

**THE GEORGE WASHINGTON UNIVERSITY  
Washington, D.C.**

**MINUTES OF THE REGULAR MEETING  
OF THE FACULTY SENATE HELD ON  
MARCH 12, 2004 IN THE MARVIN CENTER, ROOM 310**

**Present:** Vice President Lehman, Registrar Geyer, and Parliamentarian Pagel; Deans Futrell, Phillips, Tong, and Whitaker; Professors Briscoe, Castleberry, Cordes, Englander, Gallo, Garris, Griffith, Gupta, Marotta, Packer, Paup, Robinson, Shambaugh, Swiercz, Wilmarth, and Wirtz

**Absent:** President Trachtenberg, Deans Frawley, Harding, Katz, Scott, and Young; Professors Friedenthal, Harrington, Klarén, Lee, Paratore, Sell, Simon, Watson, and Zaghloul

The meeting was called to order by Executive Vice President for Academic Affairs Donald Lehman at 2:20 p.m.

**IN MEMORIAM**

Professor Randall Packer read “A Tribute to the Memory of David Lynn Atkins,” Professor Emeritus of Biology, who passed away January 30, 2004. (The tribute, prepared by Professor Packer, is attached and made a part of these minutes).

Professor Lilien F. Robinson read “A Tribute in Memory of Stefan Otto Schiff,” Professor Emeritus of Zoology and of Genetics, who passed away February 6, 2004. (The tribute, prepared by Professor Robinson, is attached and made a part of these minutes).

**APPROVAL OF THE MINUTES**

The minutes of the meeting held on February 13, 2004 were approved as distributed.

**RESOLUTIONS**

**I. RESOLUTION (03/8), “A RESOLUTION TO AMEND THE POLICY ON SCIENTIFIC MISCONDUCT”**

On behalf of the Senate Committee on Research, Professor William Briscoe, Chair, introduced Resolution 03/8. Following the Committee’s review of the proposed Policy and Procedures regarding allegations of scientific misconduct, he said it had come to his attention that Professor Simon (SMHS), who could not be present at today’s meeting, had raised several issues of concern about the Policy. Professor Briscoe then requested that consideration of this item of business be deferred, and said that it might best be referred for consideration to the Committee on Professional Ethics and Academic Freedom (PEAF), which might wish to examine Professor Simon’s concerns. In addition, Professor Simon had pointed out that in the

**Policy (but not in the flow chart appended to the Policy), the Assistant Vice President for Research Compliance and Technology Transfer (AVPRCTT), who is not a faculty member, seems to have the power to act independently in many of the important steps from the initial inquiry to the inquiry report. Professor Briscoe said he did not think his Committee would object if references to the Assistant Vice President were stricken from the document from pages 5 – 18 of the Policy, and on the note at the bottom of page 1 of the appended flow chart.**

**Asked for comment on the role of the Assistant Vice President in the proposed Policy, Associate Vice President Sigelman said that the current Assistant Vice President and she had been in touch with Professor Simon about some of his concerns, and she read e-mail from the Assistant Vice President which confirmed that the latter's primary role in the Scientific Misconduct process is to assist the Associate Vice President. According to this e-mail, in the event a matter arises, the Associate Vice President and/or ultimately the Provost is involved in the decision-making related to these matters regardless of whether the person holding the Assistant Vice President's position is involved. The Assistant Vice President's position was structured to be linked to compliance matters, and not finance matters or any other such functions.**

**Clearly, Vice President Sigelman added, the Associate Vice President for Health Research (AVPHR) would be the responsible party for the procedures, and so long as the definition of the Assistant Vice President's role in assisting the AVPHR on a discretionary basis is retained, she said she saw no problem with striking out subsequent references to the Assistant Vice President in the document.**

**Professor Wilmarth reported that he had received a call that morning from Professor Simon, who was called out of town unexpectedly. In that conversation, Professor Simon expressed concern that the Policy seemed to allow the Assistant Vice President to act independently in many important steps in these cases, from the initial inquiry until the inquiry report. Professor Simon had also indicated that he had other due process concerns about the draft Policy, including the right to be fully advised of the nature of the charges in the early stages of the process, the right to be heard, and the treatment of the subject of the inquiry. Professor Wilmarth then said that Professor Simon had asked him to request that this matter be deferred until the Senate's April meeting, which request he was now conveying to the Senate.**

**Professor Gallo prefaced her remarks by saying that she actually found the policy appropriate. However, she added that misconduct in research is an extremely serious charge, as serious, if not more so, than a charge of sexual harassment, and such a charge can certainly end one's career. She then observed that the investigative process under the Policy rests solely in the hands of the administration and that, perhaps, no faculty will be involved. The complainant might not be known, but yet an inquiry might follow. Professor Gallo then said that the question was how involved the Senate would be in insisting upon due process in a Policy which would apply potentially to faculty as respondents.**

**Professor Griffith asked if the position of Associate Vice President referenced in the Policy currently exists, or is to be created. Vice President Sigelman said that Fred Rickles, Associate Vice President for Health Research and Technology Transfer (AVPHRTT), had departed, and that the title of his position had been changed to Associate Vice President for**

Health Research (AVPHR) in the search for his replacement. Professor Griffith then asked if this Associate Vice President would report to the Vice President Health Affairs (VPHA) or to the Executive Vice President for Academic Affairs, (EVPAA) and Vice President Lehman confirmed that the position would report to the VPHA.

Professor Griffith then asked Professor Briscoe if he would support a motion to refer the matter to the PEAFC Committee for their review and possible reporting at the April Senate meeting. Professor Briscoe said he would have no objection. The motion was seconded.

Vice President Sigelman said, as the Resolution makes clear, the University was asked to provide a Policy within 30 days. Professor Griffith observed that the University had not met that deadline as yet, and Vice President Sigelman said that a draft had been furnished in November 2003 to the Office of Research Integrity (ORI) [in the Department of Health and Human Services] as a sort of progress report. The ORI had responded favorably to the draft, making only a couple of suggestions. She added that she thought that ORI would be operating under the assumption that the University was already following the new policy, even though she told them the Policy was still under review.

Discussion followed between Professor Griffith and Vice Presidents Sigelman and Lehman on whether or not the draft Policy should be adopted as an interim policy, or as a guide, until the review process is complete.

Professor Gupta said he was puzzled about the proposed Policy and asked if it only covered the Medical Center. If the Policy is University-wide, he said he did not understand why the Vice President for Health Affairs, rather than the Executive Vice President for Academic Affairs, would be in charge of inquiries about misconduct, for example, in the Biology Department.

Vice President Lehman then outlined the administrative reorganization of the research enterprise approximately two years ago. At that time, the research enterprise became centralized in the Office of Research Services directed by Helen Spencer, whether the research was conducted in the Medical Center, or elsewhere in the University. This Office reports to Academic Affairs. At that time, research compliance, a very large fraction of which has to do with "health compliance," became the responsibility of the Vice President for Health Affairs, and administration of the Scientific Misconduct Policy was moved to that Office with the Associate Vice President for Health Research and Technology Transfer (AVPHRTT) assuming the role formerly discharged by the Associate Vice President for Research and Graduate Studies. As explained by Vice President Sigelman earlier, the AVPHRTT position is now vacant, and the successor title for that office will now be Associate Vice President for Health Research (AVPHR). Professor Briscoe asked, if an interim policy was adopted and there is presently no one serving as AVPHR, who would be responsible for that role until such time as the position is filled. Vice President Lehman said he thought this would fall to the VPHA, since the AVPHR will report to the VPHA. The Executive Vice President for Academic Affairs, he noted, is the official who ultimately decides scientific misconduct cases under the Policy.

With the agreement of the Senate, Professor Griffith withdrew the motion on the floor, and moved that the Policy be adopted as an interim policy, with final approval to await results

of the PEAFF Committee's review, which would include examination of due process issues. The motion was seconded. Discussion followed by Professors Wirtz and Robinson on the wisdom of adopting an interim policy. Vice President Sigelman observed that if the Senate elected to retain the 1991 Policy, that Policy had far fewer due process protections than the Policy they were contemplating adopting on an interim basis.

Professor Packer offered an amendment to the motion on the floor, substituting the VPHA for the AVPHR in the interim policy, and this was accepted as a friendly amendment by Professor Griffith.

Professor Wirtz spoke in opposition to endorsing an interim policy which has not been reviewed thoroughly by the PEAFF Committee, and further discussion followed between Professors Griffith, Wilmarth, Englander, and Vice President Sigelman about the wisdom of adopting an interim policy, and whether or not the PEAFF Committee could reasonably complete its review before the April Senate meeting. Vice President Sigelman reiterated that the current Scientific Misconduct policy is quite old, dating to 1991, and, as noted in the Resolution, the ORI directed the University to revise this policy within 30 days so that the University would remain eligible for Public Health Service funding. The University based its proposed Policy on the ORI model policy with a few changes, simplifying the inquiry process, and designating responsible officials.

Professor Wilmarth spoke in support of accepting the Policy on an interim basis, with the removal of references to the Assistant Vice President beginning on page 5 of the Policy, as previously discussed, and designation of the VPHA to act in place of the AVPHR. He also said he thought that the PEAFF Committee could review the Policy and report back to the Senate at its May meeting. He added that he was concerned that the ORI model policy may have contemplated the possibility of some kind of faculty-based review committee, and that has not been carried forward into the draft Policy. In connection with the PEAFF Committee's review, Professor Wilmarth requested that Vice President Sigelman make available the ORI model policy, and the National Science Foundation (NSF) model policy for the Committee's review. He added that the PEAFF Committee would very much like to hear from Professors Simon and Gallo, and from other faculty who had concerns about the Policy. Finally, Professor Wilmarth said that he thought there should be an understanding that if a proceeding is started in this interim period and the Senate approves an amended Policy, then at the point the amended Policy comes into force, it would control the remaining proceedings in the case.

Professor Garris related an anecdotal experience and cautionary tale about his participation in an Inspector General's Office [of the National Science Foundation] review of a case against a junior faculty member at another institution which had a bearing potentially on whether or not the faculty member could receive NSF grants in the future. Professor Garris described how he was unexpectedly sequestered in a conference room for days, during which he reviewed all of the documentation in the case. When Professor Garris transmitted his conclusion that there had been no academic dishonesty, and the case had no merit, NSF officials attempted to negotiate and impose a sanction even though none was warranted. Professor Garris pointed out that withholding an NSF grant even for a year was not a minor sanction, but in fact a disgrace that could destroy the career of the faculty member. NSF required that Professor Garris set down his conclusions in writing, and upon review, the faculty member was totally exonerated. Unfortunately, the case did not have a happy ending, as the

faculty member resigned his position at the institution and sought employment elsewhere. Professor Garris concluded by saying that this experience brought home to him the importance of due process in such proceedings.

Professor Griffith was asked to clarify the main part of the motion on the floor and did so as follows: (that the Resolving Clause should read)

**That the Faculty Senate supports the proposed policy, "The George Washington University Policy and Procedures Regarding Allegations of Scientific Misconduct," to be adopted with appropriate changes in the responsibilities of the AVPHR, as an Interim Policy, replacing the existing policy, until reported favorably by the PEAFC Committee, with a target reporting date of the May, 2004 Faculty Senate meeting.**

Vice President Lehman asked if this meant that changes mentioned by Professors Packer, Englander, and Wilmarth concerning the Assistant Vice President and Vice President for Health Affairs designations in the document were included in the motion, and Professor Griffith said that they were.

The question was called on the amendments to the Resolution, a vote was taken, and the amendments were approved with one opposed. The question was then called on the Resolution, a vote was taken, and the Resolution was adopted, as amended, by unanimous vote. (The Resolution and Policy are attached.)

#### INTRODUCTION OF RESOLUTIONS

No resolutions were introduced.

#### ANNUAL REPORT ON THE COLLEGE OF PROFESSIONAL STUDIES

Vice President Lehman began his Report by thanking Dean Roger Whitaker, Connie Mokey, and the College of Professional Studies (CPS) staff for assembling the information for the PowerPoint presentation given at the Senate meeting, a copy of which was distributed at the meeting before his oral presentation. Following his oral presentation, a written report was made available for the record containing further information about the CPS. (Both the PowerPoint presentation and the Report are attached to the Minutes)

The mission statement of the CPS derives from the second goal in GW's Strategic Plan for Academic Excellence, which is "to solidify, strengthen, and strategically expand graduate professional education, including programs that meet the need of mid-career and continuous learning audiences." Execution of the CPS mission is important to GW not only because it brings distinction and recognition to the University for the quality of its highly ranked Master's programs in the area of professional education, but also because of the College's potential to enhance the University's revenue base. Vice President Lehman reminded the Senate that GW currently faces constraints upon enlarging the undergraduate population, largely due to insufficient housing and classroom facilities to service this sort of growth. However, GW has the potential to enhance its revenue base in Master's professional education, which does not necessarily have to take place on the main GW campus.

There are three main components in off-campus education programs, and these consist of open enrollment, contracts with area organizations for the delivery of existing GW programs at client preferred sites, and the co-design of customized curricula for partner organizations.

Vice President Lehman then described the scope of open enrollment in off-campus programs, chiefly at three centers in Arlington, Alexandria, and Hampton Roads, where space for the programs is rented and degree programs are offered. There are other sites where such programs are made available, at the Hall of States in the Kennedy Center, the Shakespeare Theater Program, and in Annapolis and Tyson's Corner. While the Virginia Campus (Ashburn) accounts for approximately 23% of off-campus open enrollment outside Foggy Bottom, it is separately budgeted from the CPS; however, one of the goals going forward is to foster increased collaboration between it and the CPS. Something like 11% of open enrollments consist of distance learning courses (9%) and the PACE program (US Navy). Four of the Schools at GW, the School of Business, Columbian College of Arts and Sciences, the Graduate School of Education and Human Development, and the School of Engineering and Applied Science, participate in the open enrollment offerings.

In terms of off-campus contract enrollments, again, the four Schools just named participate. Among the contract programs offered are an Organizational Sciences Certificate and M.A. in Organizational Management with the Navy and the Air Force (CCAS), two M.A. Ed. programs, Secondary Education programs with D.C., Maryland, and Virginia (GSEHD), two Master's programs (SB), and numerous Certificate and Master's programs in Telecommunications and Computers, and Systems Engineering (SEAS).

The overall picture for open enrollment courses shows that the volume of these courses has remained relatively steady over the past seven years, while contract enrollments have increased slowly but steadily over that period. In terms of the Oracle budget, off campus financial contributions, without loading for expenses, (short of grants that support students in GSEHD) amount to approximately \$7,617,740, with an average margin of 45%. Vice President Lehman then reviewed off-campus administrative costs, which totaled some \$4,510,819 in FY '03. This information is presented in slides 13 and 14 of the PowerPoint Presentation.

Vice President Lehman then discussed the role of the CPS with regard to co-designing customized curricula, which was the original purpose in the formation of the CPS. CPS has the ability, in principle, to draw upon competencies from the entire GW community to construct its credit programs. These programs have the added attractiveness of a flexible academic calendar in that they could start in any month, not just at the beginning of established semesters on campus.

At this point CPS has been working on this concept with intensity for just over a year and it is necessary to develop the client base in order for the College to succeed. One example of successful partnering is the Landscape Design Program. This formerly non-credit certificate program has now been transformed into a credit program under the CPS and serves as a feeder program into the Landscape Design/Architecture degree program at Virginia Tech. This credit program currently enrolls 94 students.

Another example of a promising CPS initiative under development is the Police Science program, which will prospectively involve the D.C., Transit, and Capitol Police. This program has already been approved by the CPS Dean's Council and will offer undergraduate certificates

and Associate's and Master's degrees. Other programs in process are outlined in Slides 18-20 of the PowerPoint presentation.

In conclusion, Vice President Lehman reviewed items for consideration as the CPS evolves, which include the development of customized and modularized new curricular offerings through external partnerships. These will, of course, need to be developed and administered by utilizing sound business practices.

Professor Griffith said that the Fiscal Planning and Budgeting Committee (FP&B) learned last year that CPS Dean Whitaker had stepped down as CEO of G.W. Solutions (GWS) which was formed at the same time as the CPS; he asked if the Senate could be informed about developments in GWS. Vice President Lehman explained that GWS was launched at what proved to be a most unfortunate time. It eventually suffered a similar fate as other distance learning ventures that started at the downturn in the dot.com economy. Programs at Columbia University and the University of Maryland-University College went out of business completely, and Boston University has incurred huge deficits in the past couple of years in running these programs. Today, GWS is literally only a skeleton, although there are a few individuals in the enterprise left to teach out University commitments in this area. The likelihood of GWS existing beyond another six months is probably very small unless something dramatic happens between now and then.

Professor Griffith asked about the budget figures presented in the report, and said it looked like the CPS is generating something like \$3 million year, which he presumed would find its way into the Academic Affairs budget. Vice President Lehman responded that the money did indeed find its way into that budget, but that the revenue was not in any way attributed to the CPS because all of the off-campus programs and contract programs are part of the revenue component of the individual schools in the unified budget.

Professor Griffith then asked what impact a GWS budget shortfall would have. Vice President Lehman responded that, since GWS is a wholly owned subsidiary of the University, in effect the loss is absorbed by the University, and not by the Academic Affairs budget.

Professor Wirtz asked for information concerning the CPS Dean's Council. Dean Whitaker reminded Professor Wirtz that in the Task Force Report that created the CPS, the governance structure was clearly specified, and that structure is currently being followed by the College. He offered to send Professor Wirtz this information, but added that, if memory served, Schools involved in the CPS each elect a member to the Dean's Council, and the CPS Dean can appoint others, such as a department chair involved in the off-campus offerings, for a total of 13. These members serve staggered terms of one year with a three year term limit. The Council meets monthly.

Discussion followed between Professors Gallo, Gupta, Vice President Lehman, and Dean Whitaker about existing faculty involvement in customized CPS curricula.

Professor Wilmarth asked if it would be fair to say that in the fiscal year ending June 30, 2003, there were no revenues to the CPS from tuition and student fees, and no courses offered. Dean Whitaker confirmed this was correct, and Vice President Lehman agreed that as of the end of the FY '03 there were no customized contract programs, as the for-credit Landscape

Design program had not enrolled students until the '03-'04 academic year. Given the 94 students currently enrolled in this program, Professor Wilmarth asked how many students CPS thought would enroll next year. Dean Whitaker said that he anticipated further growth in the Landscape Design program, as well as additional enrollments in new programs, such as the Police Studies program, in which between 20 and 25 students are expected to begin their studies during the summer, 2004.

Professor Wilmarth then asked what investment the University has made to date in the CPS. Vice President Lehman responded that in effect, the total investment amounted to the salaries of two Associate Deans, Ginger Smith, and Ali Eskandarian, who are working primarily to develop customized programs.

Professor Wilmarth then said his last comment was in part related to Professor Wirtz's question about the CPS Dean's Council. The Faculty Code, page 23, Section D., paragraph 5, specifies that part of the required annual CPS report to the Senate would indicate how faculty are involved in setting up curricula and also upon decisions made regarding the appointment and promotion of faculty members in CPS. He added that he hoped that future reports would include that information, and Dean Whitaker assured him that they would.

Professor Englander asked if the incipient demise of GWS would result in the release of additional space to the classroom inventory. Vice President Lehman responded that this had already happened to the extent that seventeen of the classrooms used by GWS had already been added to the inventory, with something like four more to be made available.

Professor Swiercz asked if there were reasons to develop the CPS other than enhancement of the University's revenue base. Vice President Lehman responded that revenue enhancement was certainly a very important objective, as the programs that have grown the most in enrollment are activities in off campus Master's programs. While the enrollment in doctoral programs at the University has remained somewhat constant over the years at approximately 1300, there does not seem to be very much room for growth in this sector. Master's programs generate approximately \$1 million for every 100 students enrolled off campus. Another reason to develop the CPS includes enhancing the University's ability to tailor its offerings to the needs of the marketplace and external constituencies.

Professor Gupta asked what percentage of off-campus credit hours are taught by full-time GW faculty. Dean Whitaker said he thought that about 50% of faculty teaching at the Virginia campus and in other off campus programs are full-time regular faculty. These figures will be reported next year in connection with the establishment of the Police Science program.

Professor Swiercz said he thought it important to note what percentage of the full-time regular active-status faculty is tenure accruing, versus contract, faculty. Some of the challenges facing the School of Business are questions about the reappointment and promotion of contract faculty relative to the standards of promotion that are applied to tenure-accruing faculty, and as the numbers of contract faculty increase, this is proving an extraordinarily difficult challenge.

**UPDATE ON THE SCHOOL OF PUBLIC POLICY**

Vice President Lehman reported that the School of Public Policy and Public Administration was formed when the Department of Public Administration, formerly located in the School of Business and Public Management, was transferred to the Columbian College of Arts & Sciences. This School within CCAS, which offers the Master's in Public Policy degree, was created at about the same time as the GW Institute for Public Policy (GWIPP). The enrollments in this program have increased significantly, and in Fall, 2003, 44 additional students, for a total of 237 were enrolled. Similarly, there are over 200 applications for the Master's in Public Administration (MPA) program, and there are over 250 applications for the Master's in Public Policy (MPP) program. The School has also combined what were formerly two Ph.D. programs, these being the doctoral degree in Public Administration (SB) and the Public Policy degree (CCAS), and the program has now become the Ph.D. in Public Policy and Administration. The program, like others in the School, is attracting a very strong applicant pool [as measured by GPA's and GRE scores], and a good number of these applicants are graduates of outstanding undergraduate and graduate institutions. Over 120 individuals have applied for the new Ph.D. program. Formation of this new School has made it possible for increased faculty collaboration, and faculty are now in the process of creating bylaws for the School.

The new School houses a Center for Public Service, one of whose functions is to produce research in areas related to Public Policy and Public Administration. The Center's first research report has been issued, with another expected in May. It has also supported three students, and has actually hired ten of the graduate or other current students during the past year. The partnership through this Center, which is supported externally, is a very positive addition to the School.

Another entity brought under the umbrella of the School is the GWIPP, directed by Professor Hal Wolman. Whereas GWIPP was formerly responsible for the Master's in Public Policy program, it no longer has that responsibility, but instead functions solely as a research institute. Its primary mission is to encourage and aid faculty throughout the University to seek and successfully obtain external funding for public policy research at GW. The Institute reports to Academic Affairs through the Office of Associate Vice President Sigelman. The Institute also offers programs, one of which is the Policy Research Scholar program, whose scholars are selected through a university-wide competition that is open to all full-time tenure-track faculty. Thus far, these appointments have been made from a number of University departments and Schools, reflecting the university-wide scope of the Center. In terms of external funding, GWIPP has submitted some \$4.4 million in proposals, and has received \$1.8 million in funding, with \$1.5 million currently pending. Of this, the Policy Research Scholars have submitted \$2.3 million in proposals, receiving \$513,000, with \$984,000 pending.

Vice President Lehman concluded his remarks by saying that he thought that the School was off to a very good start, thanks in large part to the efforts of Professor Newcomer (the director), and Professors Cordes and Wolman. Professor Cordes noted that while GWIPP now serves a research function, this function is really very closely connected to the School's programs, and a lot of the students, nearly all working with GWIPP, are either Masters or Doctoral students in the programs. The integration of the research and academic aspects of the School is a real plus, he added.

Professor Griffith said he thought that overall there have been positive developments with respect to the various Public Policy programs, but he saw a longstanding problem now worsening. The Philosophy Department offers its sole graduate program in philosophy through a Masters in Philosophy/Social Policy. As one who teaches in this program, Professor Griffith said he is increasingly struck by the numbers of new students coming to these programs, and unfortunately, library resources are simply not as available as they should be. While he said he has arranged for students to use the Burns (Law) Library, the University needs to think hard about trying to provide more library resources for the increasing numbers of quite able students who are being recruited. University Librarian Jack Siggins commented that the latest budget allocation seems to indicate that funds will be applied directly to the Public Policy programs, in response to the need cited by Professor Griffith, which he acknowledged.

## GENERAL BUSINESS

### I. NOMINATION FOR ELECTION TO THE NOMINATING COMMITTEE

Professor Lilien Robinson moved the nominations of the following faculty members to serve on the Nominating Committee for the 2004-05 Faculty Senate Executive Committee: Professor Gary L. Simon (SMHS), Convener; Professors Mary M. Cheh (GWLS), Kurt J. Darr (SPHHS), Salvatore F. Divita (SB), Robert J. Harrington (SEAS), Sylvia A. Marotta (GSEHD), Joseph Pelzman (ESIA), and Lilien F. Robinson (CCAS). The entire slate was approved.

### II. REPORT OF THE EXECUTIVE COMMITTEE

Professor Robinson presented the Report of the Executive Committee, which is enclosed.

## BRIEF STATEMENTS (AND QUESTIONS)

Professor Griffith announced that the Fiscal Planning and Budgeting Committee, which he chairs, has been working hard to assemble its Report on the FY '04 budgets, which will include an explanation of the fixed tuition plan along with the usual discussion of revenue, debt, and debt to endowment ratios, and so forth. He added that he hoped that this Report would be finished in time for it to be circulated with the call for the April Senate meeting, and he urged faculty to review it before the meeting if they could.

Professor Cordes asked Vice President Lehman when the expected Report on Doctoral Programs would be available. Vice President Lehman responded that it would probably be released in late April or early May, as all of the required meetings with the individual Deans could not be scheduled so as to produce the Report in March, as expected.

Professor Griffith asked if the Senate would see the Report on the Strategic Plan for the University Honors Program. Vice President Lehman responded that interviews with many students, faculty, and department chairs have already been conducted, and this Report is also well on its way to completion.

Professor Wirtz said that it has recently come to his attention that Presidential Merit Scholarships for doctoral students are apparently awarded centrally without any coordination with the individual Schools or the administration representatives in the Schools who coordinate Doctoral programs. Vice President Lehman responded that this program consists of centrally managed special graduate student support packages targeted to faculty who are research active and have the potential of supporting students in various ways, such as through mentoring. These awards are associated either with signature programs identified in the Strategic Planning Process or with doctoral programs to be identified for increased investment because they will be viewed as programs that will enhance the prestige and reputation of the University. While deans have been involved in different ways, through serving on committees where recommendations were made, as these students who are currently occupying the slots leave the University, the responsibility for recruiting outstanding students will fall on specific faculty. A major reason for this is that these awards are very attractive, having a very high stipend and no work requirement associated with them.

Professor Wirtz then said that it was his view that it is a fundamental prerogative of the faculty to guide the direction of doctoral programs in a School, and that keeping both the deans and the faculty "out of the loop" from the decision making process in something as important as this seemed to him to be inconsistent with a coherent doctoral policy. He added that he would encourage the administration to reconsider whether or not it was wise to operate in this manner, or to bring the Schools into the process as part of a coordinated effort. Vice President Lehman then observed that leaving these decisions (in many cases) to doctoral programs in the Schools had not led to the recruitment of the very best graduate students, and the phase-in of the process now used had been underway for some two or three years in order to better utilize the University's limited resources in the area of graduate student support. Vice President Lehman then recapped information previously supplied to the Senate on the substantial increase in funds made available for graduate student support. These additional monies have already made it possible, he added, for the University to achieve its first strategic academic goal, which was to ensure that a minimum individual stipend of \$15,000 be made available for graduate student support. The overall objective is for the University to target the top programs and allocate additional resources to these in order to advance its Strategic Plan.

Professor Gupta asked if faculty should approach the administration to apply for these programs, or if the administration identified the faculty for them. Vice President Lehman responded that presently, the awards are allocated based on the ranking of different programs in the competitions that have been conducted.

#### ADJOURNMENT

There being no further business before the Senate, a motion to adjourn was made and seconded. The meeting was adjourned at 4:28 p.m.

Dennis L. Geyer  
Dennis L. Geyer  
Secretary

## **A TRIBUTE TO THE MEMORY OF DAVID LYNN ATKINS**

It is with deep sorrow that the George Washington University makes record of the death on January 30, 2004, of David Lynn Atkins, Professor Emeritus of Biology.

A native of Wichita Falls, Texas, Professor Atkins received his B.A. in 1957 from the University of Texas, an M.A. in comparative neurobiology from East Texas State University in 1963, and a Ph.D. in neurobiology from Texas A&M University in 1970. He also served in the Army Medical Corps from 1959 to 1961.

Professor Atkins joined The George Washington University's Department of Biological Sciences in September, 1970, as an Assistant Professor. He was promoted to Associate Professor and granted tenure in 1974, and promoted to Professor in 1979. He served as Interim Chair of the Department of Biological Sciences in 1985. Professor Atkins served on a number of departmental and college committees, especially those focusing directly on student interests, and in 1975 he was a member of the Faculty Senate. In 1999 he retired from the university and was named Professor Emeritus. He continued to teach part-time through 2000.

During his tenure at The George Washington University Professor Atkins taught comparative anatomy and neuroanatomy. He was a highly effective teacher, beloved by his undergraduate and graduate students alike. His research dealt with the comparative anatomy of various brain structures in different vertebrate groups. Over the years he wrote scientific articles and contributed a chapter to a book about wolves. He was known for his sharp intellect and wit and will be greatly missed by his colleagues in Biology.

Be it resolved that these remarks be incorporated in the minutes of the Senate, and a copy sent to Professor Atkins's beloved wife Normandie.

Randall Packer  
Professor of Biology

March 12, 2004

## **A TRIBUTE IN MEMORY OF STEFAN OTTO SCHIFF**

**Born in Braunschweig, Germany, Stefan Otto Schiff came to the United States at the age of ten. He completed secondary school in Marion, Virginia. In 1952 he received his B.S. degree from Roanoke College and his Ph.D. in zoology and radiation biology in 1964 from the University of Tennessee, Knoxville.**

**In 1964 he joined The George Washington University faculty in the Department of Biological Sciences, which he chaired during a ten-year period of growth and expansion, from 1977 until 1987. A highly effective and innovative administrator, dedicated to academic excellence, he co-founded the University's graduate genetics program in 1970. He directed the program for 16 years.**

**A superb teacher, intellectually challenging and engaging, Professor Schiff was equally effective teaching graduate and undergraduate students. Generations of students confirmed his singular pedagogical talents by selecting his introductory Biology course to fulfill their science requirement. Even after his retirement in 1995, he continued to teach his much-lauded course on a part-time basis until 2000.**

**Professor Schiff provided a remarkable level of service to the University through his work in Columbian College, numerous University committees and task forces, and on the Faculty Senate. Setting a record at the time of his retirement, he served continuously for twenty-three years on the Faculty Senate. He was a member of the Executive Committee for three years and served as Chair of the Educational Policy Committee for nine years, Chair of the Athletics and Recreation Committee for five years, one year as Chair of the Student Financial Aid Committee, and Chair of the Committee on Administrative Matters as They Affect the Faculty for one year. Additionally, he was the Co-Chair of the Joint Committee of Faculty and Students for five years. Colleagues who had the honor and pleasure of working with him inevitably recognized and admired his independence of spirit, integrity, and perseverance in support and defense of the highest principles of the academy. As much appreciated was Professor Schiff's self-effacing manner and quick wit.**

**Professor Schiff was beloved by generations of students to whom he succeeded in conveying his intellectual curiosity and love of learning as well as a remarkable level of personal concern. His many colleagues throughout the University held him in the highest esteem, recognizing the enduring impact of his contributions, professional and personal.**

**I ask that these remarks be made part of the record and that, with the heartfelt sympathies of his many friends at The George Washington University, a copy be forwarded to Professor Schiff's family.**

**Lilien Filipovitch Robinson  
Chair, Executive Committee  
Faculty Senate**

**March 12, 2004**

## **A RESOLUTION TO AMEND THE POLICY ON SCIENTIFIC MISCONDUCT (03/8)**

**WHEREAS,** The George Washington University has a responsibility to itself and to the federal government and other sponsors of its research to promote and conform to the highest standards of ethical scientific conduct; and

**WHEREAS,** the Office of Research Integrity (ORI) of the Department of Health and Human Services undertook a review of the University's "Misconduct in Research Policy" dated February 8, 1991 (amended to agree with Faculty Senate Resolution (90/11) passed February 8, 1991) and determined that the policy does not comply with federal regulation (42 CFR Part 50, Subpart A) and that, in order to remain eligible for PHS funding, the University would need to revise its administrative policy for handling allegations of scientific misconduct within 30 days; and

**WHEREAS,** a new policy patterned closely after ORI's model policy was submitted to ORI in November, 2003, with the understanding that it still needed to be approved within the University; and

**WHEREAS,** ORI responded that the revised policy was an appropriate response and offered only minor changes, which have been incorporated in the draft; **NOW, THEREFORE**

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


That the Faculty Senate supports the proposed policy, "The George Washington University Policy and Procedures Regarding Allegations of Scientific Misconduct," to be adopted as an Interim Policy, replacing the existing Policy, until reported favorably by the Faculty Senate Committee on Professional Ethics and Academic Freedom, with a target reporting date of the May, 2004 Faculty Senate Meeting.

Further, until such time as the position of the Associate Vice President for Health Research (AVPHR) is filled, the Vice President for Health Affairs shall be designated to carry out the responsibilities assigned to the AVPHR under the Policy.

In addition, all references to the Assistant Vice President for Research Compliance and Technology Transfer on pages 5 through 18 of the Policy and on page 1 of the flow chart appended to the Policy shall be deleted.


Faculty Senate Committee on Research  
February 6, 2004

Adopted, as amended, March 12, 2004



**College of Professional Studies**

Faculty Senate  
March 12, 2004



# The College of Professional Studies

**Mission**

The College of Professional Studies' mission is to solidify, strengthen, and strategically expand graduate professional education including programs that meet the needs of mid-career and continuous learning audiences.

*( Goal 2 of the University's Strategic Plan for Academic Excellence )*

Through the continuing establishment of partnerships with industry, government, and other entities, the University will increase its responsiveness to the needs of the external community and offer new state-of-the-field programs co-designed with clients in response to identified educational needs.

2



# Strategic Intention

CPS has three strategies to expand professional education to meet the needs of mid-career and continuous learning audiences:

- Introduce or expand open-enrollment programs from the University's main campus to locations convenient for working professionals
- Contract with area organizations for the delivery of existing GW programs at a site preferred by the client organization
- Co-design customized new certificate or degree programs (undergraduate or graduate) through GW's College of Professional Studies

3



# Open Enrollment

4



# Schools and Programs

School and Program	VA Campus	DC			VA					MD		Other	
	VA Campus	K St	Hall of States	Shakespeare	Hampton Roads	VA Beach	Richmond	Alexandria	Arlington	Tysons	Naval Acad	Southern MD	Distance
<b>Columbian College of Arts and Sciences (CCAS)</b>													
M.F.A. Classical Acting				X									
M.A. Legislative Affairs		X											
M.A. Criminal Justice								X					
M.A. Organizational Sciences								X					
M.A. Telecommunication								X					
Graduate Certificate Organizational Sciences								X					
Graduate Certificate Political Action Committees (PAC's)		X											
Graduate Certificate Computer Fraud Investigation								X					
Graduate Certificate Security Management								X					
Graduate Certificate Leadership Coaching								X					
Graduate Certificate Telecommunication and National Security								X					
Graduate Certificate Survey Design and Data Analysis							X						
Undergraduate Courses - NC-PACE													X
<b>School of Business</b>													
MBA	X	X						X					
Information Systems Technology (MS IST)	X							X					
Accelerated Master of Tourism Administration								X					X
Master of Science in Project Management													X
Graduate Certificate Airline Management								X					



# Schools and Programs

School and Program	VA Campus	DC			VA					MD		Other	
	VA Campus	K St	Hall of States	Shakespeare	Hampton Roads	VA Beach	Richmond	Alexandria	Arlington	Tysons	Naval Acad	Southern MD	Distance
<b>Graduate School of Education &amp; Human Development (GSEHD)</b>													
M.A. in Ed & H.D. Educational Leadership and Administration					X	X	X	X					
Ed.S. Educational Leadership and Administration					X	X	X	X					
M.A. in Ed & H.D. Educational Technology Leadership							X	X					
M.A. in Ed & H.D. Human Resource Development					X		X	X					
M.A. in Ed & H.D. School Counseling								X					
M.Ed. Secondary Education Preparation for Initial Teaching Licensure									X				
M.A. in Ed & H.D. and Ed.S.													
Ed.D. Educational Administration and Policy Studies					X			X					
Ed.D. Higher Education Administration	X				X								
Ed.D. Human Resource Development	X												



# Schools and Programs

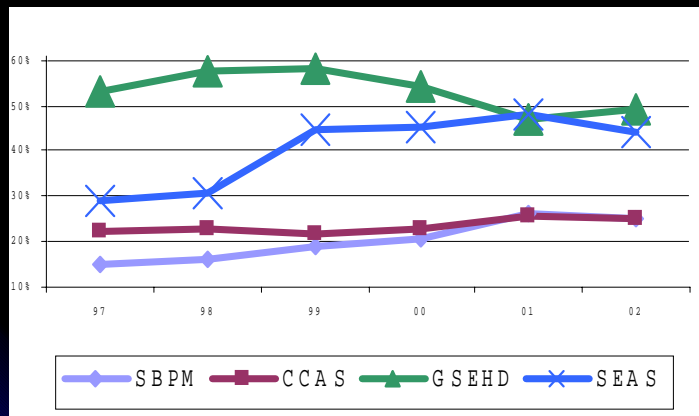
School and Program	VA Campus	DC			VA						MD		Other
	VA Campus	K St.	Hall of States	Shakespeare	Hampton Roads	VA Beach	Richmond	Alexandria	Arlington	Tysons	Naval Acad	Southern MD	Distance
<b>School of Engineering and Applied Science (SEAS)</b>													
M.S. and M.E.M Engineering Management	X					X		X	X				
M.E.M Engineering Management						X							
M.S. Systems Engineering	X												
M.S. Telecommunications and Computers	X							X					
M.S. Electrical Engineering	X												
D.Sc. / M.S. Computer Engineering	X												
D.Sc. / M.S. Computer Science	X												
D.Sc. / M.S. Civil & Environmental Engineering	X												
Graduate Certificate Information Security Management								X					
Graduate Certificate Knowledge Management								X	X				
Graduate Certificate Crisis and Emergency Management								X					
Graduate Certificate Engineering and Technology Management								X	X				
Graduate Certificate Wireless & Mobile Networks	X												
Certificate Computer Security & Info Assurance	X												



# Master's / Certificate Students

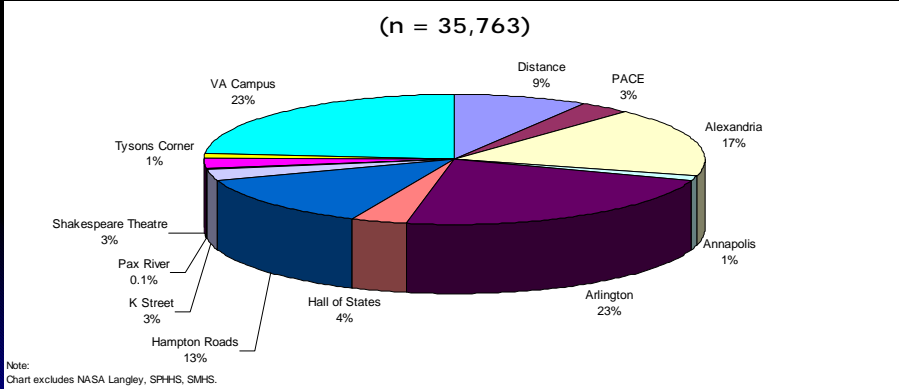
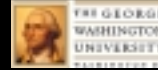
as % of School Total  
Off-Campus

(locations other than Foggy Bottom and VA Campus)

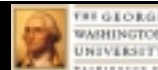


Business    Arts & Sciences    Education    Engineering

# Open Enrollment Outside Foggy Bottom Credit Hours by Site AY 02 – 03



# Contracts



# Contracts

## AY02 - 03

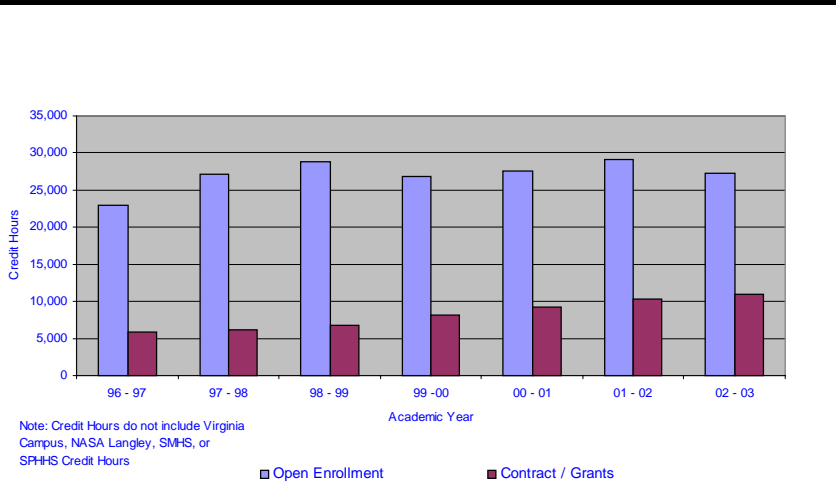


School	Client	Program	Site	Cr Hrs		Percent of Contract Total
				AY02 - 03		
CCAS	US Air Force	Org Sci - Cert & MA Org Mgt	Arlington		939	
	US Navy	Org Sci - MA Org Mgt	Arlington		564	
	Total CCAS				1,503	14%
GSEHD	US Navy	Cert - Leadership Development	Hampton Roads		144	
	CJS	MA Ed & HD - Indiv Pgm	CJS		198	
	DC	Secondary Ed	DC Schools		1,371	
	MD	Secondary Ed	MD Schools		1,308	
	VA	Secondary Ed	VA Schools		1,468	
	Singapore	MA Ed & HD - HRD	Singapore		264	
Total GSEHD				4,753	43%	
SBPM	SAIC	AMBA	SAIC		621	
	NTU	MS Project Management	NTU - Distance		62	
	Total SBPM				683	6%
SEAS	Bogazici U.	MS Telecom & Computers	Bogazici U.		528	
	DoD	MS Telecom & Computers	DoD		621	
	LMC	Sys Engr - Cert & Masters	LMC		345	
	NIMA	Sys Engr - Cert & Masters	NIMA		621	
	NSWC	Sys Engr - Cert	NSWC		207	
	Orbital Sciences	Sys Engr - Cert & Masters	Orbital Sciences		99	
	SAIC	Sys Engr - Cert & Masters	SAIC		939	
	Taiwan Air Force	Sys Engr - Masters	Taiwan		561	
	Taiwan	Sys Engr - Masters	Taiwan		81	
	Total SEAS				4,002	37%
Total Contracts			Total Contracts	10,941	100%	

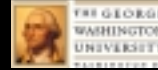
# Off-Campus Credit Hours

## Open Enrollment & Contract

### 1996 - 2003



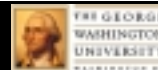
# Off-Campus Financial Contributions FY 03



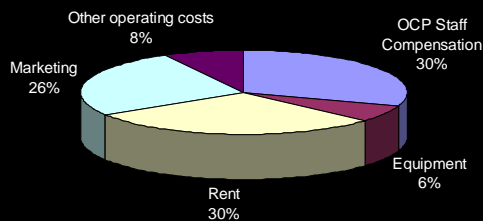
<i>School</i>	<i>Revenues</i>	<i>Contribution</i>	<i>Gross Margin %</i>
<b>GSEHD*</b>	4,274,704	1,955,032	46%
<b>SEAS</b>	3,992,646	2,526,498	63%
<b>CCAS</b>	3,430,381	1,157,731	34%
<b>SBPM</b>	5,325,875	1,978,479	37%
	17,023,606	7,617,740	45%

*\*Excludes grant related programs*

# Off-Campus Administrative Costs FY03



Total = \$4,510,819





# Co-design customized curricula



## College of Professional Studies Co-design of Customized Curricula with Organizations

### CPS Capacity and the Benefit for Partner Organizations

CPS Features	Client Benefit
Co-develops customized curricula addressing industry-specific professional competencies	Ability to meet specialized needs Active participant in the design of curricula
Draws expertise from throughout the entire GW community of experts (and beyond) to develop interdisciplinary programs to meet enduring and emerging needs	Access to innovative combinations of course work from multiple departments and schools
Modularizes curricula for the most meaningful learning structure	Allows for the delivery of content in units other than conventional 3 credit/14 week course

# College of Professional Studies

## Co-design of Customized Curricula with Organizations



### CPS Capacity and the Benefit for Partner Organizations

CPS Features	Client Benefit
Grants undergraduate and graduate certificates as free-standing bodies of knowledge or for integration with other course work constituting academic degrees	Client organizations may address competency requirements in more focused, smaller units. Offer employees access to GW credential at either certificate or degree level
Flexible delivery formats including technically mediated instruction	Client has multi-modal access to curricular content – on site, GW classroom based, distance learning or blended
Accommodates client organization's scheduling needs	Client maximizes workforce efficiency and participating students can more easily balance work and school

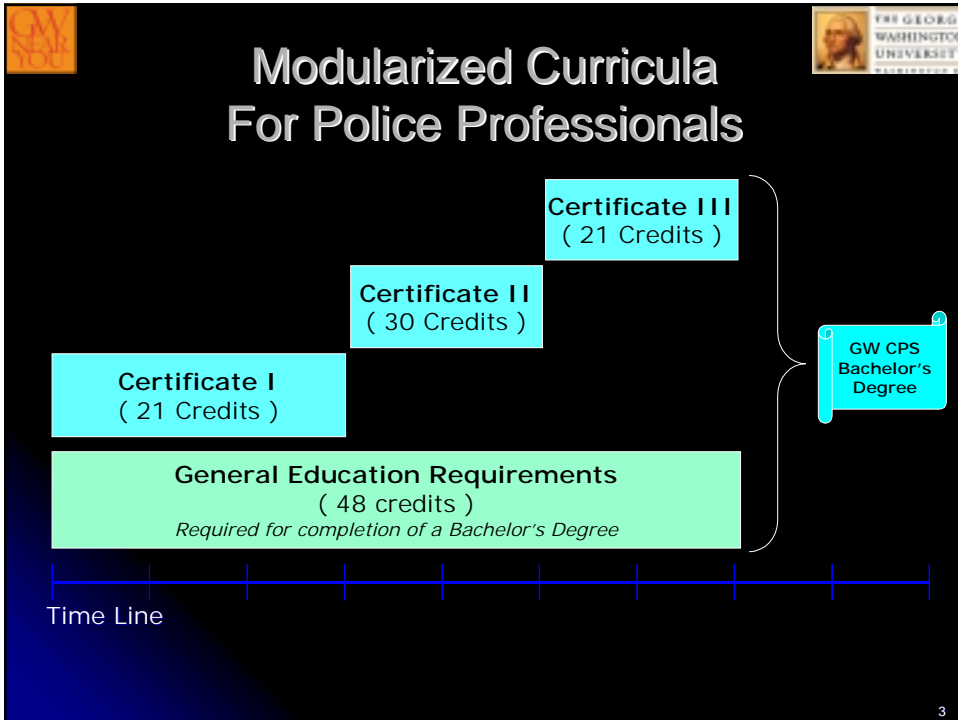
1

### CPS – Client/Partner Co-designed Program Initiatives



Client/Partner	Program	Status
DC Area Police Transit, Capitol, DC, UPD	<b>Police Science</b> Undergraduate Certificates, Associate's & Bachelor's	Approved by CPS Dean's Council
VA Tech School of Landscape Architecture	<b>Landscape Design</b> Graduate Certificate	MOU signed Approved/ launched Fall 03
Hildebrandt International and GW Center for Law Firm Strategy & Management	<b>Leadership &amp; Management in Professional Service</b> (Law Firm Management) Graduate Certificates & Master's	MOU signed Curriculum in design Market assessment underway
DC Hospitality Industry & SB Department of Tourism Administration	<b>Hospitality Management</b> Undergraduate Certificate and Degree	Under discussion
Federal CIO Agencies & USDA Graduate School	<b>Information Technology Professional</b> Undergraduate Certificate and Degree	Concept approved by Dean's Council Market assessment underway
Professional Psychology, Counseling, Health Policy & Medical Center	<b>Dual Diagnosis</b> (co-occurring mental illness & substance abuse) Graduate Certificate or Degree	CGs Planning grant 1 of 4 foundation grants awarded from Ford or Sloan
National Center for State Courts & GW Law School	<b>Judicial Administration</b> Graduate Certificate or Degree	Curriculum in design MOU under review Market assessment underway

2



**College of Professional Studies**  
CPS Curricular Development with Partner Organizations

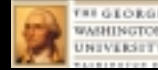
**Certificate II: Strategic Procedures for Police Professionals (30 cr. hrs.)**

Ethics in Law Enforcement (2 crs.)	Deviance and Control (3 crs.)
Conflict Management (1 cr.)	Transnational Security (2 crs.)
Strategic Planning for Organizational Change (1 cr.)	Emergency Public Health (2 crs.)
Crisis, Emergency, and Risk Management (3 crs.)	Weapons of Mass Destruction (1 cr.)
Evidence and Courtroom Procedures (2 crs.)	Civil Disobedience (2 cr.)
Physical Security (2 crs.)	Psychology of Crime and Violence (3 crs.)
Violence and the Family (3 crs.)	Youth and Delinquency (3 crs.)

4



## Items for Consideration As We Evolve



Customization and standard requirements

Co-designing and co-developing

Resources for delivery development

Capacities of faculty resources

Repetitive use makes more sense

Portability of customized credentials

5



## Conclusions



New curricula addressing professional competency requirements must be developed in the context of curricular joint ventures (partnerships)

Customization, modularization and rigorous program assessment are keys to a successful curriculum

Sound business practices are essential for successful partnerships

6

**COLLEGE OF PROFESSIONAL STUDIES  
2002-2003**

**REPORT TO THE FACULTY SENATE**

**by**

**Donald R. Lehman**

**Executive Vice President for Academic Affairs**

**The George Washington University**

**Washington, DC 20052**

**March 12, 2004**

# 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. A dean search began in the spring of 2001 and was completed in Fall 2001. This Report to the Faculty Senate presents an overview of the College's continued development during its second year of operation.

The University's strategic plan for academic excellence makes explicit reference to programming for mid-career and continuous learning audiences (Goal 2). The College of Professional Studies has enhanced GW's ability to deliver programming for those audiences, through its mandate to create market-responsive, customized certificate and degree programs.

## ACADEMIC PROGRAMS

The College launched its first program in Fall 2003, a graduate certificate in Landscape Design. This program was converted from a non-credit program that GW has offered for 30 years through the Center for Professional Development and its predecessors. It was already a rigorous program that was recognized by Virginia Polytechnic Institute (VPI)'s School of Architecture as satisfying the first year of coursework in that school's three-year Master of Landscape Architecture program. By converting it to a graduate certificate, CPS gave students the option of transferring the coursework to other universities in addition to VPI, and increased GW's tuition revenue generated per student. Current students who had completed half of the program or less were given the option of transferring to the credit program or remaining in the non-credit program with a maximum of two years to complete the certificate in non-credit status. In Fall 2003, 94 students enrolled in the credit program generating 288 course registrations. Approximately 40 of those students had previously been students in the non-credit program and transferred, while about 60 students elected to remain in non-credit status.

Also approved by the Dean's Council was an accelerated master's degree in Space Systems. This was developed for Aero Astro Systems to be delivered under contract. There was a delay in the client's receipt of expected funding and so the program is on hold for an indefinite period and will not be forwarded to the EVPAA for approval until a client commitment is available.

Most recently, CPS has developed three undergraduate certificates, an associate's degree, and a bachelor's degree in Police Science. These programs were the result of discussions with local

law enforcement agencies that actually began several years ago, but at that time there were institutional obstacles to the development of customized programs that have largely been overcome by the creation of CPS. Two local law enforcement agencies, the Capitol Police and Transit Police, participated in the design of the program by convening focus groups of the officers who would potentially be students in the program and their supervisors. The program is now in the final stages of curriculum review and approval.

Other academic programs that are still in preliminary stages of consideration and development are outlined below in the “Client Relations” section.

## **GOVERNANCE**

### **Dean’s Council**

The Dean’s Council has met, as agreed during its first year, once per month from September through May. The current membership list is attached as Appendix A.

The major official actions taken by the Dean’s Council since last year’s report included approval of the programs noted above, and approval of the transfer of the Center for Excellence in Municipal Management from the School of Business to CPS. (This transfer is still awaiting approval in Academic Affairs.) The Council also continued discussions begun last year on the subjects of non-tenure-track faculty, and various university policies as they apply to non-traditional students.

### **Strategic Plan**

CPS adopted the following goals for FY04:

1. Provide customized curricular solutions co-designed with client organizations to address industry-specific competencies.
2. Grow revenue profitably.
3. Establish and enhance effective organizational partnerships.
4. Strengthen CPS capacity for business and curricular development.
5. Strengthen CPS infrastructure to provide high-quality, effective and efficient business services.

Appendix B is a document indicating how these goals of CPS contribute to GW’s Strategic Plan for Academic Excellence.

## **COLLEGE ADMINISTRATION**

### **Financials**

The budget office’s FY03 closeout report on the College of Professional Studies is attached as Appendix C. There was a net surplus relative to budget of \$29,726, excluding compensation savings from position vacancies of \$124,273. In addition, a summary of off-campus programs

supported by CPS is included, although the budget office now reports the performance of these programs within their respective schools.

### **Off-Campus Programs**

CPS continued to manage three off-campus centers, in Alexandria, Arlington, and Newport News. The financial results of programs housed at these centers are summarized in Appendix C. This report was prepared by CPS staff since the university's financial reports include the financial results of these programs in the reports of their respective schools and the university does not issue a report for off-campus programs considered as a group.

A major change that took place this year with respect to off-campus programs was the discontinuation in January 2004 of the marketing contract with GWSolutions and the resumption of the marketing function by CPS. There had been some problems in the way marketing was handled by GWSolutions and it is hoped that by resuming that responsibility CPS can reverse the enrollment decline that some off-campus programs have experienced. In the coming year, the major change to be considered regarding these programs will be a decision about the location of the Alexandria Center which GW has occupied for ten years; the lease for the current space expires in August of 2005.

### **CLIENT/PARTNER RELATIONS**

Over the past year CPS has continued or opened discussions 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.

*Hildebrandt Institute* CPS was approached by the Hildebrandt Institute, a leading consulting firm in law firm management, about the possibility of offering credit programs in law firm leadership or management. GW's Law School and the Center for Law Firm Strategy and Management in the Department of Public Administration have also participated in these discussions along with CPS. An MOU was signed in December 2003 regarding these programs as well as research and conference co-sponsorship. Hildebrandt and CPS are conducting focus groups this spring with members of the major association of law firm managers to assess the demand for degrees in this field and to begin formulating the curriculum content. This program offers the potential to be expanded into the area of professional services management.

*National Center for State Courts (NCSC)* GW's Law School, and the National Center for State Courts, believe there is a market for a customized master's degree in court or judicial management. The current thinking is that CPS will create the degree, with substantial participation by the Law School in terms of curriculum development and faculty recruitment. A draft MOU with NCSC is under review.

*Council of Graduate Schools (CGS)* GW received small grants from the Sloan and Ford Foundations, both administered through CGS, to study the feasibility of developing Professional Master's degrees in the sciences, social sciences, and humanities. As these grants are designed

to encourage multidisciplinary, professionally-focused degrees, CPS was asked by the Office of Academic Affairs to coordinate the grant submission and the resulting feasibility study. GW received grants to assess programs in the areas of Museums and Social Service; Fine and Decorative Arts Appraisal; Dual Diagnosis (co-occurring mental illness and substance abuse); and Financial Mathematics.

Graduate School (GS), US Department of Agriculture (USDA). CPS and GWSolutions began work last year on an initiative with the USDA-GS to provide thousands of government employees with a career management tool that will allow them to assess their 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 their 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, ultimately leading to a certificate, Bachelor's or Master's degree. Currently CPS and USDA-GS are assessing demand for the product in a number of federal agencies.

Navy Fleet Information Warfare Center (FIWC). Last year CPS developed an undergraduate degree completion and a graduate degree initiative for the FIWC, a command established in 2002 which is responsible for network operations and security. 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. CPS is awaiting issuance of an RFP by the Navy in order to further pursue this opportunity.

GW's Institute for Crisis, Disaster and Risk Management has approached CPS with the desire to offer a graduate certificate in Homeland Security. The 18-credit-hour certificate would require two new courses to be developed and offered by CPS, and four elective courses chosen from among GW's many existing courses in diverse fields related to homeland security such as information systems, physical security, security policy and analysis, and public health. This program has been discussed with the CPS Dean's Council but is still in the development phase and a formal proposal has not been submitted for approval yet.

GW's School of Business—Department of Tourism and Hospitality Management has proposed a new academic initiative, encompassing several possible degree or certificate programs, in the area of urban hospitality management, in which CPS would participate.

## 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
Cushman, Chuck	cushmanc@gwu.edu	MPA	Room 401
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 <sup>th</sup> Floor
Marotta, Sylvia	syl@gwu.edu	2134 G Street, NW	Room 326
Shotel, Jay	jshotel@gwu.edu	2134 G Street, NW	Room 428
Southby, Richard	sphrfs@gwumc.edu	Ross Hall	Room 106B
Sterling, Chris ( <b>Chair</b> )	chriss@gwu.edu	805 21st Street, NW	4 <sup>th</sup> Floor
Williams, Larry	lrw@gwu.edu	Monroe Hall	Room 403B
Winslow, Erik	erikkw@gwu.edu	Monroe Hall	Room 403

## **APPENDIX B**

GW Strategic Plan for Academic Excellence

Strategies and Metrics Adopted by the  
College of Professional Studies

August 20, 2003

## Goal 1

***Move GW solidly into the ranks of the first-tier educational institutions through quality undergraduate education and selected top-ranked graduate programs, especially at the doctoral level.***

### Objective 1A

**Enhance challenge, discovery, and quality in undergraduate education.**

#### **STRATEGIES:**

- Ensure that all students acquire proficiency in information technology appropriate for their discipline. (CPS)
- Examine and improve the coherence, integration, and progression of subject knowledge in all undergraduate programs to maximize student learning and academic challenge. (CPS)
- Improve the quality of academic advising for GW students by increasing student contact with faculty and professional advisors and by making greater use of advising technology such as the degree audit. (CPS)

#### **METRICS:**

- Rating of “intellectual challenge in your major” from item on GW Graduating Senior Survey. (CPS)
- Student satisfaction with “overall quality of education” from item on GW Graduating Senior Survey. (CPS)
- Student satisfaction with “major advising” from item on GW Graduating Senior Survey. (CPS)

## Objective 1B

### **Promote selective excellence and greater visibility of GW graduate education programs.**

#### **STRATEGIES:**

- Recruit, retain, and graduate highly-qualified graduate students. (CPS/OCP)
- Provide graduate students with a challenging learning environment, faculty mentoring for teaching and research, and skilled advising for career development. (CPS/OCP)
- Increase the number of graduate programs offered on the Virginia campus. (CPS/OCP)
- Conduct a comprehensive marketing initiative for GW's graduate programs to increase student applications and student selectivity. (OCP)

#### **METRICS:**

- Graduate student recruitment success by school and program (number of commits/number of admits). (CPS/OCP)
- Rating of “intellectual quality of the faculty” from item on GW Graduate Student Graduation Survey. (CPS)
- Rating of “overall quality of academic experience at GW” from item on GW Graduate Student Graduation Survey. (CPS)
- Rating of “quality of advising regarding career options and plans” from item on GW Graduate Student Graduation Survey. (CPS)

## Objective 1C

### **Selectively invest in academic areas with the potential to become GW's “signature programs” through their contributions to academic excellence, intellectual distinction, competitive advantage, and University prestige.**

CPS does not expect to make a significant contribution because the areas identified are housed within other schools.

## Goal 2

***Solidify, strengthen, and strategically expand graduate professional education including programs that meet the needs of mid-career and continuous learning audiences.***

### **STRATEGIES:**

- Strengthen excellent and promising professional graduate programs that address vital national issues, workforce training needs, and market opportunities. (CPS/OCP)
- Expand strategic alliances and partnerships with Washington-area business, government, non-profit, and K—12 educational institutions so that these agencies will turn to GW as the educator of choice for programs to benefit working professionals. (CPS/OCP)
- Encourage collaborative partnerships between the GW schools and the College of Professional Studies and GW Solutions to develop new programs. (CPS/OCP)
- Create professional master's, certificate, and continuing education programs that target new markets of learners, capitalize on GW expertise, and support regional economic and community development. (CPS)
- Increase the use of distance learning models in targeted areas to address individual learning needs and high student demand for programs. (CPS)
- Provide customized professional programming and consulting services for government and private sector partners. (CPS)

### **METRICS:**

- Student credit hours in professional *master's, certificate*, distance learning, and continuing education programs (measured separately). (CPS/OCP)
- Number of graduates of professional *master's, certificate*, distance learning, and continuing education programs (measured separately). (CPS/OCP)
- Number of *master's degree and for-credit/non-credit* offerings (including distance learning) that involve collaboration between CPS/GWS and a GW school. (CPS/OCP)
- Number of partnerships and curricular joint ventures with Washington area agencies in government, non-profit, educational, and business/industry sectors. (CPS)
- Number of professional *undergraduate, master's, certificate*, professional/executive development and consulting programs (measured separately). (CPS)

### Goal 3

***Move GW into the ranks of the top-tier research institutions through continued and enhanced facilitation of faculty scholarship and research growth.***

CPS does not expect to contribute significantly to this goal. It has no tenured faculty and is not authorized to offer doctoral programs which are necessary for high rankings in research.

### Goal 4

***Continue to develop a strong sense of community.***

CPS does not expect to contribute significantly to this goal as it has no faculty at this time and no programs at the Foggy Bottom campus.

### Goal 5

***Strengthen GW's infrastructure, including the University's libraries, technology resources, and business and service operations, to support excellence in the academic enterprise.***

#### Objective 5 A

**Strengthen the University's libraries to ensure the highest quality resources for undergraduate and graduate instruction, research, scholarship, and creative projects.**

#### **STRATEGIES:**

- Expand support for electronic access to important archives and journals. (CPS/OCP)
- Incorporate an assessment component in the delivery of all internal and external library services. (CPS/OCP)

#### **METRICS:**

- Graduate student satisfaction with "library resources" from item on GW Graduate Student Graduation Survey. (CPS/OCP)
- Undergraduate satisfaction with "library resources or holdings" from item on GW Graduating Senior Survey. (CPS)

## Objective 5B

### **Deliver new and expanded technology to all areas of the University.**

#### **STRATEGIES:**

- Prepare additional faculty members to effectively integrate information technology in their teaching, research, and service. (CPS/OCP)
- Equip an appropriate number of general purpose classrooms with state-of-the-art instructional technology to meet the needs of GW faculty. (OCP)

#### **METRICS:**

- Rating of satisfaction with computer facilities, services, and support from items on GW Graduating Senior Survey and GW Graduate Student Graduation Survey. (CPS/OCP)
- Number of general purpose technology-equipped classrooms available for computer-based and multimedia instruction each new academic year. (OCP)

## Objective 5C

### **Create top-performing business and service operations to support academic excellence.**

#### **STRATEGIES:**

- Enhance the professional and career development of GW staff through high-quality orientation, training, performance evaluation, and recognition and rewards programs. (CPS/OCP)
- Improve the skills of business and service managers through training in leadership, community-building, and creating an environment of accountability. (CPS/OCP)
- Maintain a first-class Web presence and portal technology for internal and external GW constituencies. (CPS/OCP)
- Maintain attractive, functional, well-equipped classrooms, laboratories, studios, student service offices, and other physical facilities to support established academic priorities. (OCP)

#### **METRICS:**

- Number of completed renovations of classrooms, laboratories, and other targeted facilities. (CPS/OCP)

## Goal 6

### *Maintain a strong financial base.*

**STRATEGIES:**

- Pursue multiple strategies for revenue generation, recognizing the value of income from external grants and contracts, new and expanded master's and noncredit programs, entrepreneurial activities, and gifts from alumni, friends, foundations, and corporate partners. (CPS/OCP)

**METRICS:**

- Annual revenue, including *tuition* and funds from sponsored research, fund raising, *contract* and entrepreneurial activities. (CPS/OCP)

## **APPENDIX C**

### **FY03 Final Budget Reports for the College of Professional Studies and Off-Campus Programs**

**Off-Campus budget performance**  
as of 7/10/03

	Revenues			Expenditures			Contribution		
	FY03 budget	06/30/03	Pct. Used	FY03 budget	06/30/03	Pct. Used	FY03 budget	06/30/03	Pct. Used
<b>GSEHD</b>									
160307 tuition remission				159,727	366,742	230%	(159,727)	(366,742)	230%
161601 College of Jewish Studies	43,000	42,750	99%	38,121	32,006	84%	4,879	10,744	220%
161602 GSEHD Off-campus (Grants Sec. Ed.)	950,044	1,982,689	209%	110,800	241,382	218%	839,244	1,741,307	207%
161603 Arlington Secondary Ed	406,788	530,032	130%	157,348	178,081	113%	249,440	351,951	141%
137204 Hampton HRD	299,243	284,802	95%	195,856	182,299	93%	103,387	102,503	99%
137207 Hampton EDD Ed. Admin. & Policy	390,744	455,519	117%	216,867	194,773	90%	173,877	260,746	150%
137208 Hampton EDD Higher Ed Leadership	386,456	378,289	98%	321,686	282,900	88%	64,770	95,389	147%
137209 Hampton Ed Admin & Supervision	633,073	841,065	133%	497,378	487,786	98%	135,695	353,279	260%
131403 Alex. GSEHD tuition remission				227,208	239,281	105%	(227,208)	(239,281)	105%
131404 Alex. School Counseling	405,480	384,343	95%	190,104	175,581	92%	215,376	208,762	97%
131406 Alex. HRD	450,160	445,944	99%	264,002	237,134	90%	186,158	208,810	112%
131408 Alex. Ed. Tech. Leadership	298,224	336,360	113%	169,926	151,565	89%	128,298	184,795	144%
131409 Alex. Ed Leadership Ma/EdD	593,243	575,600	97%	243,701	158,266	65%	349,542	417,334	119%
<b>Total GSEHD</b>	<b>4,856,455</b>	<b>6,257,393</b>	<b>129%</b>	<b>2,792,724</b>	<b>2,927,796</b>	<b>105%</b>	<b>2,063,731</b>	<b>3,329,597</b>	<b>161%</b>
<b>SEAS</b>									
175402 NSA Telecomms Ft. Meade	633,750	567,698	90%	200,633	220,292	110%	433,117	347,406	80%
175403 ECE Arlington	0	55,524		0	0		-	55,524	
175501 EMSE Tysons, Annapolis, Arl	1,205,020	987,705	82%	500,460	558,807	112%	704,560	428,898	61%
175502 EMSE contracts	1,017,710	1,294,952	127%	302,840	351,593	116%	714,870	943,359	132%
175503 ISEC Tysons, Alex., Arlington	0	179,304		0	410		-	178,894	
131401 Alex. EMSE	864,500	713,330	83%	276,667	162,393	59%	587,833	550,937	94%
131102 EMSE Fair Oaks	0	0		0	10		-	(10)	
137213 Hampton EMSE	409,104	240,663	59%	224,245	172,643	77%	184,859	68,020	37%
<b>Total SEAS</b>	<b>4,130,084</b>	<b>4,039,176</b>	<b>98%</b>	<b>1,504,845</b>	<b>1,466,148</b>	<b>97%</b>	<b>2,625,239</b>	<b>2,573,028</b>	<b>98%</b>
<b>CSAS</b>									
155601 Organizational Science	723,216	415,726	57%	395,794	504,370	127%	327,422	(88,644)	-27%
155602 Org Sci--Southern Md.	59,280	15,709	26%	29,383	15,122	51%	29,897	587	2%
155603 Org Sci--Navy contract	243,000	275,148	113%	239,621	210,807	88%	3,379	64,341	1904%
155501 Telecommunications Arlington	247,988	230,706	93%	220,132	171,363	78%	27,856	59,343	213%
137214 Security Mgt. Hampton	73,248	74,579	102%	36,894	24,137	65%	36,354	50,442	139%
150216 FORS Arlington/Leg. Aff./Survey Design	1,180,202	1,336,231	113%	552,906	611,762	111%	627,296	724,469	115%
155301 PACE	100,000	196,002	196%	57,116	46,211	81%	42,884	149,791	349%
155604 Air Force Contract--Arlington	518,400	495,280	96%	458,962	308,581	67%	59,438	186,699	314%
155401 Academy for Classical Acting	391,000	391,000	100%	367,951	380,297	103%	23,049	10,703	46%
<b>Total CSAS</b>	<b>3,536,334</b>	<b>3,430,381</b>	<b>97%</b>	<b>2,358,759</b>	<b>2,272,650</b>	<b>96%</b>	<b>1,177,575</b>	<b>1,157,731</b>	<b>98%</b>

<b>SBPM</b>									
141303 Project Mgt. Distance Ed	1,594,884	1,312,913	82%	1,029,012	694,673	68%	565,872	618,240	109%
141304 MIS Arlington	1,632,656	1,409,231	86%	938,615	1,065,108	113%	694,041	344,123	50%
131402 Alex. AMBA	889,140	772,785	87%	725,115	562,465	78%	164,025	210,320	128%
136503 AMBA at K Street	878,409	799,460	91%	575,417	443,907	77%	302,992	355,553	117%
140314 AMBA at SAIC contract	544,800	448,200	82%	356,145	124,755	35%	188,655	323,445	171%
137212 MTA Distance Ed	681,904	583,286	86%	503,310	456,488	91%	178,594	126,798	71%
<b>Total SBPM</b>	<b>6,221,793</b>	<b>5,325,875</b>	<b>86%</b>	<b>4,127,614</b>	<b>3,347,396</b>	<b>81%</b>	<b>2,094,179</b>	<b>1,978,479</b>	<b>94%</b>
<b>General Marketing/Administration</b>									
134101 Off-Campus Programs	0	144,438		1,903,283	2,066,081	109%	(1,903,283)	(1,921,643)	101%
133101 CPS Admin.	148,766	1,100	1%	671,930	619,765	92%	(523,164)	(618,665)	118%
130209 Library Svcs.				71,947	43,854	61%	(71,947)	(43,854)	61%
137201 Hampton	0	600		498,518	477,387	96%	(498,518)	(476,787)	96%
137101 Arlington				371,184	413,327	111%	(371,184)	(413,327)	111%
131101 Alexandria				318,620	206,879	65%	(318,620)	(206,879)	65%
622426 2029 K Street rent				94,000	68,000	72%	(94,000)	(68,000)	72%
622435 Arlington Rent				702,000	666,238	95%	(702,000)	(666,238)	95%
622429 Alex. Rent				338,000	301,802	89%	(338,000)	(301,802)	89%
622416 Hampton rent				294,000	266,939	91%	(294,000)	(266,939)	91%
<b>Total General Mktg/Admin</b>	<b>148,766</b>	<b>146,138</b>	<b>98%</b>	<b>5,263,482</b>	<b>5,130,272</b>	<b>97%</b>	<b>(5,114,716)</b>	<b>(4,984,134)</b>	<b>97%</b>
<b>Totals for CPS/Off-Campus Programs</b>	<b>18,893,432</b>	<b>19,198,963</b>	<b>102%</b>	<b>16,047,424</b>	<b>15,144,262</b>	<b>94%</b>	<b>2,846,008</b>	<b>4,054,701</b>	<b>142%</b>



**REPORT OF THE EXECUTIVE COMMITTEE**  
**Lilien F. Robinson, Chair**  
**March 12, 2004**

**ACTIONS OF THE EXECUTIVE COMMITTEE**

The Executive Committee referred the AAUP **Policy Statement on Contingent Appointments and the Academic Profession** to the Committees on Appointment, Salary, and Promotion Policies, and Professional Ethics and Academic Freedom, with the request that they form a joint subcommittee to consider a variety of issues pertaining to contract faculty and make recommendations, as appropriate.

The Executive Committee recommended appointment to a Task Force on Maternity Leave Policies of the following: Patricia Chu (Columbian College) as Chair, Donald Dew (Graduate School of Education and Human Development), Teresa Gabaldon (Law School), Carrie O'Neill (University Counsel's Office), and Annie Wooldridge (Academic Affairs). The Task Force will be appointed by Vice President Lehman.

The Executive Committee requested, via Vice President Lehman, that the administration provide an update on the safety of the University's drinking water.

**STATUS OF FACULTY PERSONNEL MATTERS**

There are still two faculty grievance cases, which originated in Columbian College, in process. The hearings have now been completed in one case, while the other case is still in the hearing stage.

**APRIL MEETING OF THE FACULTY SENATE**

The election of the Chair and the members of the Executive Committee for the 2004-05 session will take place at the April meeting of the Senate.

The Executive Committee anticipates that it will be placing three resolutions on the agenda for the April meeting. These are resolutions on the adoption of a revised professional evaluation of courses (Joint Committee of Faculty and Students); the roles of the recommending faculty, advisory school-wide personnel committees, and academic administrators in tenure and promotion cases (Committee on Professional Ethics and Academic Freedom); and library resources and acquisition policies (Committee on Libraries).

Vice President Lehman will present the annual report on Women Faculty and Faculty of Color at the April Senate meeting.

## **OTHER MATTERS**

**At its April meeting, the Executive Committee will prepare the list of nominees for membership on the Dispute Resolution Committee.**

**Please note that the annual photograph of the Senate will be taken at the April meeting.**

**The 2004 edition of the Faculty Code has now been distributed to the faculty. The Executive Committee extends sincere thanks to the Academic Editor, Judy Arkes, for her sound advice and invaluable assistance; to Doris Trone with respect to the cover design; and to Sue Campbell and Nina Posidelow for their work in providing the index, insertion of the changes, and supervision of the production.**

**The next meeting of the Executive Committee is scheduled for March 26<sup>th</sup>. Resolutions, reports, and items of business should reach the Executive Committee prior to that date.**