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# Faculty Senate Response

to

## University of the District of Columbia Vision 2020 Academic Plan

Academic Standards, Policy and Procedures  
Committee (ASPPC)



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## Executive Summary

The undergirding philosophy of the University of the District of Columbia Faculty Senate is that institutional change developed through shared-governance can build excellence in the institution and in the community by promoting excellence, attracting scholars, and enrolling and retaining increasing numbers of students. Thus, the Faculty Senate, in the spirit of shared governance, presents its response to the proposed Vision 2020 Academic Plan.

The following calendar indicates the steps taken by the Faculty Senate in their review of the Vision 2020 Plan. These steps reflect compliance with Academic Policies and Procedures for responding to recommended program changes program deletions.

DATE	ACTION
September 27, 2013	Faculty Senate receives request to review the 2020 academic plan as developed by the Office of the Provost
October 1, 2013	Emergency meeting of Faculty Senate called and presided over by Chair of Faculty Senate
	Standing committee on Academic Standards, Programs, and Policies Committee (ASPPC), appointed and instructed develop a response to the 2020 Academic Plan by October 8, 2013.
October 2, 2013	ASPPC met, selected Chairperson
	ASPPC appointed subcommittee and charged it to develop response to the 2020 Academic Plan by October 7, 2013.
October 8, 2013	Faculty Senate approved preliminary ASPPC response to 2020 Academic Plan
October 10, 2013	Email sent by Chair of ASPPC to all of the deans, chairs, senators, and faculty members making them aware of procedures and timelines for submitting program reports to the ASPPC by 10/21/2013.
November 6, 2013	One report in the approved format received from the CAS College Curriculum Committee.
November 7, 2013	ASPPC met for approximately two hours: <ul style="list-style-type: none"> <li>- Reviewed reports from the colleges or Arts and Sciences; Agriculture, Urban Sustainability and Environmental Sciences; and Business and Public Administration SEAS</li> <li>- Instructed senators from CAUSES and CBPA to provide their recommendations in the correct format by 11/12/2013 before 12 noon.</li> </ul>

This Faculty Senate response to the Vision 2020 Plan consists of (a) observations about the report, (b) challenges to certain content in the report, and (c) recommendations regarding specific programs.

### Observations About the Vision 2020 Plan

- 1) According to its developers, the Vision 2020 recommendations respond to the goals of the Mayor's Economic Development and Sustainability Plan and the strategies recommended by the Growth Industries Employment Opportunities Study prepared by Altus Advisory Partners. However, we believe the Plan appears to have misconstrued these goals and strategies. For example, the Vision 2020 plan suggests that terminating 22 programs will "*maximize the availability of public financial resources; and ultimately decrease the University's dependence on public finances by growing its own revenue opportunities*" (Preliminary Report to the Board of Trustees, p. 7). We maintain that the Plan will not result in cost savings for the University nor in substantial cost savings to the city. The plan does not provide a cost savings analysis that specifies savings associated with (a) a "teach out" plan for students, (b) a compensation plan for faculty, and (c) the financial impact on DC residents if they must pay higher tuition to pursue programs at local private institutions of higher education.
- 2) The Vision 2020 Plan recommends eliminating 23 of 55 existing baccalaureate and graduate programs, with all 22 Community College programs and the two School of Law programs retained. The Plan refers to this course of action as a "realignment." We maintain that elimination is not *realignment*. Furthermore, although Vision 2020 recommends the reduction of program majors to minors and/or concentrations, the University currently has no Board approved policy for establishing minors. The faculty Senate recommended such a policy two years ago and forwarded the recommendation to the Provost, however no action was taken on the recommendation.
- 3) Vision 2020 eliminates the University's intercollegiate athletic programs, including withdrawal from the NCAA. The Plan maintains that this action will allow for the investments necessary to provide the type, level and scope of student support services necessary for institutional success. We question how elimination of intercollegiate athletic programs can have any positive impact on students (their health, development, academics, and commitment to the University) or on the University (its public image, revenue). It seems to us that perhaps a more equitable division of instruction and administrative costs would be a more judicious cost savings strategy.

### Challenges to the Vision 2020 Plan

- 1) The Report maintains that it "is the result of a University-wide planning process that brought the University community together to closely analyze and evaluate all University functions, as well as the role of the institution in the District of Columbia. This intense review was augmented by survey data from thousands of students, alumni, faculty and staff, as well as polling information from the wider District community." However, the Vision 2020 Report development process did not reflect true shared governance between administration and faculty. For example, the analysis and evaluation of University functions referenced in the statement above was, in fact, completed only by a limited number of faculty members during a 3-day retreat during the summer when most faculty were on break. The actual Vision 2020 report was then developed by the administration with no faculty writers in attendance.
- 2) According to the Vision 2020, the plan "reshapes the relationship between the Main Campus and the Community College, strengthening connections across all University offerings and eliminating barriers to success that have been raised by internal and external constituencies." But rather than "reshaping" and "strengthening connections" between the Main Campus and the Community College, the Plan actually weakens these connections. Rather than creating more formalized pathways to move students through associate, baccalaureate and graduate degrees, the plan

actually destroys the Community College-Main Campus connection for several programs. It does not result in all high demand programs at the Community College having well-articulated baccalaureate programs at the Main Campus to which Community College students can matriculate efficiently. Education programs provide an example of this disconnect. For example, despite the city's need for well trained professionals in early childhood and special education, Vision 2020 recommends the elimination of main campus bachelors degrees in these areas, in effect destroying the connection between these programs and the community college associate degrees in education

In sum, the Vision 2020 for Academic Programs Plan lacks the rationale, data, and analysis to support its recommendations. In addition, it does not provide a fiscal impact statement of its recommendations, and it did not address the concerns of the Middle States Commission on Higher Education. Finally, it is deficient in providing a rationale for the massive reductions and eliminations of the academic programs that are an integral part of the mission of the institution.

### Faculty Senate Recommendations for Program Changes

Having extensively reviewed the Vision 2020 Plan and reports from the College Curriculum Committees, the Faculty Senate recommends the following; recommendations are organized by college. A short rationale from the DPC's is provided for each of the recommendations. A detailed rationale for each of the programs is provided in the attachment PDF document.

## **COLLEGE OF ARTS AND SCIENCES**

### **Faculty Senate ASPPC Recommendations**

### **Recommendations**

#### **1. Department of Biology, Chemistry and Physics**

- Maintain the Bachelor of Science (B.S.) degree in Chemistry with the following concentrations:
  - Biochemistry
  - Environmental chemistry
  - Forensic Science
  - Pre-medical
  - Material Science
  
- Maintain the Bachelor of Science in Physics with the following concentrations:
  - Pre-medical Physics
  - Biophysics
  - Computational
  - Pre-professional
  - Engineering Physics
  - Teaching

#### **2. Department of Education:**

- Maintain BA in Early Childhood Development
- Maintain BA in Special Education
- Develop BS in Education (Content in Science, Math, Literacy or Computer Technology) with licensure tracks in Special Education, Early Childhood Education (Human Development, a non-licensure option within the program), Elementary Education, English, Math, Biology, Social Studies, Music, Arts, and Education.

- Offer an online Certificate in Special Education.

### 3. Department of Mathematics

- Maintain the M.S. Program in Applied Statistics

### 4. Department of Visual and Performing Arts

- Encourage the administration to consult faculty in the program before making any modifications in the course offerings or its name.
- The degree offering should be a Bachelor of Music (BM) rather than a BA.
- The BA degree in arts should be changed to a degree in Bachelor of Fine Arts (BFA).
- Offer a minor in Theatre Arts.

## Program Rationales

### 1. Chemistry Program

- Chemistry is the central science, and it is the critical to the mission of the University. Without the chemistry major program, the STEM focus will be drastically diminished.
- It is an ACS certified Program, and without a major, it would drastically reduce the chances of receiving any external grant funds in STEM fields.
- It has one of the highest productivity of faculty in terms of research publications, and it has a consistent record of remarkable performance of its graduates

### 2. Physics Program

- Physics is the most basic physical science, and it is the critical to the mission of the University. Without the physics major program, the STEM focus will be drastically diminished, and it might jeopardize the ABET accreditation for engineering programs.
- It has one of the highest productivity of faculty in terms of books and groundbreaking physics research, and it has a consistent record of remarkable performance of its graduates.
- There is a tremendous shortage of physics teachers in DC and the nation. UDC contributes one of 10 African American Ph.D.'s that this country prepares in a year, and it has probably the highest retention rates in its courses in the country.

### 3. Department of Education- BA in Early Childhood and Special Education are nationally accredited until 2018

#### **BA Early Childhood-**

- The demand for early childhood care and education programs continues to increase not only in response to the growing demand for out-of-home child care but also in recognition of the critical importance of educational experiences during the early years

#### **BA in Special Education**

- Approximately 8300 students in DCPS require special education services of which 70% are minority students, and there is a persistent shortage of special education teachers in the District of Columbia
- There is a high demand for special education teachers in DCPS, and their employment is expected to grow by 17 percent from 2010 to 2020.
- The Special Education Program has a high demand online course "Introduction to the Education of Exceptional Children," and therefore, the awarding of a BA in Special Education will provide immediate entry into the workforce.

### 4. MS Program in Applied Statistics

- Currently, the program has 10 active students. So far, all students and/or their employers have paid the tuition for their course work, except 2 TAs/RAs who are hired by UDC. NSF will continue supporting MSAS students for the 2013-2014 academic year;

- Since its start in Fall 2009, the program has graduated a total of 7 students. All graduates except one have found jobs; Some current students are employed by Federal/Local Government and Private sector; two of them are PHDs in Math and Physics working at the Dept. of Homeland Security HQ;
  - Five (5) students have had support from NSF and have been working on projects using data from the National Science Foundation databases, under the direction of a faculty advisor from UDC and a NCSES/NSF scientist /statistician; each student intern is paid \$3,000 per semester. There are several students in the program, who already hold an MS / MA degree implying a high demand in Washington DC for graduates with solid statistical training;
5. **Department of Visual and Performing Arts**
- The BA is an error in the Vision 2020 Plan. The Bachelor of Music (BM) is the current degree and the preferred degree professionally.
  - The degree is Bachelor of Fine Arts (BFA ) and not BA.
  - It will improve enrollment and retention.

## **COLLEGE OF AGRICULTURE, URBAN SUSTAINABILITY AND ENVIRONMENTAL SCIENCES**

### **Faculty Senate ASPPC Recommendations**

#### **Recommendations**

Based on the Program and College Committee review in CAUSES, the ASPPC makes the following recommendations with regard to the program in Environmental Science:

- For the **Environmental Science and Urban Sustainability**
  - **Maintain** the BS Environmental Science – General
  - **Terminate** the BS Environmental Science - Water Resources concentration
  - **Terminate** the BS Environmental Science - Urban Sustainability concentration

#### **Rationale for the Recommendations**

## **SCHOOL OF BUSINESS AND PUBLIC ADMINISTRATION**

### **Faculty Senate ASPPC Recommendations**

#### **Recommendations**

Based on the Program and College Committee review in SBPA, the ASPPC makes the following recommendations with regard to the MIS program.

- For the **Department of Management, Marketing, and Management Information Systems**
  - Maintain the BBA Management Information System (MIS)

#### **Program Rationale**

1. The MIS Program has 36 majors.
2. The MIS majors are eligible to apply for 38% of the total job postings in the D.C. metropolitan area, and the demand for MIS majors ranks at the first place.

## **SCHOOL OF ENGINEERING AND APPLIED SCIENCES**

### **Faculty Senate ASPPC Recommendations**

No recommendations are proposed at this time because the programs proposed are new. Therefore, it would require future Faculty Senate action.

## **COMMUNITY COLLEGE**

### **Faculty Senate ASPPC Recommendations**

No response has been received from the Community College Curriculum Committees.

**Davis A. Clarke School of Law**  
**Faculty Senate ASPPC Recommendations**

No response has been received from the Law School Curriculum Committees.

# FACULTY SENATE ASPPC SUMMARY of RESPONSE AND/OR RECOMMENDATIONS\*

ASPPC responses/recommendations are presented under four major headings. Only the programs that were being considered for change, modifications, and elimination were reviewed.

## 1. Programs to be Maintained

- BS Chemistry – **No Change**
- BA Early Childhood – **No Change**
- BA Special Education – **No Change**
- BA Human Development- Move from Psychology to Dept. of Educaion
- Mass Media – **Consultation with Faculty recommended**
- MS Program in Applied Statistics – **No Change**
- BS Physics – **No Change**
- Visual and Performing Arts -- The degree offering should be a Bachelor of Music (BM) rather than a BA. The BA degree in arts should be changed to a degree in Bachelor of Fine Arts (BFA). Offer a minor in Theatre Arts.
- BS Environmental Science –General – **No Change**
- BBA in Management Information Systems – **No Change**

## 2. Programs for whom No Response was Received from the College Curriculum Committee

- BA English
- BA Sociology
- BA Graphic Design
- BBA in Marketing
- BBA in Finance
- BBA in Business Management
- BBA in Procurement and Public Contracting
- BA History
- BA in Economics
- BS Nutrition - Food Science option only

## 3. Programs Recommended for Termination

- BS Environmental Science - Water Resources concentration
- BS Environmental Science - Urban Sustainability concentration

## 4. Programs That Require Future Faculty Senate Review

### Recent New degree programs

- Center for Urban Entrepreneurship
- Undergraduate program in Hospitality Management and Tourism Certification programs in Project Management, Non-Profit Management, and International Accounting. Degree programs in Real Estate, Sales and Consumer Science and Human Resources Management
- Fashion Merchandizing, Business. Add an online or Executive MBA, MPA.
- Generic BS Nursing
- MS Nursing and Health Management BA Environmental Studies

New Certificates and Concentrations (on-line)

- Special Education
- Cyber Security
- Transportation Engineering
- Energy Concentrations
- Supply Chain Engineering Product Design

Projected new-degree offerings

- BS in Education with licensure tracks in, English, Math, Biology, Social Studies, Music, Arts, Elementary, Special Education, Early Childhood Education,
- BA Interdisciplinary Humanities - undergraduate (2017)
- MA Integrated Elementary and Special Education (2017)
- PSM Interdisciplinary Applied Science and Math (2019)
- MA Mental Health/Rehabilitation Counseling (2019)

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\* All new degree and certificate offerings and changes in the course would require Faculty Senate approval.