THE GEORGE WASHINGTON UNIVERSITY
Washington, DC

**MINUTES OF THE REGULAR FACULTY SENATE MEETING
HELD ON OCTOBER 13, 2017
AT 1957 E STREET NW/STATE ROOM**

Present: President LeBlanc, Provost Maltzman, Parliamentarian Charnovitz, and Registrar Amundson; Deans Dolling, Feuer, and Jeffries; Executive Committee Chair Marotta-Walters; Professors Agnew, Cline, Corry, Esseesy, Galston, Gutman, Harrington, Lewis, Lipscomb, Markus, McDonnell, Nau, Parsons, Pintz, Rohrbeck, Sarkar, Schumann, Sidawy, Tielsch, Wallace, Watkins, Wilson, and Wirtz.

Absent: Deans Akman, Brigety, Choudhury, Eskandarian, Goldman, Morant, and Vinson; Professors Agca, Briscoe, Bukrinsky, Cordes, Costello, Cottrol, Dickinson, Griesshammer, Khoury, McHugh, Pelzman, Price, Rehman, Roddis, Zara, and Zeman.

CALL TO ORDER

The meeting was called to order at 2:16 p.m.

APPROVAL OF THE MINUTES

The minutes of the September 8, 2017, Faculty Senate meeting were approved unanimously without comment.

REPORT: Joint Task Force on Online, Hybrid, and Off-Campus Programs (Professor Kurt Darr)

In his capacity as task force chair, Professor Darr presented the findings and recommendations of the Joint Task Force on Online, Hybrid, and Off-Campus Programs and thanked its members for their hard work. The task force was convened jointly by the Senate standing committees on Educational Policy (EdPol) and Professional Ethics and Academic Freedom (PEAF). The full report is attached; Professor Darr highlighted some findings and recommendations in particular.

Key Findings:
- There is no university-wide list of online, hybrid, and/or off-campus (OHOC) programs.
- There are no university-wide standard guidelines for establishing and monitoring these programs.
- As of February 2017, when the task force's report was finalized, there were approximately 70 OHOC programs (an exact number could not be determined) enrolling approximately 4200 students.
- Generally, faculty appear to be involved in approving and monitoring programs, but the extent of this involvement is unclear.
- The task force found that a large number of part-time, adjunct, and other non-full-time faculty are teaching students in online courses, including doctoral students.

- Some OHOC doctoral programs use non-full-time faculty to advise students, and the task force noted that SEAS online doctoral programs serve over have a very high candidate-to-advisor ratio.
- OHOC programs use a variety of third party vendors to assist in course delivery. There is no standard approach at GW, and vendors provide a wide variety of service support.
- Programs offered online may compete with programs offered on campus.
- The task force identified but couldn't quantify instances of cannibalization of on-campus programs.
- GW Diplomas and transcripts do not distinguish the mode of delivery of the educational experience.

Key Recommendations:
- The university should identify and administratively monitor OHOC programs.
- The university should review programs before they are offered, paying special attention to program overlap and duplication (currently, courses and programs approved for in-person instruction may be offered online without review by a department, dean, or academic editor).
- Schools must ensure that online programs described as identical to in-person programs have identical requirements.
- Diplomas and transcripts should designate the mode of delivery for courses and degree programs.
- The GW website should provide easier navigation to OHOC programs.
- OHOC programs should be subject to annual assessments of learning outcomes.
- As is the case with in-person programs, OHOC programs should undergo academic program reviews every five years.

Professor Galston asked what defines an off-campus program and how it is different from an online program. Professor Darr responded that off-campus is defined as university sites offering courses at locations other than Foggy Bottom (FB), the Mount Vernon Campus (MVC), and the Virginia Science and Technology Campus (VSTC). Professor Galston next inquired as to whether the report is a public document, noting that the Law School is discussing the development of an online program and would find the report useful. President LeBlanc responded that the report may be shared with the schools in their online program development activities.

Professor Sidawy asked whether any determination has been made about the relative popularity of online vs. in-person for identical programs. He noted that this information would be important in assessing the online cannibalization of in-person programs. Professor Darr responded that these data were not available but that, anecdotally, some programs are much more popular in the online form, likely due to the ability of students to complete coursework at home.

Provost Maltzman noted that the report is thoughtful and that the issue merits attention from the university. He confirmed the report's finding that the vast majority of online programs are at the Masters level. He noted that the world is changing, and students today require the flexibility online education offers due to professional and personal responsibilities. Online education is therefore a critical component of expanding the accessibility of higher education.

The Provost further noted that online education at GW is changing in many ways. At one point, there was an online program, but more and more students are taking courses in a combined online and in-person modality. Employing a variety of learning modalities is critical as students learn in different

ways. For GW to reach a wide variety of students and remain competitive, it must adapt to their learning requirements. He stressed that standards are important to both face-to-face and online courses and that many of these standards are the same (e.g., assessment of objectives, learning goals). He noted that some of the best teaching is happening online, as instructors adopt innovative and complex teaching methods.

He acknowledged that the report raises several important philosophical issues. In particular, the curriculum at GW is generally regulated at the local level. Once a school has articulated its program of study, departments and schools determine how that program is taught and do not desire over-involvement from the administration. In full agreement with the report, the Provost noted that all academic programs should be of the highest standard.

Finally, the Provost shared with the Senate that, on Monday (October 16), an organization dedicated to assessing online course offerings (Quality) will spend the day working with 25 School of Nursing (SON) faculty. Any interested Senate members are welcome to attend.

Professor Tielsch inquired about an apparent inconsistency between two recommendations in the report, asking why—if course standards are the same—a transcript or diploma notation should be made noting the mode of instructional delivery. He noted that the focus should be on ensuring that all education modalities are equivalent. Professor Darr responded that staffing for the online programs appears to be weighted more to part-time and adjunct faculty than to full-time faculty, which may affect the quality of the educational experience.

Professor Wilson noted that he has taught one online course for which most of the students reside nowhere near Washington, D.C., rendering possible cannibalization of the equivalent in-person course a moot point. He asked whether any of the issues under discussion affect the cap on students in the District. The Provost responded that online enrollments do not count against the on-campus credit hour cap. Professor Wilson further noted that, whatever adjustments emerge from the current work, existing programs shouldn't be cannibalized. Professor Darr responded that administrative oversight will assist with ensuring that unnecessary duplication of instruction doesn't occur.

Professor Parsons noted a troubling lack of data available to support concrete assumptions and recommendations. Professor Darr noted that the data the task force was able to collect is substantial and is available in the report's appendices. He noted that some individual program directors were, however, unwilling or unable to provide data on program activities.

Professor Wirtz spoke to the background of the report, noting that the task force originated from the collaboration of EdPol and PEAF. EdPol had received some anecdotal concerns about the quality of online programming at GW, and PEAF was brought into the discussion as it would necessarily contribute to the discussion on any proposed Faculty Code changes. He noted that EdPol received the report upon its finalization and discussed it with Professor Darr. Professor Wirtz noted that he then visited a number of stakeholders including the Online Committee, which represents administrators from various schools monitoring online degrees and programs. During these visits, he learned of many good things going on with online programs (including an incredible number of extremely good programs and courses being offered online at GW) and noted that this report shouldn't minimize that point. However, a considerable number of issues remain unaddressed—for example, an originally face-to-face course being able to be offered online without review via the new program process. Professor Wirtz reported that guidance from the Provost's office is anticipated with

regard to the specific recommendations contained within the report. A report from the Provost is expected in January, at which point EdPol will continue its work in this area.

Provost Maltzman confirmed that he is looking forward to providing a report to EdPol in January. He reiterated that courses offered both online and in-person should have the same goals and objectives, with the platform and methodologies the difference.

Professor Nau asked what the net contribution to revenues is from online programs and what their expected contribution is to GW's overall budget. Provost Maltzman stated that he would report back with a specific number, noting that online courses are typically more expensive to offer than face-to-face courses.

Professor Watkins asked Professor Wirtz whether PEAF's involvement is due to questions of academic freedom (e.g., a faculty member being free to determine the mode of course delivery). Professor Wirtz responded that this question is best directed to the PEAF chairs and that his concern as the EdPol chair is the anecdotal concern that whole programs and courses could be offered without the appropriate review and safeguards. Such a thing would not be permitted to happen in the face-to-face modality and isn't an appropriate situation for any GW academic program.

Professor Cline noted his unease at the reluctance of programs to provide enrollment figures. (Professor Darr clarified that this wasn't a problem for most programs but that some either couldn't or wouldn't provide this data to the task force.) He asked whether the sizable doctoral programs in the School of Engineering and Applied Science (SEAS) noted in the report are all online, all off-campus, or some combination of the two. He further asked whether the faculty oversight of the online doctoral students is typical for engineering schools or would be considered a problem in the national context.

Dean Dolling spoke to this question, noting that there are two online doctoral programs in SEAS—one offers a Ph.D. and requires a dissertation (120 students), the other offers a Doctor of Engineering and required a praxis (150 students). He noted that virtually all of these doctoral students are working professionals and commented that he has never seen a more demanding set of students. He reported hearing about any shortcomings immediately; many students are executives and hold very high expectations for their educational programs. Graduates include high-profile students such as Chris Scolese, Director of the NASA Goddard Research Center, as well as the Chief Technology Officer of the Center. Dean Dolling noted that SEAS often operates with cohort programs, working with a specific company and a group of 20-30 students at that location. The recent review of the Ph.D. program in Engineering Management yielded suggestions but found the program to be very strong. The Provost confirmed this, noting that the program review was done in two intensive pieces, one internal and one external.

The Provost noted that, generally, doctoral education is changing. Many students now pursue doctoral degrees that are, in a sense, professional doctoral degrees. This occurs across several of GW's schools. The Provost used his own field of political science as an example, noting that doctoral programs used to require dissertations, but many top programs now require three published articles in place of a dissertation.

Professor Marotta-Walters noted that, following meetings with both EdPol and PEAF, the determination was made that the report is foundational in nature and does not yet provide enough

foundation for a best-practices resolution. This is ultimately the direction in which the committees would like to proceed, but more work is needed. Today's input will be helpful for EdPol and PEAF, working in concert with Provost office, in developing a set of best practices and an eventual resolution for presentation to the Senate early in 2018.

Professor Lipscomb asked whether the two faculty members noted in the report as advising the SEAS doctoral students are the faculty running the program or the only teaching faculty for the program. Dean Dolling responded that the programs employ 75 adjunct faculty in addition to the on-campus full-time faculty. Professor Darr added that the report's point is that the advising faculty-student ratio is quite high. Professor Cline noted that this clarification is important; a smaller number of advising faculty is better than a smaller teaching number. Professor Darr responded that advising is critical at the dissertation level, and a high ratio is concerning. [In reviewing these minutes, Professor Cline corresponded that he had misheard Dean Dolling and in fact does have concerns about the small number of faculty advisors for so many doctoral students.]

President LeBlanc concluded the discussion by noting that today's discussion has raised many interesting questions. He added that this is simply the latest change in course delivery modality. More are inevitable as technology develops, and the university will need to be prepared for this eventuality.

REPORT: Space Development and Allocations (Deputy Provost Teresa Murphy)

Deputy Provost Murphy's update on the space allocations may be found in the attached presentation. She noted that these moves are complicated and disruptive to all and that she appreciates the cooperation from faculty and staff as moves are completed. She noted that most of the offices previously located in Old Main are now in swing space.

President LeBlanc noted that every university in Washington, D.C., is involved in the real estate business. GW monetizes some of its land footprint by leasing and building as it deems appropriate, bringing land in and out of the endowment based on whether it brings funds to the university. For example, GW owns the land under the Square 54 development, and that land is part of the GW endowment; the lease payment streams from these developments in turn pay for academic priorities. In the current contract for the development of 2100 Pennsylvania Avenue, the developer (Boston Properties) offered a better return to GW if the university included Rice Hall with the 2100 Pennsylvania Avenue land. While the campus plan dictates that GW may not expand into the blocks beyond its existing footprint, the university is permitted to build up within its existing footprint. This is what is happening with the 2100 Pennsylvania Avenue/Rice Hall development and is part of how GW considers its overall investment portfolio.

Professor Tielsch inquired about the plan for the empty lot on I Street across the alley from Rice Hall. Deputy Provost Murphy responded that a portion of this lot will become the driveway into 2112 Pennsylvania Avenue; the rest will be parceled with the 2100 Pennsylvania Avenue/Rice Hall development.

Professor Galston asked about plans for the surface parking lot on G Street above the Law Learning Center, noting that the lot is chained off and apparently not being used for parking. Provost Maltzman indicated that he did not have this information and would inquire with Parking Services about the use of this space.

INTRODUCTION OF RESOLUTIONS

None.

GENERAL BUSINESS

I.   Nominations for election of new members to Senate Standing Committees
        Two new members were put forward for the Educational Policy Committee: Professor
        Terry Hufford (Emeritus) and Senior Associate Dean for Innovative Teaching and
        Learning and Chief Technology Officer PB Garrett (ex officio). Both nominations
        were unanimously approved by the full Senate.

II.   Reports of Senate Standing Committees:
        None.

III.   Report of the Executive Committee: Professor Sylvia Marotta-Walters, Chair:
        Please see the attached full report of the Executive Committee (FSEC) presented by
        Professor Marotta-Walters. Professor Marotta-Walters highlighted the following
        sections of her report:
        • The FSEC continues to work as subcommittee with the Provost's office on
          school bylaws, with the goal of bringing all of GW's schools into compliance
          with the 2015 revision of the Faculty Code. Five schools have completed their
          review, two are currently scheduled for meetings, and the rest are in process.
          The goal is to complete this review by the end of the semester. Any questions
          about the process should be directed to Provost Maltzman or Professor
          Marotta-Walters.
        • Work on the Faculty Code glitch list is continuing with PEAF and the
          Provost's office.
        • The Senate is actively involved in planning President LeBlanc's inauguration;
          Professor Marotta-Walters attended a meeting on inaugural planning in
          September.
        • President and Mrs. LeBlanc are hosting a reception for the Senate on Monday,
          October 30, at their home on F Street.
        • Professor Marotta-Walters attended the new trustees orientation along with
          the President of the GW Student Association. This practice will be expanded
          in the future as the Board of Trustees (BoT) leadership wants to promote a
          more active dialogue among faculty, students, and Trustees.
        • There are currently four active grievances; three are in mediation, and one has
          proceeded to the hearing stage.
        • Any proposed resolutions for the November Senate meeting must be
          submitted to the FSEC by October 20 (one week prior to the FSEC's October
          27 meeting).

IV.   Provost's Remarks:
        • The FSEC has taken their advisory role very seriously and, along with the
          Senate Parliamentarian, deserves appreciation and congratulations for their
          work on the schools' bylaws.

- Two schools have begun the new decanal review process.
- The fall census is complete, and GW stands at 99% of the prescribed cap, enrolling 302,857 credit hours (18,674 online). Undergraduate enrollment saw new first-year students at 35 over projections; overall numbers are slightly higher than projections due to the number of continuing students.
- The Provost encouraged all to attend the presidential inauguration on November 13, 2017.

V. President's Remarks:
- The GW community was directly affected by the Las Vegas shooting; the father of a student was killed in attack. GW has reached out to the student with condolences and support.
- The President reiterated his invitation to the F Street house on October 30 at 5:30pm for a reception for the Senate.
- President LeBlanc is continuing his outreach through town halls at the Foggy Bottom, Mount Vernon, and Virginia Science and Technology campuses. He noted that questions on MVC and VSTC often relate to how to create a more unified campus feel at those locations.
- Colonials Weekend will be held next weekend; faculty are encouraged to attend these events. Concurrently, the President noted he is looking forward to his first round of BoT meetings next week.
- The President has opened the search for a Vice President for Development. The interim Vice President was originally hired to run GW's alumni organization and would like to return to that work.
- The new BoT task force on the student experience will convene next week as part of the fall BoT meetings. The President noted that he is already hearing about many ways in which GW can better serve its students.
- The Presidential Inauguration will be held on Monday, November 13, 2017. The procession will begin at 9:45am, with the ceremony following at 10:00am. A celebration will follow in the Smith Center. The ceremony will be live-streamed and available on web for later viewing.
- On Tuesday, an alumni webcast will be held with Professor Frank Sesno, followed by an all-faculty open house at the F Street House.
- The President reminded the Senate of Faculty Assembly, which is scheduled for Tuesday, October 24, at 4:00pm.

BRIEF STATEMENTS AND QUESTIONS

Professor Wilson asked whether there is any initiative underway to renegotiate the enrollment cap. President LeBlanc noted that there are multiple caps currently in effect under the campus plan (one at MVC, three at Foggy Bottom, one for undergraduates, one for residence hall occupation, one for the total number of students, and another for the total number of employees. A 20-year development agreement was signed about 10 years ago, and the community negotiated caps in exchange for some elements of the plan that GW desired. GW needs to start planning now for the campus plan renegotiation that will happen in 10 years.

Professor Tielsch requested an update on the Middle States reaccreditation process. Provost Maltzman reported that the self-study is currently being formatted and will be posted online within the next few weeks. At that point, public comment on the self-study will open. In mid-March, the external review committee will visit GW.

ADJOURNMENT

The meeting was adjourned at 3:50 pm.

March 13, 2017

To: Charles Garris, Chair
     Executive Committee
     Faculty Senate

From: Kurt Darr, Chair
     Joint Task Force of the Faculty Senate Committees on
     Professional Ethics and Academic Freedom and Academic Policy to
     Investigate Online, Hybrid, and Off-campus Degree Programs at GWU

Re: Report of the Joint Task Force

By exchange of email April 15, 2016, Professor Charles Garris communicated the decision of the Faculty Senate Executive Committee to establish a joint task force composed primarily of members of the Committees on Professional Ethics and Academic Freedom (PEAF) and Educational Policy (EP) to investigate online and off-campus degree programs at GWU.

After reciting relevant *Faculty Code* provisions regarding faculty involvement in decisions about adding, revising, or eliminating curricular offerings, the Executive Committee charged the joint task force as follows:

> The Executive Committee requests that the Joint Task Force explore current practice in various schools for the approval of new programs or the revision of programs and to make recommendations as to best practices. The outcome of the task might be a report suggesting proper processes for the review of programs by the faculty of the respective schools. You might also review best practices at other institutions. . . .

The context for this charge from the Faculty Senate Executive Committee is the large number of GWU degree programs offered online, partially online (hybrid), and off-campus. The importance of the joint task force's work is highlighted by a lawsuit filed against GWU by students dissatisfied with an online Master's degree in security and safety leadership offered by the College of Professional Studies. The lawsuit may be a "one-off," or it may be emblematic of problems with our online degree programs. (Google "Brice Bradford and GWU" for a description of the class action suit against GWU. An interview with Mr. Bradford is part of an NBC News report.)

The work of the joint task force was amplified as follows:

1. Prepare an inventory of online, hybrid (partially online), and off-campus (undergraduate and graduate) degree-granting programs
2. Review approval processes—with special attention to faculty involvement
3. Identify degree program monitoring—with special attention to faculty involvement
4. Identify outside accreditation review of degree programs; determine accreditation status/issues

5. Identify programs that use outside vendors for learning management systems (LMS)
6. Describe best practices as found in market basket universities
7. Suggest model practices for degree program approval and monitoring
8. Recommend change(s) to the *Faculty Code,* as appropriate

The following faculty served on the joint task force:

Kurt Darr, Chair – GWSPH
* Johan van Dorp – SEAS #
* Zhiyong Han – SMHS
* Mayri Leslie – SoN
* Murray Loew – SEAS
* Kathleen Malliarakis – SoN
* Karen McDonnell – GWSPH #
* Lilien Robinson – CCAS

Members of the University's administrative staff attended meetings and provided important assistance to the joint task force:

Cheryl Beil – Associate Provost for Academic Planning and Assessment
Geneva Henry – Dean, Libraries & Academic Innovation
* Candice Johnson – GWSPH – Director of Operations, Online Programs

Elizabeth Carlson, Faculty Senate Operations Coordinator, provided logistical support to the joint task force.

The work of investigating online, hybrid, and off-campus degree programs was divided among members of the joint task force. Those who investigated online and off-campus programs are identified with an asterisk (*).

The joint task force met as needed; most work was done by email. Members investigated the programs assigned independently and reported results for inclusion in this report.

SUMMARY OF FINDINGS

ALL ONLINE AND OFF-CAMPUS DEGREE PROGRAMS

1. There is no University-wide master list of online,[1] hybrid, or off-campus degree programs.

2. There are no University-wide, standard guidelines for establishing and monitoring online, hybrid, or off-campus degree programs. However:
   a. Processes used by schools and colleges to review online programs are similar to review of on-campus programs.
   b. A course or program approved for a face-to-face setting can be offered online without review by the department, dean, or academic editor.
   c. Online programs must meet the criteria for regional accreditation.
   d. Credit-hour policies must be met for regional accreditation.
   e. As a member of the State Authorization Reciprocity Agreement (SARA), the University must follow the Interregional Guidelines for the Evaluation of Distance Education Programs (Online Learning). http://nc-sara.org/files/docs/C-RAC%20Guidelines.pdf

3. As of February 2017, the joint task force identified 70 programs[2] offering online degrees at the baccalaureate level and above that enroll approximately 4,291 students. (The total of programs offered by the University was a moving target; programs were begun during the work of the joint task force.) The programs in February 2017 were:
   a. 10 baccalaureate degree programs offered online to about 381 students.
   b. 46 Masters programs offered online to about 3,639 students.
   c. 14 doctoral programs offered online to about 271 students.

4. In addition, as of February 2017, the University offered 31 certificates, one specialist, and two associate degree programs online.[3]

5. As of February 2017, the University's schools and colleges offered online degree programs at the baccalaureate level and above as follows: CCAS–1; CoPS–9; GSEHD–6; GWSPH–3; SEAS–7; SMHS–21; SoB–7; and SoN–16.

6. As of February 2017, the Elliott and Trachtenberg Schools had no online, hybrid, or off-campus degree-granting programs.

7. Generally, faculty is involved in approving and monitoring online, hybrid, and off-campus degree programs.

8. The extent to which faculty monitor some online degree programs is unclear.

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[1] "An online course is defined as one in which at least 80% of the course content is delivered online. Face-to-face instruction includes courses in which zero to 29% of the content is delivered online; this category includes both traditional and web-facilitated courses. The remaining alternative, blended (or hybrid) instruction, has between 30% and 80% of course content delivered online." *Online Report Card: Tracking Online Education in the United States.* I. Elaine Allen and Jeff Seaman. 2016. Babson Survey Research Group and Quahog Research Group, LLC, p. 6.

Resigned from the joint task force before its report was final.
[2] Source: *https://online.gwu.edu/programs*
[3] Ibid.

9. Large numbers of part-time, adjunct, and other non-fulltime faculty teach online courses. Instances of doctoral candidates teaching online courses to Masters students were identified.
10. Some online and hybrid doctoral programs use non-fulltime faculty to advise students.
11. Commonly, online and hybrid degree programs mirror on-campus degree programs.
12. Some online and hybrid programs use Blackboard as a LMS.
13. GWU's Department of eDesign is used by some programs as a LMS.
14. Several schools and colleges use outside vendors including Pearson/Embanet, Everspring (formerly Colloquy), 2U, Wiley, and WebEx as their LMS.
15. Outside vendors do some or all the following:
    a. Provide a proprietary LMS,
    b. Train faculty to use the vendor's LMS,
    c. Provide experts to support use of the LMS,
    d. Provide a studio and staff to produce videos of lectures and other teaching materials, and
    e. Monitor courses to provide real-time support, as needed.
16. Online, hybrid, and off-campus degree programs that replicate on-campus degree programs may compete with on-campus offerings.
17. Some on-campus programs may lose enrollment because they are cannibalized by the same programs offered online.
18. Neither diplomas nor transcripts distinguish online, hybrid, or off-campus degrees or courses, respectively, from those earned on-campus.
19. Banner has no distinct campus code to differentiate online and hybrid from on-campus.

Findings for Doctoral Programs

Online, hybrid, and off-campus doctoral programs are offered in the School of Engineering and Applied Science (SEAS [Doctor of Philosophy {Ph.D.} and Doctor of Engineering {D.Eng.E.M.}]); the School of Medicine and Health Sciences (SMHS [Doctor of Occupational Therapy] {O.T.D.}, and Doctor of Philosophy {Ph.D.} in Translational Health Sciences - Ashburn Campus]), and the School of Nursing (SoN [Doctor of Nursing Practice {DNP}]).

The joint task force gave special attention to programs awarding doctoral degrees. As the highest level of academic achievement recognized by the University, their integrity must be assured.

School of Engineering and Applied Science (SEAS)

1. SEAS has three online and off-campus doctoral programs. Two award the Doctor of Philosophy (Ph.D.): one in the degree field Systems Engineering; the other in the degree field Engineering Management. The third is the Doctor of Engineering (D.Eng.) professional doctorate in the degree field Engineering Management.
2. The three online and off-campus doctoral programs award the same degrees as are awarded on-campus. There are, however, course credit-hour and dissertation credit-hour differences.

3. The three online and off-campus programs have about 220 doctoral candidates.
4. Two full-time faculty and 20 part-time or adjunct faculty advise about 220 doctoral candidates.

School of Medicine and Health Science (SMHS)
1. SMHS has two doctoral programs: Doctor of Occupational Therapy (O.T.D.) and Doctor of Philosophy (Ph.D.) in Translational Health Sciences.
2. The O.T.D. is offered part-time or full-time online; the Ph.D. is offered full-time at the Ashburn campus.
3. Four full-time faculty advise 15 candidates in the O.T.D.
4. Twelve full-time and one part-time faculty advise 15 candidates in the Ph.D. in Translational Health Sciences.

School of Nursing (SoN)

1. SoN has one doctoral program: Doctor of Nursing Practice (D.N.P.).
2. The D.N.P. is offered online.
3. There are 161 candidates for the D.N.P.
4. Twelve full-time and four part-time faculty advise 161 candidates for the D.N.P.

Appendix A has information about online programs offered at other colleges and universities.

RECOMMENDATIONS

All Online, Hybrid, and Off-campus Programs

1. The University should identify and administratively monitor online, hybrid, and off-campus degree programs. Enrollment data for some programs were unobtainable.
2. The University should review online, hybrid, and off-campus degree programs before they are offered, with special attention to program overlap and duplication.
3. A course or program approved for face-to-face instruction can be offered online without review by the department, dean, or academic editor. Given the significant differences in instructional modality, courses and programs approved for face-to-face instruction should be re-reviewed to determine their appropriateness for online instruction.
4. Online, hybrid, and off-campus programs should be subject to the same approval process in CourseLeaf as on-campus programs, whether the program has been approved in a different modality or location.
5. Schools and colleges should use a similar process to develop, approve, implement, and monitor online, hybrid, and off-campus degree programs including those already approved as on-campus face-to-face programs. (This recommendation is being addressed by the University.)
6. Schools and colleges must assure that online, hybrid, and off-campus degree programs described as identical to those offered on-campus have identical degree requirements. This is especially important for doctoral dissertation advising and examination, in which there were instances showing a lack of clear requirements.

7. Staffing guidelines and policies for online, hybrid, and off-campus degree programs should be equivalent to on-campus programs. This is especially important for the doctoral dissertation advising and examination process.
8. Current online and hybrid degree programs should be rationalized to lessen duplication and overlap. See 2. above.
9. Diplomas and transcripts should show courses and degree programs as offered on-campus, online/hybrid, or off-campus.
10. The University should consider adopting one LMS to support online and hybrid teaching.
11. An in-depth analysis of best practices from other universities for managing online and hybrid teaching should be conducted.
12. Improving online programs could include a synthesis of best practices to guide consistency and quality in curriculum development, delivery methodology, and evaluation criteria. (The University is in the process of addressing this recommendation.)
13. The University website should have uniform information about degree programs: which school or college awards the degree, credits needed, courses required, and the like.
14. As is required for programs offered on campus, online, hybrid, and off-campus programs should perform annual assessments of student learning outcomes independent of the program offered face-to-face or on-campus.
15. Online, hybrid, and off-campus degree programs should complete an academic program review (APR) every five years, as do on-campus programs.

Implications of Findings for the *Faculty Code*

The joint task force developed no specific language for *Faculty Code* amendments. The following may benefit from *Code* changes:

1. Faculty staffing for online, hybrid, and off-campus degree programs should be equivalent to on-campus programs.
2. Faculty should be fully participative in developing, monitoring, and terminating online, hybrid, and off-campus programs.
3. Doctoral education offered online, hybrid, and off-campus should be comparable to the quality of on-campus programs, especially as to degree requirements and student-faculty ratios.

ATTACHMENT

Students Enrolled in Online Programs by Degree Levels

APPENDICES

Appendix A – Sample university policies and statements regarding online and hybrid education

A-1 – "A Resolution of the Rice University Faculty Senate" – *Rice University*

https://professor.rice.edu/uploadedFiles/Professor/Faculty_Senate/Motion%20regarding%20online%20degree%20programs.pdf

A-2 – "Policy on Online/Hybrid Instruction" – *California State University (East Bay)*

http://www.csueastbay.edu/faculty/senate/files/docs/policies/12-13-new-policy-page/online-hybrid-instruction-policy-14-15-cic39.pdf

A-3 – "University Policy, Technology Intensive, Hybrid and Online Courses and Programs" – *San Jose (CA) State University*

http://www.sjsu.edu/senate/docs/F13-2.pdf

A-4 – "A Resolution of the Faculty Senate *University of Cincinnati* Pertaining to Distance Education and Online Learning," May 14, 2015

WHEREAS, the Faculty Senate created a Task Force and charged it to: Create a report that addresses Faculty Best Practices in distance education and online teaching (DE-OT). This report should include, but not be limited to, recommendations in the following areas: 1. Differentiation of faculty and staff role in development, implementation, evaluation, and revision of courses offered via DE-OT: 2. Faculty Workload Best Practices addressing, but not limited to, such topics as various instructional roles within a course, faculty student ratios, course ownership, workload credit, variation factors among disciplines; 3. Faculty Development for DE-OT, including but not limited to, core knowledge including regulations, i.e., FERPA (Family Educational Rights and Privacy Act) required, recommended administrative and staff (IT/ID) support, suggested knowledge updates for faculty involved with DE-OT; and 4. Program and course curricular alignment, including but not limited to, normalization of grading and other pedagogical practices between instructor of record and other instructors within a DE-OT course and faculty adherence to program and course curricular design. A final report is due to the Chair of the University Faculty no later than November 1, 2014, with a mid-project report no later than July 31, 2014."

WHEREAS the Task Force thoroughly investigated the items above and produced a final report addressing them, including recommendations for best practices;

WHEREAS it is UC's stated aim to offer Distance Learning (DL) courses and programs that maintain the same academic integrity as all other course offerings;

WHEREAS the faculty have responsibility for academic affairs and the content of courses taught;

THEREFORE, BE IT RESOLVED that the Provost for Academic Affairs charge the faculty and administration in each unit/division/college to develop a policy for distance learning in courses and programs in their unit/division/college during the 2015-2016 academic year; that each report to the Provost that the policies have been created; and that the policies address and fall within the guidelines of the following:

1. Ensure adequate training of all faculty prior to teaching distance learning courses;
2. Provide appropriate support of faculty with the unit, division, or college;
3. Clarify workload expectations for DL courses, including relative obligations of faculty and facilitators within large enrollment classes;
4. Identify faculty as having primary control of course content;
5. Ensure protection of faculty Intellectual Property;
6. Clarify the role of ID/IT support personnel;
7. Identify the criteria for determining the creation of DL courses;
8. Identify the maximum students per instructor/facilitator in DL courses;
9. Align, where appropriate, DL course/program expectations with face-to-face course/program; and
10. Identify how DL courses/programs will be assessed and improved on an ongoing basis.

A-5 – The Assessment Policy of the Georgetown University School of Continuing Studies is found at: http://scs.georgetown.edu/academic-affairs/reports/

Appendix B – Data for online, hybrid, and off-campus degree programs at the University

Note: Some data in the Excel spreadsheets are aggregated and sum more than one program. In addition, different baselines may be used in the spreadsheet attachments than in the report. Thus, data in the spreadsheets will not add to totals elsewhere in this report.

Appendix B
Task Force Raw Data

Baccalaureate and Masters Degree Programs - Online and Off-Campus								
CCAS								
Prepared by the Faculty Senate Joint Task Force on Online and Off-Campus Programs								
School/College	Degree Program	Year Program Established	Enrollment / Number of Semester Credits	Hybrid - Classes Taught Both On-line & On Campus - Y/N	Synchronous Instruction - Y/N*	Outside Vendor - Y/N**	Faculty Approved Program Y/N***	Faculty Monitors Program Y/N****
CCAS	MS-CSI-Crime Scene Investigation	2007	6 / 36 credits	Y	Yes - some are	N	Y	Y
*Students and instructors share instructional space								
**Contract with outside vendor for administrative and/or platform support								
***Content-area expert faculty planned program								
****Content-area expert faculty monitors program								

Baccalaureate and Masters Degree Programs - Online and Off-Campus								
SEAS								
Prepared by the Faculty Senate Joint Task Force on Online and Off-Campus Programs								
School/ College	Degree Program	Year Program Established	Enrollment / Number of Semester Credits	Hybrid - Classes Taught Both On-line & On Campus - Y/N	Synchronous Instruction - Y/N*	Outside Vendor - Y/N**	Faculty Approved Program Y/N***	Faculty Monitors Program Y/N****
SEAS EMSE-Off Campus Program (OCP)	MS Engineering Management or MS Systems Engineering	Fully Online Option perhaps started about 2015 (?), distance learning participants via video feed much earlier (2002?)	Hard to say, using a very rough estimate based on enrollment numbers in required MS courses per semester possibly 200 MS Students is a lower bound for total in Off-Campus/Online combined, but I I am not confident in this lower bound estimate at all. For exampe, I count a total of 933 different students (if PIDM number in Banner Data identifies a unique student) from Fall of 2014 to the Fall of 2016 (i.e. 7 Semesters, including Summer). Also some Ph.D. students may be taking these courses too, which is also why my estimate is uncertain. Approximately 60 Students Registered per Semester in required courses divided over multiple xections. Course Load per semester varies per student. Total Credit hours for MS Is 36. Full programs can be completed in 3 years or more	Y	Both (lectures also recorded)	Blackboard learning management systems	Only EMSE - OCP Faculty Program Approval	Only EMSE - OCP Faculty Program Monitoring
SEAS M.Eng Program	M.Eng Cybersecurity Policy and Compliance	2016	Starts Spring 2017 with 45 students to the best of my knowledge. Total Credit hours for M.Eng. Is 30. Full programs can be completed in 2.5 years	N	Both (lectures also recorded)	Blackboard learning management systems	Professional degree program approved by SEAS Faculty	No Info
*Students and instructors share instructional space								
**Contract with outside vendor for administrative and/or platform support								
***Content-area expert faculty planned program								
****Content-area expert faculty monitors program								

**Doctoral Programs**
**Online and Off-campus**
**SON**
**Prepared by the Faculty Senate Joint Task Force on Online and Off-Campus Programs**
School/ College	**Degree Program**	**Year Program Established**	**Number of Students Enrolled/Number of Credits**	**Hybrid - Instruction Online & In Class Y/N***	**Faculty Workload - Number of Doctoral Students / Faculty Member**	**All Faculty Doctorally Qualified? Y/N Appointed P/T or F/T?**	**Standard Procedure for Student Access to Faculty? Y/N**	**Outside Vendor Role Y/N**	**Synchronous Instruction Y/N****	**Program Comparable Y/N*** **	**Faculty & Program Approval Y/N**** **	**Faculty & Program Monitoring Y/N***** **
SON	DNP*	2007	Number of DNP students is 158. Number of credits varies from 36 to 43 depending on the concentration.	No	Ratio is 10:1. There are 11 FT and 2 PT faculty.	All doctorally prepared. Some faculty part time; some full time	Yes	No	No	No	Yes	Yes

* Courses are offered both on-line and in the classroom

**Students and instructors share electronic space

*** Same as on-campus doctoral program

****Content-area expert faculty planned program

*****Content-area expert faculty monitors program

*DNP is only doctoral program currently offered. NO OTD or PhD.

Students Enrolled in Online Programs by Degree Levels

Students Enrolled in Online Programs by Degree Levels

Term	Associate Degree	Baccalaureate Degree	Doctoral Degree - Practice	Doctoral Degree - Research	Masters Degree	Postbacca-laureate Certificate	Grand Total
2014 Spring	93	63			331	87	574
2014 Summer	98	96	4		533	120	851
2014 Fall	95	188	67		1075	235	1660
2015 Spring	96	224	60		1461	251	2092
2015 Summer	95	203	58		1548	188	2092
2015 Fall	102	308	135		2476	307	3328
2016 Spring	133	312	180	8	2820	299	3752
2016 Summer	148	263	156	7	2801	280	3655
2016 Fall	129	389	237	7	3456	361	4579
2017 Spring	145	381	265	6	3639	360	4796

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Campus Space Migration Project – Academic Unit Relocations

Status Presentation for
Faculty Senate

October 13, 2017

Background

GW has entered into a development agreement with Boston Properties
for the redevelopment of 2100 Pennsylvania Ave/Rice Hall

- Goal of redevelopment is to enhance Foggy Bottom environment while
  maximizing the value of GW's investment real estate and generating non-
  tuition driven revenue to support the mission of the institution

- Boston Properties has committed to provide street-level retail along
  Pennsylvania Ave and I Street, consistent with the I Street Retail Corridor
  commitments made by the University in the 2007 Foggy Bottom Campus Plan

- 2100 Penn has historically been an endowment/investment property. During
  developer process, it became clear that there was significant value in adding
  Rice Hall to the development

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Background

Administrative migrations must be done in a thoughtful way to allow the university the opportunity to consolidate administrative functions and adjacencies that facilitate collaboration between offices and provide right-sized space for functions/groups.

3

Background

- In advance of Boston Properties' redevelopment, existing users must vacate the site. Per the agreement with Boston Properties:
    - Rice Hall must be vacated by December 31, 2018
    - 2100 Penn must be vacated by June 30, 2019

- GW has engaged in dialogue with impacted units to understand space requirements for GW users in Rice Hall and 2100 Penn as well as Old Main and 1918 F Street to ensure appropriate space is identified for relocation

- GW groups located at 2033 K Street (leased space) were also included as this lease is set to expire in the next few years, and there is a desire to continue to reduce leased space.

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Relocation Summary

- Administrative units will relocate to spaces on all three campuses

- Administrative functions will have a reduced footprint in Foggy Bottom

- Primary relocation destinations:
  - Old Main
  - 1918 F (current Alumni House)
  - MVC (Academic Building)
  - VSTC (Enterprise Hall & Research Place)

- Existing occupants of Old Main and 1918 F Street–along with a limited number of additional groups–will also relocate as a part of this project

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Academic Units – Relocation Summary

University Function	Department	Current Location	Swing Space – In Place/(Yet to Move)	Permanent Location	Move Timeline
Administrative	Academic Technologies	Old Main	N/A	Gelman Library	Complete
Research	Communitarian Network	Old Main	(2100 Penn)	TBD	TBD
Research	Eleanor Roosevelt Papers	Old Main	N/A	MVC – Academic Building	Fall 2017
Administrative	Faculty Senate	Old Main	2100 Penn	Old Main	Dec. 2018
Academic	Geography	Old Main	Philips Hall	Samson Hall	Summer 2018
Academic	GSEHD	Old Main	2100 Penn	Lenthall Houses	Fall 2018
Research	Discourse Lab	Old Main	2100 Penn	TBD	TBD
Academic	Museum Studies	Old Main	2100 Penn	Samson Hall	Summer 2018
Academic	Professional Psychology	Old Main	(2100 Penn)	Old Main	Dec. 2018
Administrative	Semester in Washington	Old Main	N/A	Marvin 5, MVC	Fall 2017
Research	Sustainability Collaborative	Old Main	Tompkins Hall	TBD	TBD
Academic	Theatre & Dance	Marvin Center	N/A	Samson Hall Building XX	Summer 2018 TBD

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University Fleet Use of Parking

University Garage/Parking Lot	# of Parking Spaces Used by University Fleet
Academic Center Garage	2
Funger/Duques Garage (Upper)	7
G St Garage	5
Health and Wellness Garage	2
Mt Vernon Garage	8
Old Main Garage	1
Ross Hall Garage	3
Smith Center Garage	2
Surface Parking at Support Building	18
Surface Lot at 20th and H St	23
Surface Lot at 22nd and G St	9

Note: The university is continuing its efforts to reduce its fleet vehicle counts through both vehicle sharing and transitioning to electric carts in the facilities and other areas where possible.

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Report of the Executive Committee

October 13, 2017

Sylvia A. Marotta-Walters, Chair

Review of School Rules And Regulations (By-Laws)

The Provost is required to consult with the Faculty Senate Executive committee on the approval of bylaws from each school. He does this via a subcommittee comprised of the faculty member(s) writing the rules for each school, the Vice Provost for Academic Affairs, the Senate parliamentarian, the chair of the faculty senate executive committee, the EC representative from the appropriate school, and the co-chairs of the Professional Ethics and Academic Freedom (PEAF) committee of the senate. In the interim since the last report, the subcommittee has reviewed and commented on the pending rules from SEAS and from the law school. Meetings have been scheduled for both of these schools in the upcoming weeks. If you have questions or concerns about this process, please address them to the Senate EC Chair, and copy the Provost. Five schools have completed the process, two have meetings scheduled for review, and three are still in the process of writing.

Actions of the Executive Committee

At the September 22 FSEC meeting, the EC discussed amending the process by which resolutions are forwarded to either the administration or to the Board of Trustees. Traditionally, these resolutions are sent at the end of the academic year. We decided to send the resolutions forward as they are approved by the Senate. To facilitate the process, senate committee chairs are encouraged to specify in the resolution to whom the resolution should be addressed.

The new senate website went live this week. Thank you to Liz Carlson for her work in creating an updated and more comprehensive site. Future additions to the site will include a link to older Senate materials within the GW Archives; this project is sizable and time-consuming but will ultimately provide a searchable archive resource of resolutions, minutes, agendas, and committee work.

2015 Faculty Code Implementation ("Glitch" List)

The PEAF committee continues to work with the Office of the Provost to clarify language issues and more substantive issues as we enter the third year since the Code was adopted. Details about their progress will be forthcoming through the PEAF Interim Report at the end of the fall semester.

Senate Standing Committees

Chairs of senate committees who receive requests from anyone wanting to serve on a committee should forward those nominations to the Executive Committee so that they can be approved by the full senate. As a reminder, anyone can serve on a standing committee, faculty, staff, or students.

Presidential Transition

The Senate is actively involved in the upcoming presidential inauguration. The FSEC Chair attended the meeting on inaugural planning in September. The President has invited all Senators to dinner on October 30, 2017. All faculty should have received formal invitations to the Inaugural week celebrations via email.

Board of Trustees Update

The FSEC Chair attended the orientation for new trustees, along with the President of the GW Student Association. This practice will be expanded in the future as Chair Carbonell wants to promote a more active dialogue with both faculty and students and the Trustees.

Faculty Personnel Matters

There are four active grievances in CCAS, GWSB, GWSPH, and GSEHD. Three are in mediation and one has proceeded to the hearing stage.

Announcements

The Regular Faculty Assembly will take place on Tuesday, October 24, 2017, in the Jack Morton Auditorium and via video-streaming on the Virginia Science and Technology Campus. Please encourage your faculty to attend this first assembly under President LeBlanc.

The next meeting of the Executive Committee is on October 27, 2017. Please submit any reports or drafts of resolutions to the FSEC one week before.

Thank You.