

UNIVERSITY OF
THE DISTRICT OF COLUMBIA

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BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE

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REGULAR MEETING

+ + + + +

Tuesday,

January 7, 2014

The meeting convened at 4:00 p.m.,

Kendrick Curry, Chair, presiding.

BOARD OF TRUSTEES MEMBERS PRESENT:

KENDRICK CURRY, Chair

JAMES DYKE*

KENNETH ISAACS

GABRIELA LEMUS*

MARY THOMPSON

JEROME SHELTON, Ex Officio

JAMES LYONS, President

*Appearing via telephone

ALSO PRESENT:

BEVERLY FRANKLIN, Executive Secretary

RACHEL PETTY, Acting Provost

DARYAO KHATRI

EDGAR CAHN

JULIO NILKA

DAVID BARDIN

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P-R-O-C-E-E-D-I-N-G-S

4:04 p.m.

CHAIR CURRY: Good afternoon. I'd like to call the regular meeting of the Academic Affairs Committee of the Board of Trustees of the University of the District of Columbia to order.

Ms. Franklin, would you please call the roll?

MS. FRANKLIN: Dr. Curry?

CHAIR CURRY: Here.

MS. FRANKLIN: Ms. Thompson?

TRUSTEE THOMPSON: Here.

MS. FRANKLIN: Mr. Dyke?

TRUSTEE DYKE: Here.

MS. FRANKLIN: Ms. Lemus? Mr. Isaacs?

TRUSTEE ISAACS: Here.

MS. FRANKLIN: Mr. Shelton?

TRUSTEE SHELTON: Here.

MS. FRANKLIN: Dr. Lyons?

PRESIDENT LYONS: Here.

1 MS. FRANKLIN: Mr. Chair, you do
2 have a quorum.

3 CHAIR CURRY: Thank you so very
4 much.

5 Before we move into the approval
6 of the minutes, I wanted to make a couple of
7 modifications to the agenda. Under items 4
8 and 5 as listed on the agenda should be
9 deleted and they will not be discussed at this
10 particular meeting and what we will do is
11 after listed item 6p, we will have our
12 testimonies as listed on the sheet that you
13 have as a supplement. Okay.

14 TRUSTEE LEMUS: Mr. Chair, this is
15 Gabriela Lemus. I just wanted to mentioned
16 that I was here.

17 CHAIR CURRY: Yes. Thank you so
18 much, Gabriela. Would you please note that,
19 Ms. Franklin?

20 MS. FRANKLIN: Yes.

21 CHAIR CURRY: All right. Thank
22 you so very much.

1 All right. We have the minutes
2 before us from the last Academic Affairs
3 meeting dated August 28th, 2013. What is your
4 pleasure?

5 TRUSTEE THOMPSON: To approve.

6 TRUSTEE SHELTON: Motion to
7 accept.

8 CHAIR CURRY: All right. There's
9 a motion and there's a second. Any
10 unreadiness? Any concerns with regard to the
11 meeting's minutes? Okay.

12 All of those in favor of approval
13 please vote by the sign of voting aye.

14 (Ayes.)

15 CHAIR CURRY: All of those opposed
16 by nay. All right. The motion is carried and
17 things are ordered.

18 Let us now move to the various
19 Faculty Senate related matters. In
20 particular, discussions and actions. The
21 first of which would be discussion concerning
22 the proposed criteria and guidelines for

1 academic minors and concentrations.

2 Madam Provost.

3 DR. PETTY: Yes. Good afternoon
4 to everybody and Happy New Year.

5 CHAIR CURRY: Good afternoon.

6 DR. PETTY: Okay. The Faculty
7 Senate had forwarded to the Provost a direct
8 on minors and concentrations in November of
9 2011. I was not aware of this until it was
10 brought to my attention by the current Chair.

11 So, we pulled it again and we also
12 had draft language for minors and
13 concentrations that was drafted for the
14 Academic Policies Manual.

15 These two drafts have been
16 reviewed by chairs and deans and we are
17 finalizing at tomorrow's meeting language that
18 will go back to the Senate and so, we
19 anticipate that at the next meeting we'll have
20 language for the Board on our definitions and
21 procedures for proving minors and
22 concentrations.

1 We're anxious to get this approved
2 since there are recommendations in the
3 academic plan which is a part of the strategic
4 plan to actually have some programs move to
5 minors and others to be revised to include
6 concentrations.

7 CHAIR CURRY: Okay. Questions
8 from Board Members.

9 The only thing I would ask those -
10 - the criterion guidelines, you will have them
11 again by when so that it can come back to
12 Academic Affairs?

13 DR. PETTY: We will actually have
14 them finalized by the end of next week.

15 CHAIR CURRY: Okay.

16 DR. PETTY: And we can send them
17 to you at any point --

18 CHAIR CURRY: Yes.

19 DR. PETTY: -- before the next
20 committee meeting.

21 CHAIR CURRY: I would go ahead and
22 forward those to the members that are here --

1 Members of the Board that are here so that we
2 can begin looking at those so that by the next
3 committee meeting we will have everything in
4 order. I think early information is the best
5 for us. All right.

6 DR. PETTY: Take care of that.

7 CHAIR CURRY: Okay. My fellow
8 colleagues on the Board, is there anything
9 else with regard the proposed criterion
10 guidelines for minors and concentrations?
11 Okay.

12 We'll now move to the Master's of
13 Arts in Adult Education Program. Okay.

14 DR. PETTY: This proposal has been
15 through the academic review process as you can
16 see from the signatures beginning last spring
17 at the Curriculum Committee and at the Center
18 for Urban Education through the Graduate
19 Council which is equivalent to the Senate
20 Committee on Academic Affairs for Graduate
21 Programs and was approved by the Senate. And
22 it's not dated here by Mr. Pearson, but it was

1 approved by the Senate in early November.

2 We present to the Board a proposal
3 for reinstatement of the Master's of Arts
4 Degrees in Adult Education. We had a degree
5 earlier. It was suspended. We are asking to
6 reactivate this degree.

7 OSSE has approached us and wants
8 to actually fund up to 15, I understand,
9 teachers for Master's Degrees in Adult
10 Education.

11 We also have rewritten and
12 reformulated the certificate program which has
13 been earned. It is a current offering that's
14 been actually earned by over 50 individuals.
15 Many of whom were supported by OSSE.

16 As the proposal indicates, there
17 is documented demand for this program from
18 OSSE when you look at the literacy rates in
19 the District of Columbia and the need for
20 education programs for adult individuals who
21 for a number of reasons did not develop
22 adequate academic skills, you know, during the

1 formative years.

2 So, we're proposing to add this
3 actually as early as, if it's approved, this
4 spring in a specialized short semester for
5 students who would begin and matriculate
6 through this program.

7 The proposal's before you and I'll
8 be glad to answer any questions. I believe
9 there probably is somebody from -- I don't see
10 Dr. Massey or Dean Walton, but I think I can
11 answer any questions you have about the
12 program.

13 CHAIR CURRY: Questions about the
14 program from my colleagues on the Academic
15 Affairs Committee.

16 TRUSTEE THOMPSON: Do you have any
17 notion of the number of students who would be
18 a part of that spring group?

19 DR. PETTY: The spring group would
20 be limited to the 12 to 15 that OSSE could
21 identify really and fund and we'd treat them
22 really as a special cohort.

1 TRUSTEE THOMPSON: Okay.

2 DR. PETTY: But, we anticipate
3 that the 50 students who have completed the
4 program. Many of them had expressed interest
5 in coming back. But, we wouldn't take them
6 this spring.

7 TRUSTEE THOMPSON: Spring.

8 DR. PETTY: We would -- once the
9 program --

10 TRUSTEE THOMPSON: But, the fall.

11 DR. PETTY: The fall. Right.

12 TRUSTEE THOMPSON: Okay. Thank
13 you.

14 DR. PETTY: Um-hum.

15 CHAIR CURRY: And you did say that
16 OSSE has committed or they have expressed
17 interest in --

18 DR. PETTY: No, they've committed
19 to.

20 CHAIR CURRY: Committed to.

21 DR. PETTY: Actually, there's a
22 letter from OSSE, a letter of support, but

1 they've funded the curriculum development for
2 this. The consultants that assisted --

3 CHAIR CURRY: Okay.

4 DR. PETTY: -- the faculty member,
5 Dr. Burton, who developed the proposal, they
6 paid for those consultants and they've been
7 actively involved in the process of developing
8 the curriculum for this program in terms of
9 funding support.

10 CHAIR CURRY: What's the overall
11 fiscal impact? Do we have a fisc for this or
12 do --

13 DR. PETTY: We don't have a fisc
14 for this because it was anticipated that there
15 would be no fiscal impact, but we still have
16 to get one. I --

17 CHAIR CURRY: Right.

18 DR. PETTY: -- I will take care of
19 that. It's an oversight apparently on the
20 program's part because we don't have the
21 fiscal impact, but we can get one.

22 CHAIR CURRY: And currently, we

1 have all of the needed faculty to be able
2 to --

3 DR. PETTY: We have a faculty --
4 Dr. Burton is a visiting faculty funded by
5 OSSE and that's one of the reasons --

6 CHAIR CURRY: I see.

7 DR. PETTY: -- that there really
8 isn't a fiscal impact.

9 CHAIR CURRY: I see. I see.

10 DR. PETTY: Because they pay the
11 tuition as well as for a faculty member and
12 for student supports and book supports.

13 CHAIR CURRY: Okay.

14 DR. PETTY: And the additional
15 faculty that we use, they are listed here.
16 Faculty already members of the staff of the
17 Center for Urban Education. They're full-time
18 employees of the center.

19 CHAIR CURRY: And so, we won't
20 need any adjunct faculty or others?

21 DR. PETTY: We don't anticipate
22 adjunct faculty for the beginning offerings

1 here. We anticipate by the time -- and that's
2 the reason we need a fiscal impact statement.
3 By the time we will need to pay for adjuncts,
4 tuition revenue from paying students will
5 cover that.

6 CHAIR CURRY: Okay.

7 DR. PETTY: But, we don't
8 anticipate adding additional full-time faculty
9 for this program. The one full-time faculty
10 member that's paid by OSSE and individuals who
11 already teach in the certificate program
12 because we have an active certificate program
13 in adult education --

14 CHAIR CURRY: Right.

15 DR. PETTY: -- we're be able to
16 cover the offerings for this program.

17 CHAIR CURRY: And so, this is a
18 two-year program, 60 credit hours I think it
19 was.

20 DR. PETTY: Yes.

21 CHAIR CURRY: Okay. And --

22 DR. PETTY: That's the degree

1 program. The certificate program is --

2 CHAIR CURRY: Fifteen?

3 DR. PETTY: No, it's about 20
4 something. It depends. There are a lot of
5 different --

6 CHAIR CURRY: Variations.

7 DR. PETTY: Twenty-four credits,
8 but there are a lot of different variations.
9 If you want to actually be credentialed to
10 teach in a public setting, you have to have --
11 in a DCPS setting, you have to have the
12 requisite courses, et cetera.

13 CHAIR CURRY: Right.

14 DR. PETTY: So, there are lots of
15 different admissions requirements depending
16 upon what the objective is, but basically, you
17 need a baccalaureate degree and you have to
18 have the professional education requirements.
19 There is a separate set of requirements if you
20 intend to teach in the DCPS setting.

21 CHAIR CURRY: Okay. The last
22 question I have is how sure are we that the

1 demand for such a program is firm? Do we have
2 on the back-end folk saying that they will
3 hire Master of Art students in Adult Ed from
4 the University of the District of Columbia?

5 DR. PETTY: Well, OSSE funds the
6 providers. They often are not-for-profit
7 organizations that run programs, tutorial
8 programs for individuals who really need adult
9 education services and there are currently no
10 certification requirements for the District of
11 Columbia for this program. It's in the
12 proposal.

13 That's one of the reasons we
14 actually -- they actually drew from
15 theoretical models and they developed really
16 a checklist of basic competencies because
17 unlike most other education programs, there
18 isn't a SPA or a specific requirement, a
19 specific certification association associated
20 with adult education that the District has
21 adopted. But, they're looking forward to
22 doing that and that will fuel the demand for

1 CHAIR CURRY: Okay.

2 DR. PETTY: -- like it did in
3 early childhood for a credential in this area.

4 CHAIR CURRY: Yes.

5 DR. PETTY: Now, one thing I must
6 say is that I was Dean of Arts and Sciences
7 beforehand and we've had some level of funding
8 for OSSE for adult education over the last 15
9 years. It's varied by the kind of program or
10 the number of students, but they have
11 consistently funded us and our graduates have
12 not had trouble working for the not-for-
13 profits, being hired by the not-for-profits --

14 CHAIR CURRY: Okay.

15 DR. PETTY: -- that manage this
16 program.

17 We now also -- some of these
18 individuals work in the literacy area of the
19 Workforce Development Program that the
20 Community College has. Because basic literacy
21 skills are an undergirding of all that's
22 needed for vocational training in that area.

1 CHAIR CURRY: Yes. Okay.

2 TRUSTEE THOMPSON: It sounds to me
3 as if this is a situation that for a change
4 has good backing for success.

5 DR. PETTY: I hope so. I think
6 so.

7 CHAIR CURRY: Okay. Any
8 additional questions? Okay.

9 DR. PETTY: So, we need a
10 financial impact statement here.

11 CHAIR CURRY: Yes, we need a fisc.
12 But, what I would like to do is this has to go
13 before our full Board.

14 DR. PETTY: Board. Sure.

15 CHAIR CURRY: And pending the
16 outcome of the fisc, I would just like to go
17 ahead and move for -- accept a motion for
18 reinstatement of the Master of Arts in
19 Education Program.

20 TRUSTEE THOMPSON: So moved.

21 TRUSTEE ISAACS: Second.

22 CHAIR CURRY: All right. So, we

1 have a person that's second with regard to the
2 reinstatement of the Master of Arts in
3 Education Program. Are there any further
4 questions?

5 All in favor please vote by the
6 sign of voting aye.

7 (Ayes.)

8 CHAIR CURRY: All opposed? All
9 right.

10 TRUSTEE DYKE: I just -- I'd like
11 to be recorded as an aye. I had mute on when
12 I said it.

13 CHAIR CURRY: Okay. All right.
14 All opposed? Okay. Motion carried and things
15 are ordered.

16 Thank you so very much and we look
17 forward to this program coming back online.

18 Please forward the fiscal impact
19 statement once it's --

20 DR. PETTY: Yes.

21 CHAIR CURRY: -- available. Thank
22 you so much.

1 All right. Let's move to what's
2 listed as item number 6 on the agenda, Updates
3 on Academic Matters. Let's first speak on the
4 Vision 2020 Strategic Plan.

5 DR. PETTY: All right. We lifted
6 the enrollment, I guess it was a bar really
7 that was imposed by a former provost, the
8 Special Education and Elementary Education
9 Program immediately after the Board asked that
10 those programs be -- well, it was Elementary
11 Education we actually lifted.

12 The Board asked for additional
13 information regarding the Special Education
14 and that was funded -- that was forwarded to
15 them.

16 CHAIR CURRY: Okay.

17 DR. PETTY: Okay. So, the
18 resolution for termination was not formally
19 signed by the Board and that's required to
20 terminate programs. So, we have not
21 terminated any of the 17 programs for which
22 votes were given. Okay.

1 But, and further, we actually are
2 admitting and have enrolled any students who
3 applied for admission to those programs for
4 the spring semester. So, we honored those
5 admissions. If they had been admitted to a
6 program that was terminated in November by the
7 Board, voted, we honored that admission.

8 CHAIR CURRY: Okay.

9 DR. PETTY: And we have not taken
10 off of the website any of the programs that
11 were terminated because the registrar has to
12 have a signed termination resolution and we
13 don't have that yet. Okay.

14 So, that's the status of what
15 we've done with academic programs.

16 CHAIR CURRY: And there were 17.
17 Right?

18 DR. PETTY: There was 17 programs
19 that actually were -- the votes indicated that
20 they would -- they were approved for
21 termination.

22 CHAIR CURRY: Okay.

1 DR. PETTY: We are working with
2 the deans to -- we have received information
3 from Institutional Research regarding the
4 number of students and number and names of
5 students enrolled in each of the programs
6 that's slated for termination.

7 CHAIR CURRY: Termination. Right.

8 DR. PETTY: And we have begun to
9 develop teach-out plans and advising with
10 students. This spring, we're discussing, you
11 know, and assuring them -- we held individual
12 meetings with each of the deans. Held a
13 series of meetings in their colleges to
14 explain the process, the teach-out process and
15 the termination of program process to students
16 and to reassure them that they would be able
17 to complete the degrees for which they've
18 matriculated in the time frames that, you
19 know, we're indicated by their pattern of
20 enrollment.

21 If they were full-time, the teach-
22 out plan will be full-time. If they're part-

1 time, it's going to be part-tim. If they're
2 evening, we're going to accommodate that. So,
3 we're teaching them out as they matriculate.

4 CHAIR CURRY: Can you say a word
5 on the attrition expectations as a result of
6 the termination of the programs and also the
7 teach-out program?

8 DR. PETTY: I don't have any data
9 that --

10 CHAIR CURRY: Okay.

11 DR. PETTY: -- would indicate the
12 students are withdrawing or moving because of
13 termination of the programs. We did and I
14 think we shared that with the Board during the
15 retreat.

16 Eleven percent of our enrollment
17 were in programs that were slated for
18 termination. Now, at least one of those
19 programs is on hold and one other was
20 reinstated. So, it would impact that number
21 also.

22 CHAIR CURRY: Um-hum.

1 DR. PETTY: So, we don't
2 anticipate a major impact because we were
3 reducing and eliminating. We terminated
4 programs that had shallow enrollments and so,
5 we don't and we also anticipated and are
6 advising students of other kinds of avenues to
7 get to their career goals with other majors
8 and so --

9 CHAIR CURRY: Sure.

10 DR. PETTY: -- students who had
11 already declared a major are taught-out in the
12 major they declared. We have to do that under
13 our accreditation standards.

14 CHAIR CURRY: That's right.

15 DR. PETTY: But, other students
16 who had anticipated being, for example, a
17 physics major, we can discuss alternatives
18 with them.

19 CHAIR CURRY: Um-hum.

20 DR. PETTY: And that would be
21 another science major and anticipated physics
22 minor or something like that or whatever the

1 major was. It would be information shared by
2 advisors related to another path to the career
3 end.

4 CHAIR CURRY: Yes. So, on the
5 career side, I hear that you have that pretty
6 much covered.

7 I'm very interested in the overall
8 monitoring of this process as it goes on so
9 that we will have an idea and then if you
10 could tell me about the monitoring and then
11 the impact -- the fiscal impact of the teach-
12 out process to see sort of where we are. What
13 we're really losing.

14 DR. PETTY: Okay. So, you want to
15 know about the fiscal impact --

16 CHAIR CURRY: Of losing students
17 basically if you do.

18 DR. PETTY: Okay.

19 PRESIDENT LYONS: Mr. Chairman.

20 CHAIR CURRY: Yes, sir, Mr.
21 President.

22 PRESIDENT LYONS: One of the

1 things that we are doing and will be doing is
2 to -- the sort of public relations piece.

3 CHAIR CURRY: Yes.

4 PRESIDENT LYONS: Working with
5 students to help them understand what has
6 happened and what has not happened.

7 CHAIR CURRY: Um-hum.

8 PRESIDENT LYONS: I shared with
9 our staff a beating which I took at the
10 airport by a woman that I didn't know. All I
11 did was sit down at Starbucks at the corner of
12 the table where she was minding my business
13 and the woman come on a verbal attack on me
14 saying that -- how dumb is your university to
15 be eliminating the business program -- the
16 business major and she went off on me so badly
17 that I had to turn to the other people in
18 Starbucks and say I don't know this mad woman
19 here, you know.

20 And we really -- but, it was just
21 a complete misunderstanding and what made it
22 ever worse, she said that she and some of her

1 friends had had a -- were at a cocktail party
2 the previous night and they talked and
3 reinforced the notion that we were eliminating
4 the school of business and how could we be an
5 urban university situated here.

6 So, I mean there is an education
7 job. Because when you talk to people, there
8 is tremendous misunderstanding and I -- I
9 would say to you very honestly, you know, we
10 may have missed the boat on a part of that.
11 I think that we didn't necessarily anticipate
12 the need to do the kind of PR job immediately
13 and get out there.

14 And so, we have come back and that
15 is a part of the plan and when you talk to
16 students there will be -- for example, if you
17 use the -- my son got upset because he was a
18 finance major in college and he didn't
19 understand how his dad could be a party to,
20 you know, eliminating a Baccalaureate Degree
21 in Finance.

22 But, you know, when you talk to

1 some of our students, when you explain to them
2 that you will still be able to study finance
3 as a part of your business degree, it begins
4 to make sense.

5 So, we got an internal and an
6 external PR job that we must do as a part of
7 this effort and we've started it.

8 CHAIR CURRY: Well, I'm glad that
9 you brought that up. I, myself, have been
10 challenged by those that say well, you are an
11 engineer. How in the world could you cut out
12 physics? And then deal with having engineers
13 and saying that you're a cutting edge
14 institution without having a physics
15 background or a good physics program.

16 And I'm glad that we are looking
17 for alternatives. I'm not -- I just hope that
18 we will be able to continue moving in the
19 direction we need to with the PR portion
20 because that's going to be significant. Okay.

21 TRUSTEE THOMPSON: Yes.

22 CHAIR CURRY: Go ahead.

1 TRUSTEE THOMPSON: I believe that
2 we have to sell the idea that we are not
3 getting rid of, but that we are re-evaluating
4 our programs and that our programs will be
5 modernized and current and the best for the
6 students we serve.

7 CHAIR CURRY: Sounds like you need
8 to be on the PR Committee.

9 TRUSTEE THOMPSON: Yes.

10 CHAIR CURRY: Okay. Thank you.
11 Any other Trustee's comments in that regard?

12 All right. Dr. Massey. Dr.
13 Petty.

14 DR. PETTY: That's okay. That's
15 often -- one of the things that we are working
16 on also is we're working with the Union. I
17 had a conversation with the NEA rep earlier
18 today around the potential reduction in
19 force.

20 There is a section in the contract
21 -- an article in the contract that deals with
22 reduction in force and my staff and I have --

1 over the break, we looked at that thoroughly
2 and we know exactly what we need to do and
3 we're going to honor that and we'll be coming
4 back to you with, you know, as is required by
5 the contract with a reduction in force plan --

6 CHAIR CURRY: Okay.

7 DR. PETTY: -- when we have the
8 data and when we are prepared to know exactly
9 what we need to do in that area.

10 CHAIR CURRY: And that plan will
11 have with it some sort of impact on our
12 overall departments.

13 DR. PETTY: It will.

14 CHAIR CURRY: Not only
15 financially, but overall in terms of teaching
16 and --

17 DR. PETTY: Teaching, research and
18 services.

19 CHAIR CURRY: -- majors, research,
20 service. Okay.

21 DR. PETTY: Exactly. Yes. We're
22 looking at all of that and that's the reason

1 it's taking up -- it's going to take some
2 time, but as I indicated prior to the break,
3 we had the basic data on the number of
4 students enrolled. We have data on number of
5 faculty, the number of students they taught
6 over the course of the last five semesters and
7 I asked actually just yesterday for additional
8 data back because I want to really -- because
9 it's hard to tell trends from just the scope
10 that they gave us and so, we're getting
11 additional data on that.

12 And once we are fairly certain of
13 what we need to do, we'll discuss that with
14 that.

15 CHAIR CURRY: Okay.

16 DR. PETTY: Okay. Now, the plan,
17 we focused a lot on the programmatic
18 reductions and terminations that the plan
19 involved, but the Board did approve a number
20 of initiatives and they took votes on that
21 night and we're beginning to really have
22 community dialogue. We want to do a better

1 job or really getting out the message of what
2 the initiatives are and actually jump starting
3 those right away.

4 And so, on Friday, I met with
5 deans and chairs regarding the initiatives
6 that include online learning and the expansion
7 of online learning, the development really of
8 experiential components similar to the Law
9 School's Clinical Program for each of our
10 degree programs. Also, a big investment in
11 professional development for faculty and a
12 greater emphasis on research particularly in
13 stem areas.

14 So, we've begun to discuss and
15 develop plans for actually implementing our
16 ideas of how we can strengthen ourselves by
17 really developing these areas.

18 And this morning, I met with the
19 Community College faculty and there was a lot
20 of enthusiasm for getting training. We
21 already have through RAIL training for online
22 instruction. There's a lot of interest in

1 that.

2 A lot of interest in alternative
3 kinds of certifications other than what we
4 offer. There are specific interests in
5 developing courses, but we're going to move
6 towards developing certificates.

7 For example, I see Dean Yates and
8 she's going to be working on getting the
9 procurement and public contracting offering as
10 a certificate that's totally online because we
11 feel that that's appropriate. Engineering is
12 working on the cyber-security certificate.

13 So, I think that out of this we
14 really need to demonstrate that we are
15 committed to taking any savings from
16 downsizing in programmatic areas and investing
17 them really in strengthening the areas that we
18 have long discussed emphasizing in terms of
19 having pathways, clear pathways that go from
20 the workforce development level straight
21 through to graduate and so, we're having a lot
22 of dialogue across the semester on that.

1 CHAIR CURRY: Does that include
2 also degree programs where you can do a
3 certain percentage of your courses online?

4 DR. PETTY: Yes.

5 CHAIR CURRY: And so, a student,
6 for example, could take some math or some
7 other courses online, but they could also show
8 up later that afternoon if those courses were
9 in the morning online and then take courses on
10 campus?

11 DR. PETTY: Yes, we have that now.

12 CHAIR CURRY: Okay.

13 DR. PETTY: We have a series of
14 online course offerings and some of our
15 students are enrolled in online course
16 offerings --

17 CHAIR CURRY: Doing that --

18 DR. PETTY: -- and they take face-
19 to-face classes.

20 CHAIR CURRY: Okay.

21 DR. PETTY: Depending upon, you
22 know, their schedules, the offerings and we

1 want to move into more of that.

2 CHAIR CURRY: Okay.

3 DR. PETTY: We also have hybrid
4 courses that include both --

5 CHAIR CURRY: Right.

6 DR. PETTY: -- online components
7 and face-to-face components, but we have
8 totally online courses.

9 CHAIR CURRY: That's what we want.

10 DR. PETTY: For example, in the
11 proposal, the adult education proposal to
12 date, you read about the writing course for
13 graduate students. That's a totally online
14 offering. It has been for a number of
15 semesters.

16 CHAIR CURRY: Um-hum. With regard
17 to -- how do students submit assignments in
18 their online -- in the online courses
19 currently?

20 DR. PETTY: Dropbox on BlackBoard.

21 CHAIR CURRY: Okay. They put it
22 on -- it's on BlackBoard?

1 DR. PETTY: Yes.

2 CHAIR CURRY: Okay.

3 DR. PETTY: The courses, that's
4 our platform for online.

5 CHAIR CURRY: Right.

6 DR. PETTY: Um-hum.

7 CHAIR CURRY: That's your platform
8 and so, do we have any IT issues that we need
9 to look forward to coming down the line to
10 increase bandwidth so that we'll be able to
11 offer more?

12 DR. PETTY: Well, I'm looking out
13 to Susan. I'm not really an authority on IT
14 issues. I know that there are significant
15 investments we need to make in the IT area in
16 order to support --

17 CHAIR CURRY: A lot of money.

18 DR. PETTY: -- expanded online
19 offerings, but some of them are not just IT.
20 We have to have the student service
21 component --

22 CHAIR CURRY: Student services.

1 DR. PETTY: -- that goes online
2 once we have --

3 CHAIR CURRY: Everything.

4 DR. PETTY: -- once we have --
5 that's one of the requirements of Middle
6 States is to actually have really services for
7 students --

8 CHAIR CURRY: Yes.

9 DR. PETTY: -- online students as
10 well as the equivalent to what we have for
11 face-to-face students. So, and we have to be
12 -- to certify that they are who they are
13 online and that the student who registers
14 online is the student who completes the work
15 online.

16 CHAIR CURRY: That's correct.

17 DR. PETTY: Yes. Yes.

18 CHAIR CURRY: Okay. Other
19 questions?

20 DR. PETTY: All right.

21 CHAIR CURRY: All right.

22 DR. PETTY: Just to kind of give

1 you a sense as to where we are with the
2 current academic year, classes began on
3 Monday. Registration is in progress. The
4 current enrollment, and these are data from
5 January 4th, close of business January 4th,
6 the total enrollment for the entire University
7 including the Law School is 4,112.

8 It's kind of hard to track where
9 we are in relationship. We seem to be a
10 little bit of where we were last spring, but
11 the semester is beginning earlier. So, the
12 dates don't track. Like you can't look at
13 what enrollment was January 4th of this year
14 and so, it's -- it should have been -- it's
15 comparable or higher than January 4th of last
16 year.

17 CHAIR CURRY: Wow.

18 DR. PETTY: The dates end up being
19 somewhat different --

20 CHAIR CURRY: Different. Sure.

21 DR. PETTY: -- in terms of when we
22 start. We're starting the semester a little

1 bit earlier.

2 But, we are optimistic that spring
3 enrollment will hold at least steady if not
4 take a little increase. The Community College
5 represents about 2225 of those students. Law
6 School 302. Flagship University enrollment
7 1585. So, that really is -- University
8 enrollment without the law school is 1585.

9 CHAIR CURRY: Okay. When is
10 enrollment cut off? Yes.

11 DR. PETTY: We generally I think
12 shutdown enrollment something like two weeks
13 after the beginning of classes.

14 CHAIR CURRY: Oh, that's two weeks
15 after beginning of class.

16 So, when will you be able to give
17 us a number on enrollment that's comparable or
18 that I can compare to let's say the fall or
19 last year about this time?

20 DR. PETTY: We can give some
21 comparisons at the beginning of classes, you
22 know, that are fairly -- I mean the enrollment

1 may go up. It may really dip a little bit
2 even with payment issues because they do drops
3 for payments and they haven't done a drop for
4 payment yet. That's significant.

5 CHAIR CURRY: Okay. Okay.

6 DR. PETTY: These are early
7 enrollment figures, a lot of them and so some
8 of the students have not really had their
9 financial aid applied and that kind of thing.
10 So, they're not paid enrollments.

11 But, we'll begin to see where we
12 are probably by Monday. You know, it'll
13 change a bit, but we'll be -- we'll know.

14 CHAIR CURRY: So, you're confident
15 now that we'll retain at least what 90 percent
16 of the number you gave?

17 DR. PETTY: I'm very hopeful we
18 will.

19 CHAIR CURRY: Okay. Others?

20 DR. PETTY: Any other questions
21 about strategic plan and current academic
22 year?

1 Okay. Accreditation. Yesterday,
2 approximately 275 members of the University
3 community participated in a four-hour session
4 to kick off the Middle States Accreditation
5 where we introduced standards and talked a bit
6 about, you know, the design for self-study and
7 invited participation for the University
8 community on the work groups that are going to
9 be doing the self-study.

10 By all -- the feedback we've
11 gotten so far, of course, there are things
12 that we need to improve like the temperature
13 too warm, the food held too long. That kind
14 of thing.

15 But, basically, most people found
16 it to be a productive day and we do think that
17 we were able really to generate some
18 excitement particularly among -- I was amazed
19 that so few individuals in the community had
20 actually participated in a self-study before.
21 I thought it would be many more in the
22 community, but when I asked them to raise

1 their hands, there are quite few for whom this
2 is their first self-study.

3 And when I -- actually, I knew
4 that we have very few members of the Steering
5 Committee because we had gone through to
6 invite anybody who participated in the prior
7 self-study to be a part of this one and there
8 were actually only seven people on the last
9 Self-Study Steering Committee who are
10 currently at the University. There have been
11 a number of people to leave, deaths,
12 retirements, et cetera. So, you know, we will
13 have to largely work with a new group.

14 We have co-chairs. One from the
15 Community College, Assistant Dean Marilyn
16 Hamilton and Associate Dean Lena Walton from
17 the College of Arts and Sciences along with
18 Annamaria Stewart from the Law School.
19 They're spearheading the efforts of the three
20 major units on campus.

21 CHAIR CURRY: Okay.

22 DR. PETTY: But, the Steering

1 Committee represents every program and it's
2 going to be even broader after we add people
3 who volunteered yesterday and we'll add them
4 by the 17th of January.

5 CHAIR CURRY: So, two questions.
6 One, can you give me a rough breakdown of the
7 275 and then what number do you anticipate
8 after you've added -- what final number do you
9 look at for the self-study?

10 DR. PETTY: The self-study needs
11 to involve everybody in the community at some
12 point. I mean on the Steering Committee and
13 the work groups, we probably need, you know,
14 upward of 200 people.

15 CHAIR CURRY: Okay.

16 DR. PETTY: But, everybody have to
17 be a full participant. Everybody in the
18 community is a participant because everybody
19 in the community needs to be aware of what the
20 stakes are. They need to be involved really
21 in the assessment process.

22 We are having three additional

1 sessions this spring to focus the community
2 and to communicate with the community about
3 self-study.

4 Dr. Lyons is going to organize a
5 session on governance. We have a lot of
6 different views of what governance is and we
7 haven't had community dialogue about the --
8 shared governance is that one thing. Oh,
9 community really -- University defines its --

10 CHAIR CURRY: Policies --

11 DR. PETTY: -- governance model
12 and so, I think we haven't had a sufficient
13 conversation and Dr. Lyons has graciously
14 agreed to contact people of the Association of
15 Governing Boards and --

16 PRESIDENT LYONS: AAUP.

17 DR. PETTY: AAUP. And we are
18 going to have a session on governance.

19 The second session, it's probably
20 more than one session, on assessment.
21 Assessment is -- institutional assessment and
22 assessment of student learning are major --

1 seven and 14 are the most critical -- are
2 among the most critical standards there and
3 especially for faculty. So, we'll talk a lot
4 and we're going to do a lot with assessment.

5 We're going to begin within the
6 next week and a half to do, this is something
7 we got from the Middle States conference, an
8 audit of assessment activities because in
9 professional programs as well as in -- some
10 programs just track their majors better than
11 others. There are a range of assessment
12 processes and results out there and so, we
13 want to know what they are and have
14 institutional research capture those.

15 CHAIR CURRY: Okay.

16 DR. PETTY: So, we're creating a
17 self-study office. The old international
18 studies office. We're still going to have an
19 Office of International Programs, but it's not
20 going to be in that physical space because we
21 need it. Right as you come in across from Dr.
22 Epps is an office --

1 CHAIR CURRY: Yes.

2 DR. PETTY: -- that has a lot of
3 depth there for meetings and so, that's going
4 to be the new self-study office.

5 CHAIR CURRY: Okay.

6 DR. PETTY: It's being set up for
7 that now.

8 We're detailing a secretary from
9 another area to there initially for three days
10 a week and then we'll increase as we need
11 because we don't have staff. We can't hire
12 staff, but we will detail a person there for
13 -- and assess what we need as we go along.

14 CHAIR CURRY: Okay.

15 DR. PETTY: So, I think we've got
16 a pretty good start for the Middle States
17 process and I'm hopeful -- oh, the third
18 session plan this spring is one on the link
19 between budget and planning.

20 We get cited consistently for a
21 failure really to tie our planning into our
22 budgetary process and so, we're doing some

1 sessions on that.

2 So, I think that's about it. I
3 really would like to tell you that we've
4 detailed a faculty member. Dr. Webster's very
5 graciously agreed. She's not -- we're not
6 making an appointment. She is a faculty
7 member on loan to the Provost Office from
8 nursing. She's still going to be doing her
9 nursing accreditation visit, but she's helping
10 us out with the accreditation issues so that
11 we can actually very smoothly move the
12 accreditation process and I want to thank her.

13 There's no precedent. I had that
14 role with Dr. Payton.

15 CHAIR CURRY: Right. Right.

16 DR. PETTY: Okay. Other visits.
17 This fall we had an initial site visit to
18 assess the Architecture Program for candidacy
19 for accreditation and that visit took place
20 November 1st through the 6th.

21 We haven't gotten the results of
22 that yet, but the site visitation team, Dr.

1 Lyons and I did site in on the out briefing
2 and they were very complimentary to the
3 faculty and the entire program for the efforts
4 that they have put forth in, you know,
5 consistently working for accreditation through
6 a lot of fiscal ups and downs and space kinds
7 of challenges, et cetera.

8 CHAIR CURRY: So, are we
9 accredited with --

10 DR. PETTY: We -- I think it's
11 pending --

12 CHAIR CURRY: Okay.

13 DR. PETTY: -- review by a panel.
14 They just can tell you what --

15 CHAIR CURRY: What --

16 DR. PETTY: -- give you a brief
17 kind of status update, but they don't
18 communicate anything until their --

19 CHAIR CURRY: Panel.

20 DR. PETTY: -- board actually
21 takes a vote.

22 CHAIR CURRY: And when is that?

1 DR. PETTY: January. Sometime in
2 January I believe.

3 CHAIR CURRY: Sometime in January.

4 DR. PETTY: Yes.

5 CHAIR CURRY: All right.

6 DR. PETTY: We were on probation.
7 We were in probationary status for our
8 Mortuary Science Program, but the American
9 Board of Funeral Service Education -- after a
10 lot of aggressive work -- and I have to
11 applaud Dean Jackson and the Mortuary Science
12 faculty who worked very aggressively to really
13 work on demonstrating that they had revised
14 their curriculum so that it really does lend
15 itself to better performance by students on
16 the board exams.

17 CHAIR CURRY: Okay.

18 DR. PETTY: And so, the
19 probationary status was -- we were notified it
20 was removed on November 5th.

21 Speech Pathology also was in
22 probationary status because of really -- and

1 we are working -- I'll talk about that in a
2 minute. We are working on some things to make
3 sure that doesn't happen again, but their's
4 was not linked to any functioning by their
5 students or their curriculum. The normal
6 things that you think are really important to
7 accreditation, they were fine, but it was
8 things like the website. If you go on the
9 website, you couldn't located who their
10 accreditor was.

11 CHAIR CURRY: Yes.

12 DR. PETTY: You couldn't link back
13 and find the policy related to, you know,
14 student issues and complaints on their
15 website, et cetera.

16 So, those things were cleared and
17 on the November 27th, they granted us an
18 eight-year accreditation that runs through
19 2021. Okay.

20 So, I'll take questions.

21 We have in the spring visits to
22 the Social Work Program and we'll be doing

1 self-studies and submitting self-studies for
2 Dietetics, the Nutrition Dietetics Program,
3 the RN Nursing Program. No, the RN to BSN
4 Nursing Program and also our ABET reports.

5 The visits for those last three
6 programs are early fall.

7 CHAIR CURRY: Okay.

8 DR. PETTY: Okay. The Nursing
9 Program in the Community College remains on
10 probation. It's the only program currently
11 that we have professional accreditation with
12 this on probation.

13 CHAIR CURRY: Um-hum. One thing,
14 are we really -- going back to Middle States,
15 are we -- as we prepare to self-study --

16 DR. PETTY: Oh, I didn't tell you
17 about the time line.

18 CHAIR CURRY: Yes. Yes, the time
19 line and also we're working with the Community
20 College in all of the other things we've had
21 to do to have a unified agenda when we deal
22 with Middle States.

1 DR. PETTY: We certainly are.

2 CHAIR CURRY: Okay.

3 DR. PETTY: That was Dr. Lyons'
4 message yesterday. I tried to really
5 reinforce that and I must commend the
6 Community College. Dean Jackson -- Dean
7 Hamilton, it helps to have her really very
8 much involved as a co-chair of self-study and
9 so, Dr. Walton was following me.

10 I was there from 10:30 to 12:00
11 talking to faculty about a number of issues
12 and Dr. Walton came in at 1:00 to follow up
13 with the self-study piece. They're fully on
14 board.

15 They really are very actively
16 working on the assessment piece with us and we
17 all are one and we're working on that.

18 It's going to require -- and
19 that's going to be one of the things that Dr.
20 Webster's going to spend a lot of time at the
21 Community College, you know, working with them
22 on everything that has to do with

1 accreditation, professional and regional.

2 Middle States, the process is that
3 we will do our self-study design. We already
4 have some early kind of work completed on it,
5 but our Middle States liaison, Dr. Gueverra,
6 will be here. Dr. Lyons has invited him for
7 sometime the first week of April to approve
8 our self-study design.

9 CHAIR CURRY: Okay.

10 DR. PETTY: Once the design is
11 approved, then we work on it and right now, we
12 asked for a one-year extension and was granted
13 a one-year extension, but we don't know
14 whether our visit -- our letter from Middle
15 States says that our visit can take place
16 either in the fall --

17 CHAIR CURRY: Or.

18 DR. PETTY: -- or -- fall of
19 '15/spring of '16 and so, the date for our
20 visit is not final yet.

21 But, we're tracking it so that we
22 are ready whenever we have to be.

1 CHAIR CURRY: Well, as that date
2 becomes more firm, will you please keep the
3 Committee and the Board apprised of those
4 dates?

5 DR. PETTY: I will.

6 CHAIR CURRY: So, that we'll be
7 clear with that.

8 DR. PETTY: And I'll make sure you
9 get one of the brochures that was -- it needs
10 a revision because the mission statement
11 hasn't been -- it needs to be changed in it,
12 but we'll make sure you get one of the
13 brochures that has a rough time line in it
14 already.

15 CHAIR CURRY: Okay. What is the
16 roll of the Academic Affairs Committee and
17 what Board support do you need with regard to
18 the self-study so we can be successful with
19 Middle States?

20 DR. PETTY: Well, I know that when
21 we have the visit in the spring, they will
22 want to see some Members of the Board. Won't

1 they, Dr. Lyons?

2 PRESIDENT LYONS: In April.

3 DR. PETTY: In April.

4 CHAIR CURRY: In April.

5 DR. PETTY: Yes, and the Board
6 will assess itself just like every other
7 unit --

8 CHAIR CURRY: That's correct.

9 DR. PETTY: -- of the University
10 in terms of assessment and we will from time
11 to time be sending you surveys that are part
12 of -- surveys that we send to the -- when
13 they're relevant to members of the University
14 community to assess our progress on standards
15 and to document that and so, we ask as we did
16 faculty yesterday to respond as promptly as
17 you can and participate in them because it's
18 important for us to get the feedback of all
19 members of the community.

20 CHAIR CURRY: Okay.

21 DR. PETTY: Okay.

22 CHAIR CURRY: Additional questions

1 from Members of the Academic Affairs Committee
2 or other Board Members sitting in?

3 PRESIDENT LYONS: Mr. Chairman, I
4 would just like to say that the University has
5 a lot on its plate. Because not only are we
6 starting the self-study process, but we're
7 also starting the strategic planning
8 implementation as Dr. Petty alluded to and
9 ideally we would not be working on them both
10 at the same time.

11 CHAIR CURRY: Same time.

12 PRESIDENT LYONS: But,
13 circumstances have created that and so, we
14 will be doing both at the same time.

15 I think it's very important that
16 -- although challenging and it'll be a lot of
17 work, but it's important that we move to the
18 strategic planning implementation because far
19 too many institutions have developed strategic
20 plans and have not implemented them and we
21 don't want to delay it until after the self-
22 study. Because if you delay it, then you run

1 the risk of it not getting done. So, we have
2 to do both and like I said, it'll be a lot of
3 work. But, we'll get through it.

4 DR. PETTY: And finally, I just
5 want to say that I've really been impressed by
6 the willingness of faculty to, you know, be
7 willing to move forward with helping the self-
8 study and knowing that we've got the Vision
9 2020 work. Over the last few days as I've met
10 with them, they've been consistently excited
11 about the opportunity that both processes
12 allow for growth of the institution and so,
13 we're excited. We have a lot of work to do.
14 We're excited about it.

15 CHAIR CURRY: All right.
16 Questions? Questions? All right. Thank you
17 so much. So much. We are I think very, very
18 appreciative of the depth and the detail of
19 your report, Dr. Petty, and I just say thank
20 you to you and certainly to the President for
21 trying to get us in line with where we need to
22 be.

1 I want to move now to a portion of
2 our agenda that allows us to have testimony
3 from the faculty and other entities related --
4 concerned with academic matters and I believe
5 that -- excuse me. Okay.

6 We have several that have come and
7 I will take them in the order that they're
8 listed and the first will be Dr. Khatri and I
9 will just ask if you, Dr. Khatri, please.
10 You're welcome. It's good to see you in the
11 new year and we look forward to -- please.
12 Come over. Please come over and we'll hear
13 your testimony at this time.

14 Anyone else that has written
15 testimony, please submit it to Ms. Beverly
16 Franklin. Thank you so much.

17 PROFESSOR KHATRI: Thank you.
18 Thank you very much for providing me the
19 opportunity to testify.

20 First of all, let me wish
21 everybody a Happy New Year.

22 CHAIR CURRY: Happy New Year.

1 PROFESSOR KHATRI: Just like the
2 Dean of Law School says that hey, your tax
3 dollars at best. Similarly, I represent the
4 department with the best retention rates,
5 almost 100% percent and almost the best
6 pedagogy probably in the country.

7 I came here to highlight a number
8 of points. First, I would like to state for
9 the record my opinion the action taken by the
10 Board of Trustees with regard to the academic
11 programs was illegal because the Board failed
12 to follow its own procedures. That is the
13 recommendations did not originate from the
14 Academic Affairs Committee for the Board's
15 action.

16 Second, the Board of Trustees and
17 the Administration did not even acknowledge
18 the document submitted to the Administration
19 and the Board of Trustees by the Faculty
20 Senate. This is not how shared governance is
21 suppose to work and that is not the way to
22 show transparency for the process.

1 Third, the Administration as in
2 the past circumvented the process by taking
3 its recommendations directly to the Board of
4 Trustees instead of submitting its
5 recommendation to the Academic Affairs
6 Committee first for its review and
7 recommendations.

8 Today, I am hearing that this
9 Committee is being apprised of what happened
10 in the Board meeting on November 19th.

11 The Faculty Committees and
12 Subcommittees work extremely hard to develop
13 recommendations and the rationale in the
14 spirit of shared governance. The Faculty
15 Senate unanimously passed the recommendation
16 of the Subcommittee, the Academic Standards
17 Policy Subcommittee, and forwarded those
18 recommendations to the Provost and Board of
19 Trustees Academic Affairs Committee.

20 Personally and as a member of the
21 Faculty Senate, I have not seen any response
22 of the Administration to this report. There

1 was absolutely no mention of this report at
2 the regularly scheduled Board meeting of
3 November 19th, 2013.

4 I'm asking now this is how we do
5 business here at the University? We talk
6 about shared governance and transparency, but
7 we practice authoritarian and autocratic
8 policies and practices.

9 To make matters worse, we hold
10 hearings which we did in the past six months
11 of the year, but ignore the consult of
12 faculty, staff, students and the District
13 residents. Does that remind you of something
14 in our past?

15 In my personal view, these
16 policies and practices must change and we must
17 learn to follow procedures. Failure to do
18 that will only make matters worse and it might
19 even negatively impact our reaffirmation
20 accreditation.

21 Thank you for the time. Any
22 questions? I will be more than glad to answer

1 those questions.

2 CHAIR CURRY: Questions from
3 colleagues? Okay. Thank you very much, Dr.
4 Khatri.

5 Professor Arlene King-Berry.

6 PROFESSOR KING-BERRY: Happy New
7 Year and let me take this opportunity to thank
8 all of the Board Members for their dedicated
9 service and the amount of time that they
10 devote to this University and also to Dr.
11 Lyons and Dr. Petty for leading this task.

12 My name is Arlene King-Berry. I'm
13 a resident of the District of Columbia, alum
14 of this great University, a graduate of the
15 Antioch School of Law, Mortuary Science
16 Program and a passionate advocate for
17 individuals with disabilities.

18 I strongly support the
19 continuation of the Undergraduate Program in
20 Special Education since the Master's Degree
21 has already been eliminated.

22 I'm here to speak on behalf of

1 thousands of children in the District of
2 Columbia with disabilities and their parents
3 as well as the students who testified at the
4 public hearing who are not able to be here
5 today because they, graduates of this program,
6 do have jobs and they're doing well in those
7 jobs.

8 I want to speak for those poor
9 black and brown children who need this
10 University, the District of Columbia's only
11 public institution, to continue preparing high
12 quality special education teachers.
13 Therefore, I'm recommending that this state-
14 of-the-art, fully accredited, revenue
15 generating program be continued.

16 I have a couple of examples and
17 I'm not going to read my whole testimony to
18 you of students who have done well.
19 Undergraduates and graduate students who have
20 come through this University and have had
21 multiple offers for jobs. They have done
22 well.

1 I would like to say that
2 additional reasons to continue this program is
3 because our external reviewers recommended
4 that the program be continued and the
5 University paid for these two individuals to
6 come and review our program.

7 There is a persistent shortage of
8 special education teachers in the District of
9 Columbia. Employment of special education
10 teachers is expected to grow by 17 percent
11 from 2010 to 2020 because of increasing
12 enrollment and continued demand for special
13 education services.

14 Now, I don't know how many of you
15 have a person in your family that's disabled,
16 but sometimes when people don't, they don't
17 truly understand what it means to have a child
18 with a disability in their presence.

19 If you watch the news, you will
20 see that one of our -- Toni Braxton has a
21 child with autism and look at the percentages.
22 Now, one in every ten there's a possibility of

1 a child with autism and there's so many
2 children with autism now that are in D.C.
3 public schools. There are so many children
4 that have not been diagnosed and so, we want
5 to make sure that these children have a
6 program that will provide teachers that are
7 qualified to meet their needs.

8 Teachers who are grown in their
9 own university, their own public institution,
10 who are residents in their community.

11 Individuals who will be able to provide them
12 with the specialized training that they
13 require.

14 As a matter of fact, approximately
15 8300 students in D.C. public schools require
16 special education services of which 70 percent
17 are minority students. Over \$100 million had
18 been spent for tuition on special education
19 services were not available and found
20 inappropriate for D.C. public schools.

21 There's truly a high demand for
22 special education teachers and our program

1 offers an online course in special education.
2 So, we are state-of-the-art.

3 The professor who teaches that
4 course, myself, was the first person certified
5 in RAIL -- under RAIL to teach certified
6 courses.

7 CHAIR CURRY: Excuse me, Dr. King-
8 Berry. Would you wrap up? I want to be fair
9 and consistent to the others.

10 PROFESSOR KING-BERRY: Okay.

11 CHAIR CURRY: Thank you.

12 PROFESSOR KING-BERRY: So,
13 therefore, I recommend the continuation of the
14 Undergraduate Special Education Program.

15 Thank you.

16 CHAIR CURRY: Thank you so very
17 much.

18 Questions from our Committee? All
19 right.

20 Nilka Julio please. Update on
21 other academic matters. All right.

22 MS. JULIO: Hello. Good

1 afternoon. Thank you for your time.

2 CHAIR CURRY: Sure.

3 MS. JULIO: Hello. My name is
4 Nilka Julio with the NEA.

5 The Faculty Association brought me
6 on board to elevate communication between the
7 faculty and Administration around their common
8 goal of improving student experiences at UDC.

9 In light of the Vision 2020
10 process and proposals, we urge that there be
11 greater communication between faculty and the
12 Board of Trustees.

13 According to a recent report by
14 the American Association of University
15 Professors, "Effective faculty/board
16 communication is a critical component of
17 shared governance. It's absence can result in
18 serious misunderstanding between campus
19 constituents and in significant governance
20 failures leading to flawed decision making."

21 In addition, the AAUP stated "It's
22 concern regarding the administrations and the

1 governing boards failure to consult with the
2 faculty in areas where the faculty exercises
3 primary responsibility. We urge adoption of
4 measures aimed at improving faculty and board
5 communication."

6 To that end, we also ask that the
7 Board also support our Faculty Association's
8 recent request that UDC re-establish a labor-
9 management partnership council. Through this
10 partnership council, we hope it can assist UDC
11 faculty and administration in strengthening
12 communication and building trust so we can
13 address mutually identified issues affecting
14 District residents, students and faculty.

15 The Association and I look forward
16 to working with each and every one of you.
17 Thank you for your time.

18 CHAIR CURRY: Thank you so much.

19 One quick question. You said in
20 the beginning that the Faculty Association
21 brought you on board to elevate the
22 communication.

1 What do you mean by brought you on
2 board? Is this a consultancy role that you're
3 in?

4 MS. JULIO: I'm a staff for the
5 National Education Association. Which is --
6 UDC Faculty Association is an affiliate of
7 NEA.

8 CHAIR CURRY: Yes. Sure. I got
9 you.

10 MS. JULIO: So, I will be the
11 staff providing support to the Faculty
12 Association and working from this point on to
13 provide resources and any help.

14 So, you know, primary
15 responsibilities to our Faculty Association
16 and with that, it's UDC in general.

17 So, that is my role as a staff.

18 CHAIR CURRY: All right. Thank
19 you so very much.

20 MS. JULIO: All right. Thank you.

21 CHAIR CURRY: Questions? All
22 right.

1 We'll have Professor Edgar Cahn on
2 special education.

3 PROFESSOR CAHN: Good afternoon.
4 It's a privilege to be here and to recognize
5 the dynamics for change.

6 I was alarmed when I heard that
7 the special education program was being
8 terminated. Let me explain. I teach the
9 course in law and justice to all incoming
10 students. I also teach a required course in
11 system change to the LLN students who serve as
12 clinical supervisors.

13 One of our major thrusts in the
14 clinical program is special education.
15 Professor Joseph Tolman is probably one of the
16 nation's outstanding experts in the subject.
17 He is training students and our students are
18 bringing cases throughout the system to deal
19 with the special -- the unmet special
20 education needs.

21 In addition, my first-year
22 students who have 40 hours of community

1 service are going into the schools not to do
2 tutoring, but to implement a strategy of
3 system change which would take unemployed
4 teachers specifically fifth graders to help
5 the second and third graders learn how to
6 read.

7 I cannot find a single public
8 elementary school in Ward 7 and 8 where even
9 50 percent of the children in third grade are
10 up to reading standards by the time they enter
11 fourth grade. So, if they're not special
12 education students by the time they enter
13 fourth grade, they're well on their way to
14 being special education students by the way
15 they hit further grades.

16 We have a critical need for
17 teachers not only who understand special
18 education but who also understand system
19 change and I would hope as the University
20 looks at what it is going to do with special
21 education and with teaching that there would
22 be some kind of collaboration and dialogue

1 with the faculty and myself at the law school
2 so that we'd begin to think not only of how we
3 train teachers, but how we as a University are
4 a catalyst and a source for system change for
5 the school system itself.

6 And I just -- I wanted to speak to
7 that as a personal desire, but also a desire
8 on the part of the law students and the
9 faculty to contribute in any way we could to
10 the University's leadership role in helping
11 the public schools of the District of Columbia
12 fulfill their responsibility.

13 Thank you very much.

14 CHAIR CURRY: Thank you.

15 Questions?

16 I thank you definitely for all of
17 those that have given testimony and this
18 Committee will consider the testimony further
19 and look at it in detail and then make some
20 disposition at our next meeting.

21 We do have one addition to our
22 testimony list. It's community resident David

1 Bardin and we will allow him the same time as
2 was allowed before, two minutes.

3 MR. BARDIN: Good afternoon,
4 Chairman Curry, Members of the Committee.

5 I'm David Bardin and I'm a
6 citizen, voter, taxpayer, neighbor of this Van
7 Ness campus and once again, one of your
8 students.

9 I want to talk with you about how
10 you're going to work out the decision to
11 terminate all of the Environmental Science
12 Bachelor's Programs -- Bachelor's Degrees and
13 raise with you -- which I think this Committee
14 should monitor and ask for a further report by
15 Dr. Petty and Dean O'Hara on how that will
16 work because you have a teach-out issue which
17 Dr. Petty addressed generically, but you also
18 have a foundational issue.

19 When the question you raised, Mr.
20 Chairman, about physics came up at the Board
21 meeting, people were assured that the school
22 would continue to provide physics courses as

1 foundational courses for many other purposes.
2 I wonder whether the University and its Board
3 of Trustees regards environmental sciences as
4 foundational. If not, then I wonder why you
5 -- whether you'll continue to have a college
6 of Agriculture, Urban Sustainability and
7 Environmental Science.

8 So, I think that's got to be
9 spelled out and the context that this college
10 use to be the smallest of your six academic
11 units, it's been growing vigorously and in the
12 fall enrollment, it's now the fifth largest of
13 the units, but significant to me and I think
14 to you and to the Board and to our City is how
15 we look upon environmental science, how we
16 provide for people from all walks in life,
17 people of limited means, people from all kinds
18 of educational backgrounds the entryway into
19 those sciences and I don't see how you could
20 do a Master's Degree without having any
21 Bachelor's Degrees in the field. Perhaps you
22 can. Perhaps it can be done.

1 But, I think there's some very
2 practical things and perhaps it's unintended
3 consequences because again this college even
4 though it's growing is a relatively small unit
5 and for all I know, law students may want to
6 take the course. I sure there must be people
7 in the Engineering School, the Business
8 School, the Arts and Sciences College who want
9 to take the course.

10 I respect what you're trying to do
11 with the Community College to bring people in
12 and make a seamless transition from the
13 associate level to baccalaureate, but I'm
14 frankly puzzled by exactly how this is going
15 to work and maybe there's some tweaking that
16 needs to be done or at least an explanation
17 that the Academic Affairs Committee fully
18 understands of how environmental science will
19 work at this University in many, many years to
20 come.

21 That's the testimony. I'll reduce
22 my testimony to writing and submit it to Ms.

1 Franklin so you have it.

2 If you have any questions, I'd be
3 happy to try to answer them.

4 CHAIR CURRY: Thank you. I
5 believe there's a response from Dr. Petty.

6 DR. PETTY: Mr. Bardin, at the
7 November meeting, I explained to the Board at
8 that time when the questions were raised that
9 for the next academic year we have forecast an
10 Environmental Studies Program that has already
11 been through the Curriculum Committee at the
12 college level coming on.

13 We noted when we looked at the
14 individuals who would matriculate into our
15 Environmental Science Program they're largely
16 science majors who double major in
17 environmental science and so, we are offering
18 that as a minor and bringing on the
19 environmental studies major in hopes of
20 actually getting individuals who are
21 interested in policy and a wider range of
22 careers related that may not be the hard

1 science of environmental science.

2 We have no intentions at all of
3 moving away from our new energized programs in
4 the land-grant area. We're very proud of
5 them. We're committed to them. We want to
6 grow them.

7 We actually just saw this really
8 as a way to serve a wider range of students
9 and at yesterday's meeting, the farm director
10 -- well, one of our door prizes was some
11 greens from the farm and he actually
12 encouraged faculty in a number of disciplines
13 to actually utilize the farm and the land-
14 grant activities as supplemental kinds of
15 experiential learning kinds of opportunities
16 for a range of programs and that is our aim
17 with the environmental science.

18 It's not to -- for the first time
19 in a long time, we have for two years now met
20 our match in terms of the federal dollars that
21 we can actually really garner and utilize for
22 the land-grant programs and part of pulling

1 back really on the academic offerings is to
2 allow us to have the funds to continue to
3 really be able to fund the land-grant
4 opportunities and to compete for other kinds
5 of -- and they're doing a good job with
6 grants. Just over the holidays, they got four
7 grants from the District Government.

8 So, we really are not pulling back
9 at all. If anything, we're strengthening our
10 programs.

11 Our water-quality program, Water
12 Resources Management Program, which is the
13 Master's Program we have there, is not
14 directly linked to the undergraduate studies.
15 It has integrated offerings that engineers
16 very often go into and individuals from a
17 number of other science areas, biology,
18 chemistry, physics, et cetera. So, we didn't
19 see it. It has not historically been a feeder
20 for the Master's Program which is a
21 Professional Science Master's.

22 But, we're open to when there is

1 demand. As a Board Member pointed out
2 earlier, we see ourselves really pulling back
3 to allow ourselves some funding to grow in
4 areas that we see really as potential areas of
5 growth, but we're not really abandoning our
6 commitment to the sciences at all.

7 MR. BARDIN: Well, Mr. Chairman,
8 the point about grants is very important and
9 I don't think this Committee. If I have a
10 chance at the Audit Committee, Budget and
11 Finance, I would like to talk about. Because
12 this is very good news. We're getting close
13 to meeting the match on the land grant.
14 That's --

15 CHAIR CURRY: Right.

16 DR. PETTY: No, we met it.

17 MR. BARDIN: Oh, we met it.

18 CHAIR CURRY: We met it.

19 MR. BARDIN: That's really good.
20 I'd like to see much more transparency on that
21 aspect just as the office -- OSP is doing on
22 so many other things.

1 Unfortunately, land grant isn't in
2 what they're reporting. But, that's not this
3 Committee's thing.

4 On the major point, I was here in
5 this room during the Board's entire discussion
6 of the programs and I did hear Provost Petty's
7 discussion, but I think you've got to look at
8 two things.

9 My impression is that there may be
10 a time gap, a crack. I would think if we're
11 going -- I don't know whether environmental
12 studies is a good substitute for environmental
13 sciences. I don't know what that means as a
14 curriculum matter. I defer to Dean O'Hara and
15 the other experts on that subject, but
16 whatever are going to be the curricular and
17 academic decisions, I hope that you will ask
18 yourselves can't we get the proposal for the
19 new program before this Committee and through
20 this Committee in whatever are the correct
21 ways of doing it up to a decision by the Board
22 quickly.

1 Because frankly, and I don't want
2 to dispute anybody here, I was left with the
3 impression that we have a gap. That in 2016,
4 we'll have a new program if it's approved
5 somewhere along the way by the Board.

6 So, what I'd ask this Committee to
7 do is to -- I don't know when you meet next,
8 but to get on your agenda quickly this issue
9 including the way we're going to fix it.

10 I'm concerned about unintended
11 consequences. I'm 80 years old. I've had a
12 career in Federal Government, state
13 government, private sector and only adjunct as
14 a professor -- as a teacher. Not a professor.
15 Instructor. So, I don't know much about
16 university except having bought their services
17 for myself and my children.

18 But, I'm just concerned that as a
19 practical matter you find a way of getting
20 this job done and not leave it in the bottom
21 drawer or good intention for the future and I
22 think the way to do it is to get it on the

1 agenda of this Committee, get a report from
2 the Provost, the Dean, anybody else who's
3 involved in that process and maybe some day
4 the CFO -- you can get a CFO who reports to
5 you and proceed on that point.

6 Thank you very much for your time.

7 CHAIR CURRY: Thank you so very
8 much.

9 MR. BARDIN: And I thank you,
10 Provost Dr. Petty, for her comments.

11 DR. PETTY: Yes.

12 CHAIR CURRY: Okay. Any
13 additional comments? Okay.

14 Again, I want to thank all of
15 those presenters today. We will consider your
16 testimony further and also those of you that
17 have come out to this meeting of the Academic
18 Affairs Committee. I want to thank my
19 colleagues.

20 And if there's nothing else that
21 claims our attention at this time, I will
22 accept a motion for adjournment.

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TRUSTEE SHELTON: So moved.

CHAIR CURRY: Don't say it so
enthusiastically.

All right. There's an undebatable
motion to adjourn. Let's consider the meeting
adjourned now. Thank you.

(Whereupon, at 5:19 p.m., the
meeting was adjourned.)

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50 9:14 11:3 71:9
58 2:19
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6 20:2
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7 1:10 71:8
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C E R T I F I C A T E

This is to certify that the foregoing transcript

In the matter of: Board of Trustees Academic Affairs
Committee Meeting

Before: UDC

Date: Tuesday, January 7, 2014

Place: Washington, DC

was duly recorded and accurately transcribed under
my direction; further, that said transcript is a
true and accurate record of the proceedings.



Court Reporter

NEAL R. GROSS

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