	-	-	663,822	727,617	(63,795)	(663,822)	(727,617)	(63,795)
HAMPTON	-	-	-	325,000	334,569	(9,569)	(325,000)	(334,569)	(9,569)
ALEXANDRIA	-	-	-	277,237	300,448	(23,211)	(277,237)	(300,448)	(23,211)
TOTAL	-	-	-	1,266,059	1,362,634	(96,575)	(1,266,059)	(1,362,634)	(96,575)
GRAND TOTAL	18,858,172	19,062,856	204,684	15,177,231	14,134,005	1,043,226	3,680,941	4,928,851	1,247,910
* Programs excluded from R. Whitaker's division:									
ED TECH LEADERSHIP	695,625	691,328	(4,297)	510,434	313,070	197,364	190,239	378,258	188,019
SINGAPORE (GSEHD)	56,500	44,232	(12,268)	43,565	44,853	(1,288)	12,935	(621)	(13,556)
EVENT MANAGEMENT (SBPM)	1,093,000	1,054,395	(38,605)	926,765	863,464	63,301	161,447	190,931	29,484
EVENT MANAGEMENT-OTHER (SBPM)	-	-	-	-	4,580	(4,580)	-	(4,580)	(4,580)
TOTAL	1,845,125	1,789,955	(55,170)	1,480,764	1,225,967	254,797	364,621	563,988	199,367
GRAND TOTAL	20,703,297	20,852,811	149,514	16,657,995	15,359,972	1,298,023	4,045,562	5,492,839	1,447,277