

APPROVED

(By Faculty Senate on 10/8/2013)

PRELIMINARY FACULTY SENATE RESPONSE

FOR

UNIVERSITY OF THE DISTRICT OF COLUMBIA

2020 ACADEMIC PLAN

INTRODUCTION

After an expedited review of the proposed 2020 Academic Plan, the following response is proposed. The undergirding philosophy of this Faculty Senate response is that positive change developed by faculty experts through a shared-governance model will be long lasting and build excellence in higher education. The Senate takes the position that changing academic programs without diluting them can promote excellence, attract scholars, and enroll and retain increasing numbers of students--the ultimate solution for our success as an institution of higher education.

As is clear from volumes of documents and hearings, UDC has to meet the workforce needs of the district residents working within its charter without diluting the purpose of higher education. We can address this need by strengthening and/or enhancing the academic programs, building on our unique strengths, and creating ownership of the changes among the shareholders.

The Senate is fully aware of the fact that the city government needs clarification on the following: (1) achieving congruency with the mission of the university; (2) assisting students in their goals for higher education, careers, and employment; (3) meeting the need for work force development and continuing education; and (4) attaining cost savings for the university to invest back in academic programs. In this context, the 2020 Academic Plan that is developed by the Office of the Provost will become one of the working documents for the Faculty Senate committees and their deliberations.

BACKGROUND

The request to review the 2020 academic plan as developed by the Office of the Provost was submitted to the Faculty Senate on September 27, 2013. The Chair of the Faculty Senate called an emergency meeting of the senate for October 1, 2013. The Faculty Senate met on this day, appointed its standing committee on Academic Standards, Programs, and Policies Committee (ASPPC), and instructed the committee to come up with a response to the document by October 8, 2013.

In response to this instruction, the ASPPC met on October 2, 2013, and selected its chair. Because of the large size of the ASPPC, ASPPC appointed its subcommittee and instructed it to come up with a response by Monday, October 7, 2013.

The subcommittee has since met on October 3 and 4 for several hours each day. Our response that is presented below has been developed using the shared-governance model, and it is research-based, faculty-owned, and transparent. Moreover, this proposal complies with regional accreditation, and it will attain substantial savings that can be invested back into the academic programs. Specifically, this response is presented here in the following categories:

1. The Realignment of the Academic Programs

2. Programs already reviewed by the Faculty Senate
3. Specific Response to the Provost 2020 Academic Plan
 - 3.1. Programs to be retained
 - 3.2. Programs to be modified
 - 3.3. Programs recommended for minors and concentrations
 - 3.4. Programs recommended for termination
 - 3.5. New degree programs
 - 3.6. Projected new-degree offerings
4. Compressed time-table for Faculty Senate full-review of academic programs
5. Recommendations
6. Appendix – A

1. THE REALIGNMENT OF THE ACADEMIC PROGRAMS

The realignment of the academic programs takes into account the need to improve enrollment, reduce costs, and address the need of local work force. The chart on the next page depicts the proposed realignment of the academic programs. The Land Grant Programs are to continue as a separate cluster. The Community College will continue as the fourth college of the university under the name “University College,” and no changes are suggested; programs are listed in the 2012-2013 Course Catalog.

**UNIVERSITY OF THE DISTRICT OF COLUMBIA
FACULTY SENATE PROPOSAL FOR
REALIGNMENT OF ACADEMIC PROGRAMS***

**COLLEGE OF HUMANITIES
AND SOCIAL SCIENCES**

- ◆ Department of Criminal Justice, Sociology, and Social Work
 - Criminal Justice
 - Sociology
 - Social Work
- ◆ Department of Communications
 - Mass Media
- ◆ Department of Education
 - Elementary Education
 - Early Childhood Education
 - Human Development
 - Special Education
 - NCUE
- ◆ Department of English, World Languages & Cultures
- ◆ Department of Political Science, History, and Global Studies
 - Political Science
 - History
 - Global Studies
- ◆ Department of Psychology and Counseling
- ◆ Department of Visual and Performing Arts

**COLLEGE OF SCIENCE,
TECHNOLOGY, ENGINEERING
AND MATHEMATICS (STEM)**

- ◆ Department of Architecture and Urban Design
- ◆ Department of Health Education
- ◆ Department of Natural Sciences
 - Biology
 - Environmental Science
 - Food Science
 - Nutrition
- ◆ Department of Nursing
- ◆ Department of Physical Sciences
 - Chemistry
 - Mathematics
 - Physics
- ◆ Department of Civil Engineering
- ◆ Department of Computer Science and Information Technology
- ◆ Department of Electrical and Computer Engineering
- ◆ Department of Mechanical Engineering

**COLLEGE OF BUSINESS
AND PUBLIC
ADMINISTRATION**

- ◆ Department of Accounting, Economics, and Finance
- ◆ Department of Management, Marketing, and Management Information Systems
- ◆ Department of Public Administration

UNIVERSITY COLLEGE[†]

* Land Grant Functions are to continue as separate entities.

[†] The Departments and Programs are listed in the 2012-2013 Course Catalog

2. PROGRAMS ALREADY REVIEWED BY THE FACULTY SENATE

EDUCATION PROGRAMS--The Faculty Senate reviewed the Education Program during the Spring Semester 2012, and on May 8, 2012, it was recommended for continuation as a B.A. Degree granting program. Below you will find a response to the BA undergraduate programs recommended for termination (Special Education, Elementary Education). The recommended termination of the MA in Special Education will be addressed in the Graduate Council response.

Low Internal and /or External Demand

There were approximately 350 students enrolled in the undergraduate education programs in 2008. Because of the freeze on admissions for the past four years, the enrollment numbers significantly dropped. In the Vision 2020 retreat research study, education was identified as the number one workforce demand in the District of Columbia and special education as the most critical area.

SPECIAL EDUCATION:

- There is a persistent shortage of special education teachers in the District of Columbia (*US Department of Education, Office of Postsecondary Education in its Nationwide Teacher Shortages Listing 2013-14*)
- Employment of special education teachers is expected to grow by 17 percent from 2010 to 2020, because of increasing enrollment and continued demand for special education services. *Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2012-13 Edition, Special Education Teachers, on the Internet at <http://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm> (October 06, 2013)*
- Approximately 8300 students in DCPS require special education services of which 70% are minority students. Over 100 million taxpayer dollars have been spent for tuition when special education services were not available or found inappropriate in DCPS
- There is a high demand for special education teachers in DCPS. The awarding of a BA in Special Education will provide immediate entry into the workforce, especially for low-income residents.
- The Special Education Program has a high demand online course "Introduction to the Education of Exceptional Children." This course was offered in Spring 2013 and is currently being offered this semester.

Outdated Pedagogy

Special education pedagogy is endorsed by its professional organization, the Council for Exceptional Children until 2017, as well as by the experts hired by UDC during the 2012 program review. In addition, the Office of Special Education Programs awarded a \$500,000 grant to the program.

Recommendations:

1. **All education majors must have one of three concentrations: Math, Science, or Language Arts**
2. **Retain BA** in Special Education and provide optional Licensure in Special Education for all education majors i.e. Early Childhood, Elementary, Adult Education, English, History, etc.
3. Retain BA in Early Childhood
4. Retain BA in Elementary Education

PHYSICS PROGRAM--The Faculty Senate reviewed the Physics Program during the Spring Semester 2012, and on May 8, 2012, it was recommended for continuation as a B.S. Degree granting program. **Former provost, Dr. Ken Bain, approved the Senate recommendations verbally as well as through emails** and merged the Physics Department with the Department of Biology and Chemistry to form the new Department of Biology, Chemistry, and Physics. Some of the highlights of the program are the following:

- Currently, it has 14 physics majors and 2 full-time faculty members.
- Full employment (> 99.5%) exists for all physics majors at all levels.
- STEM education builds on physics. Without a strong physics program, other STEM areas are on shaky ground, and it might even negatively affect UDC's upcoming accreditation.
- It is one of the highest-demand academic fields for black physicists and high-school physics and math teachers. In fact, UDC graduates one out of 10 of the black physicists this country produces every year.
- Physics provides the base for engineering, chemistry, biology, and computer science courses.
- Throughout the history of the department, it has graduated every one of its majors.
- One faculty member has co-authored six books during the past five years; another faculty member has published numerous papers during the same time in groundbreaking research in superconductivity.
- Recently, one student who graduated in 2012 is pursuing a Ph.D. at Howard University; another student, who graduated in 2013, is pursuing a M.S. in math teaching and was hired as a math/physics teacher in DC on the first professional interview he ever had.
- In the nation, it is one of the programs with the highest retention rate of students.
- Traditionally, physics is not a high enrollment program, and our numbers are either higher or comparable with other physics programs in the nation.

Criminal Justice, Sociology and Social Work -- In AY 2011-2012 the Department of Criminal Justice, Sociology and Social Work submitted a proposal to the Faculty Senate requesting the approval of a concentration in Homeland Security, Science & Technology. On May 8, 2012, the proposal was introduced to the Faculty Senate by the Chair of the ASPPC and was accepted unanimously by voice vote. The proposal was submitted to the Office of the Provost prior to May 17, 2012. As of this date, the proposal has received no response from the Office of the Provost.

Insofar as a commitment for grant funding has been received for the Homeland Security, Science and Technology program, Board approval of the concentration is strongly recommended.

3. SPECIFIC RESPONSE TO THE PROVOST 2020 ACADEMIC PLAN

The Faculty Senate recommends the continuation of the programs listed below in their current configuration pending Faculty Senate full-review of these programs. The program review is expected to be complete by the end of the month (10/31/2013) in accordance with the shared-governance document approved by the Board of Trustees and Faculty Senate Procedures (APPENDIX – A) by the deadline dates established in the timetable matrix. A preliminary review of the criteria (1-5, Page 7) used by the administration seems to indicate that they were borrowed from the Noel-Levitz study that was outdated in terms of its databases and that did not follow the basic principles of research in social sciences.

3.1. CAS programs to be retained

These programs will be reviewed by the Faculty Senate committee, ASPPC, in accordance with the Board Approved charter of Shared Governance and the policies established by the Faculty Senate.

BA English -- **pending FS review**; also see addendum from English Faculty
BA Human Development – **Recommended for realignment with Department of Education**

3.2. Programs recommended for minors and concentrations

- BS Chemistry – offer as a Minor -- **pending FS review**
- BA Early Childhood – offer as a licensure track within Human Development **pending FS review**
- BA Sociology -- **pending FS review**
- BA Mass Media- Journalism -- **pending FS review**
- BA Graphic Design -- **pending FS review**
- BBA in Marketing -- **pending FS review**
- BBA in Finance -- **pending FS review**
- BBA in Business Management -- **pending FS review**
- BBA in Procurement and Public Contracting -- **pending FS review**
- BS Environmental Science –General -- **pending FS review**

3.3. Programs to be modified

- Mass Media -- **pending FS review**
- Sociology -- **pending FS review**
- Graphic Design -- **pending FS review**

3.4. Programs recommended for termination

- BS Physics (see recommendation #2, approved for a B.S. Degree)
- BA History -- pending FS review
- BA Elementary Education (see recommendation #2, approved for a B.A. Degree)
- BA Special Education (see recommendation #2, approved for a B.A. Degree)
- MA Special Education (see recommendation Graduate Council Report approved for MA Degree)
- BA in Economics -- pending FS review
- BBA in Management Information Systems -- pending FS review
- BS Nutrition - Food Science option only -- pending FS review
- BS Environmental Science - Water Resources concentration -- pending FS review
- BS Environmental Science - Urban Sustainability concentration -- pending FS review

3.5. New degree programs

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

New Certificates and Concentrations (on-line)

- Cyber Security -- pending FS review
- Transportation Engineering -- pending FS review
- Energy Concentrations -- pending FS review
- Supply Chain Engineering -- pending FS review
- Product Design -- pending FS review

3.6. Projected new-degree offerings

- BA Interdisciplinary Humanities - undergraduate (2017) -- pending FS review
- MA Integrated Elementary and Special Education (2017) -- pending FS review
- PSM Interdisciplinary Applied Science and Math (2019) -- pending FS review
- MA Mental Health/Rehabilitation Counseling (2019) -- pending FS review

4. Compressed time-table for Faculty Senate full-review of academic programs

| Committee Description | Date of Completion of Reviews |
|-------------------------------------|-------------------------------|
| Department Curriculum Committee | 10/11/2013 |
| Transmittal by Department Chair | 10/14/2013 |
| College/School Curriculum Committee | 10/18/2013 |
| College/School Dean/Director | 10/21/2013 |
| ASPPC, Faculty Senate | 10/25/2013 |
| Faculty Senate | 10/29/2013 |

5. Recommendations

In order to reduce operating costs and increase the revenue from external sources, we recommend the following:

- Appoint a joint committee of the Faculty Senate members and the administration to identify the following: (1) cost savings in the academic and administrative budget of the university; (2) ways that can bring the academic and administrative costs in line with the higher education budgets of comparable institutions; (3) the most effective teaching strategies to improve instruction across the board, but specifically in the STEM fields; (4) factors that can provide positive publicity to the institution.
- Appoint a team of researchers to develop effective guidelines that can encourage every faculty member, specifically the STEM faculty, to complete one grant application every year regardless of whether or not the grant receives funding.

6. APPENDIX – A

NEW PROGRAMS, PROGRAM CHANGES, AND PROGRAM SUSPENSIONS/ DELETIONS

University of the District of Columbia

FACULTY SENATE

Curriculum Proposal Guidelines: Program Offerings

The following procedure shall be used when any academic program is to be initiated or modified (program change, program deletion, and program suspension). It includes review by appropriate committees and academic administrators in a time frame that will allow expeditious action as indicated in the "Channel for Reviews." These procedures establish a system of primary review and approval at the level of department, program, and school, supplemented by a university-wide review system that ensures congruence with university objectives, resources, and desired academic Standards in accordance with the standards of the Middle States Commission on Higher Education.

I. PREPARING THE PROPOSAL

The academic unit shall provide the following information:

- A. Type of review requested:
 - 1. Review of existing program
 - 2. New program(s)
 - 3. Program deletion
 - 4. Program change
 - 5. Program suspension
- B. Description of proposed program change, course requirements, prerequisites, and syllabi as applicable.
- C. In reviewing a proposal for a new program, Program Coordinators, Department Curriculum Committees (DCC), Department Chairpersons in their transmittal role, College Curriculum Committees (CCC), College Deans, and the Academic Standards, Programs, and Policies Committee (ASPPC) of the University Senate will examine the course's feasibility in terms of the factors listed below. All applications shall address these factors, and all reviewers should include relevant commentary regarding these factors:
 - 1. Demonstration of need (including internal and external supporting data).
 - 2. Congruence with academic unit objectives and university mission.
 - 3. Avoidance of duplication or overlap with existing courses or programs.
 - 4. Relationship with other programs/departments/schools/colleges/ with written response from those concerned.

5. Standards of relevant accrediting agencies and/or professional societies.
 6. Number of students immediately affected if relevant. Projected enrollment, if relevant.
 7. Effect on students' development, employment, program effectiveness, or successful degree completion.
 8. Adequacy and appropriate qualification of current faculty and support staff. Identify additional needs if any.
 9. Adequacy of current facilities (offices, classrooms, labs, etc.).
 10. Adequacy of supplies and equipment. Identify additional needs, if any.
 11. Estimated costs, available funds and probable funding sources.
 12. Adequacy of supportive library and technical resources.
- D. If the proposal is for program change(s), suspension, or deletion(s), the following information should be provided in addition to relevant items required in item C above.
1. The number of students served during the past 4 academic years, itemized by semester (include graduates, majors, non-majors in courses, etc.)
 2. Rationale for proposal.
 3. Probable impact on unit.
 4. Faculty and staff affected.
 5. Impact on students.
 6. Plans for students' successful completion.
- E. Proposed date of implementation.

II. SUBMISSION OF PROPOSALS AND COMMENTS TO ASPPC

- A. Once a new program, program change, or program deletion has been approved by the College Dean, one (1) hard copy of the proposal (along with comments from appropriate levels, and with Transmittal Form with appropriate signatures as the cover sheet) shall be submitted by the initiator to the Chair of the ASPPC.
- B. An electronic copy of the proposal, in the form of a locked document (e.g., PDF file) shall also be submitted to the Chair of the ASPPC, who will then ensure that this electronic copy is posted on the ASPPC's Blackboard site for review by the entire ASPPC.
- C. If timely action cannot be met at any level, the authority at that level must promptly inform all involved parties, including the ASPPC Chair. The ASPPC shall monitor such delays and make determinations on disposition of the proposal.

III. CHANNEL FOR REVIEWS

- Step 1: Initiator (originator)
 Step 2: Department Curriculum Committee (DCC)
 Step 3: Department as a whole
 Step 3: Transmittal to the Dean by the Department Chair
 Step 3: School/College/Division Curriculum Committee through the Dean

Step 4: School/College/Division Dean/Director

NOTE: When proposals are initiated above the department level, they shall be returned to the appropriate department and forwarded through Channels for Senate Review and recommendation. Faculty and departments should be contacted regarding issues which transcend programs/departments.

Step 5: Academic Standards, Programs, and Policies Committee of the Faculty Senate

Step 6: Faculty Senate

Step 7: Provost

Step 8: President (if required)

Step 9: Board of Trustees

NOTES:

The initiator is responsible for monitoring the progress of the proposal. Initiators should keep in mind that an application must arrive at the ASPPC with all appropriate approval signatures according to the time-frame of Section IV, Calendar Deadlines. Initiators should begin at the Department and College levels early in the semesters prior to the ASPPC deadlines. At the time of the Program Change Proposal initiation, the initiator shall notify the ASPPC that a program change is being proposed, and a brief (one-page) summary should be included with that notification.

If program changes are not approved by the majority of appropriate program faculty, they should not proceed to the faculty senate or its committees. If any other level other than the program faculty transmits program changes directly to the Faculty Senate, the program change request will be remanded to the appropriate program faculty for consideration.

If there is a disagreement between the recommendations of the department/program and the college/school levels, then there should be an attempt made to reconcile their differences before the submission of the proposal to the ASPPC. If the differences cannot be reconciled within a two week period time-frame, then both sides must be prepared to submit both written and oral recommendations to support their arguments before the ASPPC. The Faculty Senate will make a final ruling on any dispute. The originating department faculty should be kept abreast of all of these deliberations by the various levels.

If, at any time, the Program Change Proposal is withdrawn, the initiator shall inform the ASPPC of that action. If the initiator feels that timely action has not been taken at any level, and no adequate written explanation has been received, the initiator may alert the ASPPC, which may then take responsibility for the application.

Recommendations for changes in programs and academic requirements must be approved by the Provost and the Board of Trustees. Certification programs do not require board approval.

IV. SUGGESTED CALENDAR DEADLINES

- A. Proposals for new programs and program changes must be submitted to the ASPPC with all required signatures by the end of October of the Fall Semester preceding the proposed Fall Semester implementation. Proposals will be considered in order of submission and action will be taken as time permits.

- B. Proposals for new programs and program changes must be submitted to the ASPPC with all of the required signatures by the end of February of the Spring Semester preceding the proposed Spring Semester implementation. Proposals will be considered in order of submission and action will be taken as time permits.

- C. Program Change Proposals received by the ASPPC will be reviewed within six weeks, and recommendations will be presented to the full Senate. The full Senate will vote on the proposal at the successive Senate meeting, or within four weeks, whichever comes later.

CURRICULUM PROPOSAL GUIDELINES: PROGRAM OFFERINGS
UNIVERSITY OF THE DISTRICT OF COLUMBIA
FACULTY SENATE
ACADEMIC PROGRAMS
TRANSMITTAL FORM

TYPE OF REVIEW REQUESTED _____

Chair, Department Curriculum Committee Date

Transmittal by Department Chair on behalf of the Program Unit Faculty¹ Date

Chair, College/School Curriculum Committee Date

College/School Dean/Director Date

Chair, ASPPC, Faculty Senate Date

Chair, Faculty Senate Date

Provost Date

University President (if required) Date

Chair, Board of Trustees Date

February 15, 2012. Academic Standards, Programs, and Policies Committee (ASPPC), Faculty Senate.

¹ By majority vote of the faculty

7. ADDENDA

Responses to Issues Raised During the Rightsizing Process – Les Vermillion

1. Expenditures are too high for the size of the university. – Response from faculty should include a thorough analysis of expenditures incurred over the last six years with special emphasis on fiscal plant, Division 2 athletic programs, skyrocketing administrative costs, no-bid contracts (see Noel Levitz report for an example) and “executive“ bonuses. We should develop a plan to eliminate these areas of expenditure completely. According to the IPEDS report I have seen we still have close to 100+ too many administrative/staff people for a university this size.
2. We have too many academic programs. - This is likely true. However the ‘documentation’ provided by the administration does not substantiate this claim. The so called rightsizing appears to have started off with the belief that we have too many faculty and that faculty are the drivers of costs at UDC. Following up with 1 above we must present clear, concise evidence stating what our HR costs should be, and how they should be allocated. We should review our academic programs as a matter of course. We do have programs which have gotten outdated. My issue is that we need to do this with an eye towards keeping our programs current and relevant, not satisfying an arbitrary and unspecified ‘goal’ centered on cost control at the expense of student’s education. The Faculty Senate must present to the City Council and the Press a detailed analysis of the true cost structure of the university.
3. The Law School-President Obama has suggested that Law Schools should go to two year programs. This is just one step that should be considered to bring the Law School costs down. We should put the law school faculty on the same salary structure as the UDC Flagship with the same ratio of Tenure Track to Adjunct faculty as well. When the Law School came into UDC it came in with the idea of making it self financing. The University and Law School should be tasked with developing a funding pathway towards that goal. If not then we should consider the removal of the Law School from UDC as the district has a dwindling number of practicing attorneys and we only graduate a handful of DC students in any given year.
4. Community College Real Estate costs-When the Sessums group came in they developed a “plan” for the institution of a Community College, with no roadmap whatsoever for funding except to loot the “flagship” of its programs. The Appleseed report of some years back which was influential in the rush to Community College stated that the Community College option would have the benefit of being cost effective as compared to the UDC then in existence. I believe that the 801 North Capitol building alone costs approximately \$6,000,000 yearly in base rent. When utilities, maintenance, insurance are factored in my understanding is \$10,000,000 yearly before one student attends one class. This figure does not include the costs for the other satellite campuses such as Bernie Bacchus. My suggestion is two fold. First we need to shut down 801 North Capital and bring most of those programs back to the 4200 Van Ness facility with some programs being left at the satellite campuses. Second, we need a complete and thorough report on the real estate costs accrued by the community college. Where has the money

gone? How were the decisions made and who really has profited from the community college real estate?

5. Academic Success-Little has been said concerning this process except that there is the thought that at some point we are turning out unemployable students. Although I believe this is not the case we need to conduct the research to find out the truth. One thing that is true is that the 'flagship' faculty take the brunt of the blame. The second suggestion is for us to begin assessing students as they exit the community college and as they enter 4200 Connecticut. We should have a clear picture of the CCDC's track record, as well as our own.

6. UDC Revenue-A large part of our problem with revenue lies with the untenable two prices charged to students for equivalent courses at the university. The increase in tuition, despite the protestations of the UDC bureaucracy has had a significant impact on enrollment at the Flagship. I do believe that we should have a lowered tuition structure for entering freshmen. A better way would be for the university to offer a single set of tuition rates for all students enrolled in the 100 and 200 level courses. Then we could charge more for upper division class at all levels including graduate programs. Second, instead of promulgating the sheer nonsense that price does not affect the quantity demanded of our education we should develop a profit maximizing price level, not price at a level designed to drive away students.

7. Costs of Program Removal and New Program Development-I have not seen any evidence that there has been a significant, valid look at total costs of program shut downs for all publics. Second we need a clear statement of the purpose for these "savings". A serious look at the new proposals indicates that to start the new programs and make the requisite changes to existing ones we will spend a significant amount of money. More so than the potential savings will generate. My suggestion is that no program changes should be made that do not come from the faculty without a clear understanding of all costs, effect on enrollment and the other issues stated in the Program change Process approved by the senate. Second, we need a written statement from the Board of Trustees that any and all savings will be used only for academic renewal and will not be cut from the current UDC budget or used for non academic purposes such as the payment of bonuses to administrators.

Dear Professor King-Berry:

By this email, I am expressing opposition to the provost and SBPA's proposal to relocate the economics program out of the School of Business and Public Administration and off of the campus for the following reasons:

1. SBPA majors are required to complete two courses in economics. Therefore, economics does share requirements with and contribute to the SBPA business core. In general, the economics courses business students take provide the foundation to all courses in the business curriculum.
2. Because of the two required economics course, economics is an essential component to the business core.
3. Regarding the relevance of economics to SBPA's AACSB accreditation endeavor, in fact, AACSB currently accredits schools with economics as a major component and with economics in the school name (see <https://www.aacsb.net/eweb/DynamicPage.aspx?Site=AACSB&WebCode=AccredSch>) For example:
 - a. Boise State,
 - b. California State University (East Bay, Fullerton, Los Angeles, Northridge),
 - c. Chapman,
 - d. Elizabeth City,
 - e. Fayetteville State,
 - f. Indiana University (South Bend and Northwest)
 - g. Johan Wolfgang (Germany)
 - h. Longwood (Virginia)
 - i. Maastricht (Netherlands)
 - j. North Carolina A & T

k. Qatar

l. Shanghai Jiao Tong (China)

Having economics a major component of the above schools did not hinder these schools accrediting efforts.

Regarding the proposal to remove economics from the campus, a recent news article berated Howard University's bachelor's degrees because Howard's curriculum allows students to graduate without taking even one economics course:

The school (Howard) gets just a "C" grade from the American Council of Trustees and Alumni's "What Will They

Learn?" assessment of core curricula. Howard graduates can enter the workforce without taking a single college-level course in literature, economics, science or U.S. history and government. http://www.washingtonpost.com/opinions/can-howards-leaders-steer-clear-of-the-iceberg/2013/08/23/7761eb9c-09dd-11e3-8974-f97ab3b3c677_story.html?wpisrc=emailtoafriend

Certainly The University of the District of Columbia does not want to jump into the academic quagmire Howard finds itself in for failing to ensure its graduates are fully "educated"—not just trained.

In closing, I am opposed to the proposal to relocate or remove the economics program from the either the SBPA or the University.

Sincerely,

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English Department feedback:

From Chairperson Yarbrough:

Will Communications, Mass Media, and Journalism now become concentrations of the English B.A.?

Will English faculty who has the appropriate credentials (Masters or above) continue to serve as the writing faculty for the General Education Program, solely?

In my own reading of the document there are notes to these other programs being concentrations in our department as well as some being minor degrees.

We have a B.A. degree with requirements, and I estimate that those other fields (Communications, Journalism, Mass Media) will become concentrations (with our core requirements) or minor programs. I actually see this as a huge gain for this department because we will have many more majors.

Alex Howe:

ID humanities is something we need to be present at the birth of, as it were.

Helene Krauthamer:

My own concern about the planning document we received is that we have undergone so many changes in such a short period of time, without a clear understanding about what is motivating them, other than directives from the City Council. How many strategic plans have we had in the past 10 years? (Answer: 4) As I understand it, the idea of a plan is that it should be consistently followed, no matter how much the leadership changes, and should be developed by the people who are responsible for making it work. I see the problem as too much change driven by outside forces, without clear explanation or adequate time to adapt to and assess the impact of these changes.

Matt Petti:

In my opinion, it would be more optimal to have a department named "English Department." But at least the word "English" is front and center in the proposed new department name. And there will be an English Major. Once we establish the English Minor, I think we'll be able to recruit an increasing number of students to our classes, Literature & Writing will once again be valued, and our department will flourish. At least that's my hope. I also think linking ourselves with Media is a potentially rich collaboration.

Patricia Maida:

Response to the proposed change that combines English with Mass Media and Journalism:

- Is this “merger” simply a way to decrease the number of Chairs of departments?
- Will the now separate majors share some common major courses?
- Is there an effort to support an interdisciplinary major?
- Is there any movement to endorse the “minor” or concentrations in related fields?

Elsie Williams:

1. On page 6, Mass Media’s “content is to be revised and offered as options that align with English, Writing, and New Media degree.”
 - a. Is this, yet again, a new Department being proposed i.e., “English Writing and New Media”? Where is the Department of English, World Languages, and Literature?
 - b. What is the proposed Media Management Concentration in English? (p. 6, regarding Graphic Design)
2. On page 7, College of Arts in Sciences (CAS) Programs for Termination
 - a. B.A. History for interdisciplinary Humanities degree proposed, (2007)
I like this idea of an interdisciplinary degree, yet where is the proposal? I would think the English Department’s curriculum would be vital to such a degree as well as the history discipline. We need, however, to proceed cautiously to stop approving programs that are not drafted into a second version, or piloted or else we will create another “academic fiasco,” a “potpourri of disaster,” i.e., the IGED Program that we currently have: uncooked, unbaked, untested, facing and adjusting to one expediency after another.
3. The present approach to developing a Strategic Plan and a Self-Study Accreditation document reveals a lack of transparency in the relationship between the two accreditations being pursued at the so-called Flagship and Community College processes. In the hearing of Strategic Plan on September 27, 2013, President Lyons failed to explain to my satisfaction how one institution, allegedly the Four Year Program and the Community College can take a “separable path,” or was it a “separating path” toward the same finish line. Will these be two finish lines...parallel and equal, that is? Lastly, where is the accreditation plan for the Four Year Program? Just a few additional thoughts on the “idea” of a humanities degree:
 - 1) The University has never truly had a humanities course? Stage Lighting was once listed; Eng. 211-212 were also thought to serve this purpose.
 - 2) What would be the required content, and courses, of this humanities degree?
 - 3) Is it a continuing proposed thread of the already established Liberal Studies A.A. degree at the Community College?
 - 4) How will the various proposed concentrations or minors be

incorporated?

5) What is the University's definition of humanities? Classical, aesthetics, hermeneutical, digital, etc.?

6) What happens to the English major if other concentrations and minors are added to the department, outnumbering the English majors?

7) Will this proposed degree enable faculty to retain their positions, or will it result in further elimination or abolishment of positions?

A proposal not mentioned: why not propose a degree in Women's Studies, with all the females enrolled throughout the University, and the disciplines that could be readily available to create a viable program almost immediately?

There is no shame in having a Department of Writing tied to Critical Thinking, and the need is so great...it must not be lost, and smushed in, and smothered by other dishes among the "potpourri." Not to keep picking on Gen Ed, but we need to fix one thing at a time instead of continuing to destroy the whole house, or to return to my metaphor, "a change in the menu." The Human Sciences (Sociology, Anthropology, Psychology, Hermeneutics, and even Economics, Micro and Macro Economics, can support the strength of a liberal arts English degree without question (as well as Journalism, Communications, etc.). Yet the rub is, as I continue to repeat myself, programs proposed ought to be fleshed out and piloted before they become endorsed as legalities, for the good of all! Especially the students (clients).

History Department Response

The elimination of the History program as an academic major is of course a disappointment. Unfortunately, numerous factors have impacted the growth of the discipline as well as the program at UDC. However, discussions about the critical role of History and how it can be intertwined into the foundation of various disciplines have been on-going since 2010. It is our contention that courses in History will be an important component of the proposed Interdisciplinary Humanities and Global Studies undergraduate degrees. Additionally, strong components of the present academic program i.e. Oral History and Public History provide the opportunity for the development of academic concentrations and/or minors in the Political Science and Global Studies curricula. Lastly, History courses are envisioned as a critical component of a Concentration in Social Science Education for students in the MAT program.

MEMORANDUM

TO: Dr. Rachel Petty
UDC Provost & VPAA

THROUGH: Dr. April Massey
Acting Dean, CAS

FROM: Professors Joseph Elam, Willie Garrett, William Hanff,
Lloyd Jones, Maxine A. LeGall, and Olive Vassell

RE: Department of Communications' Response to the
Proposed 2020 Academic Plan for UDC

DATE: October 3, 2013

This MEMORANDUM states the rationale for a Department of Communications as opposed to the communications programs being housed in another department.

Thank you in advance for reading the MEMORANDUM and for seriously weighing the arguments presented therein.

There is an especially bright future in the area of Communications under the Department of Labor's new definition of Public Relations Specialist (also referred to as a Public Relations Officer, an Account Executive, or Public Affairs Specialist). According to the Department of Labor Statistics, in 2012 the high annual wage for Public Relations Specialists in DC was \$174,100 as compared to \$101,000 nationally. The medium income was \$78,200 in the District and \$54,200 across the nation. The low was \$32,300 in DC and \$30,800 throughout the nation (see chart below) – an extraordinary wage earning potential for District residents. This field is projected to have a high likely-hood of new job growth between now and 2020.

The University of the District of Columbia has in its possession an uncut diamond – the Department of Communications – that only needs to be polished and reset. With focused and increased marketing and a small investment, UDC has the opportunity to increase student enrollment, generate income for the University, and become a major force in the highly concentrated areas of government and corporate communications needs.

The DC Five Year Economic Development Strategy outlines seven economic sectors for workforce growth in the District of Columbia. A degree in communications allows students entry into six of the seven areas – Federal Government and government contracting; professional studies; technology; hospitality; retail; education and health.

Washington, DC is the third largest producer of professional film and video programs just behind New York and Los Angeles, and seventh largest TV market in the nation. Entry into these burgeoning fields requires only a bachelor's degree in communications. Programs of study for this degree include course work in journalism, public relations, advertising, international and intercultural communication, communication and public policy. English is not mentioned as a degree option. Of these areas, the Department of Communications already offers four and is poised to seamlessly offer other courses by ramping up its use of online courses, current faculty, and shared faculty from allied and supportive disciplines such as Theatre, Graphic Communications, Graphic Design, and Business.

When looking at comparable local sized universities, as was done in the program review, these universities have stand alone communication programs. Trinity Washington University's program is nearly equal in size in terms of faculty and students. Catholic University over a period of five years deliberately carved out and distinguished its media studies department from its department of English. Likewise, Howard University formed a School of Communication forty years ago from the English and Drama Departments. Local colleges and universities currently training students for the mass media and communication fields have their student fully identifiable. **Entry level questions will always be: (1) "What resumes will get read?" and (2) "How will a BA in English from UDC get a resume read over our local competitors whose BA is in communications?"**

Our alumni are already being employed at every major media outlet in the mid-Atlantic region. UDC mass media graduates are at all the major broadcast TV stations, newspapers and magazines as well as various government and private institutions, from video production to public affairs.

The Department of Communication has the ability to draw students, and professionals, and to develop creative solutions to some of the District's major social problems as the District continues to establish itself as a world class city and role model for urban living. DC is a continuing growth market and the international media hub. In this market, a communications degree is not only strategically set to meet the seven economic sectors outlined in the Five Year Economic Development Strategy, but will broaden UDC's scope and depth as it attains the University's 2020 vision.

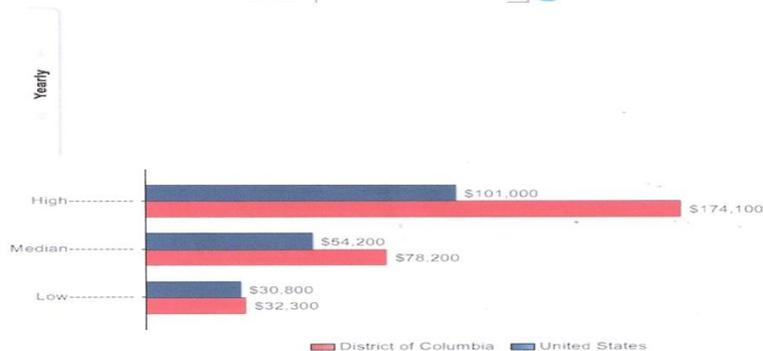
Wage Information: Public Relations Specialists

Yearly Wage Chart : [Hourly Wage Chart](#) : [2012 Wage Table](#)

Zip Code:

OR

State:



- "High" indicates 90% of workers earn less and 10% earn more.
- "Median" indicates 50% of workers earn less and 50% earn more.
- "Low" indicates 10% of workers earn less and 90% earn more.
- "N/A" indicates the data is not available.

Notes: Yearly wage data applies only to workers with full-time, year-round schedules. For salary information for part-time or part-year workers, use hourly wage data.