UNIVERSITY OF
THE DISTRICT OF COLUMBIA

BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE
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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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.
MS. FRANKLIN: Mr. Chair, you do have a quorum.

CHAIR CURRY: Thank you so very much.

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

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

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

MS. FRANKLIN: Yes.

CHAIR CURRY: All right. Thank you so very much.
All right. We have the minutes before us from the last Academic Affairs meeting dated August 28th, 2013. What is your pleasure?

TRUSTEE THOMPSON: To approve.

TRUSTEE SHELTON: Motion to accept.

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

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

(Ayes.)

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

Let us now move to the various Faculty Senate related matters. In particular, discussions and actions. The first of which would be discussion concerning the proposed criteria and guidelines for
academic minors and concentrations.

Madam Provost.

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

CHAIR CURRY: Good afternoon.

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

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

These two drafts have been reviewed by chairs and deans and we are finalizing at tomorrow's meeting language that will go back to the Senate and so, we anticipate that at the next meeting we'll have language for the Board on our definitions and procedures for proving minors and concentrations.
We're anxious to get this approved since there are recommendations in the academic plan which is a part of the strategic plan to actually have some programs move to minors and others to be revised to include concentrations.

CHAIR CURRY: Okay. Questions from Board Members.

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

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

CHAIR CURRY: Okay.

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

CHAIR CURRY: Yes.

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

CHAIR CURRY: I would go ahead and forward those to the members that are here --
Members of the Board that are here so that we can begin looking at those so that by the next committee meeting we will have everything in order. I think early information is the best for us. All right.

DR. PETTY: Take care of that.

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

Okay.

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

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

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

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

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

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

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

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

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

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

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

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

TRUSTEE THOMPSON: Spring.

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

TRUSTEE THOMPSON: But, the fall.

DR. PETTY: The fall. Right.

TRUSTEE THOMPSON: Okay. Thank you.

DR. PETTY: Um-hum.

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

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

CHAIR CURRY: Committed to.

DR. PETTY: Actually, there's a letter from OSSE, a letter of support, but
they've funded the curriculum development for this. The consultants that assisted --

CHAIR CURRY: Okay.

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

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

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

CHAIR CURRY: Right.

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

CHAIR CURRY: And currently, we
have all of the needed faculty to be able to --

DR. PETTY: We have a faculty --

Dr. Burton is a visiting faculty funded by OSSE and that's one of the reasons --

CHAIR CURRY: I see.

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

CHAIR CURRY: I see. I see.

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

CHAIR CURRY: Okay.

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

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

DR. PETTY: We don't anticipate adjunct faculty for the beginning offerings
here. We anticipate by the time -- and that's the reason we need a fiscal impact statement. By the time we will need to pay for adjuncts, tuition revenue from paying students will cover that.

CHAIR CURRY: Okay.

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

CHAIR CURRY: Right.

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

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

DR. PETTY: Yes.

CHAIR CURRY: Okay. And --

DR. PETTY: That's the degree
The certificate program is --

CHAIR CURRY: Fifteen?

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

CHAIR CURRY: Variations.

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

CHAIR CURRY: Right.

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

CHAIR CURRY: Okay. The last 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
CHAIR CURRY: Okay.

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

CHAIR CURRY: Yes.

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

CHAIR CURRY: Okay.

DR. PETTY: -- that manage this program.

We now also -- some of these individuals work in the literacy area of the Workforce Development Program that the Community College has. Because basic literacy skills are an undergirding of all that's needed for vocational training in that area.
CHAIR CURRY: Yes. Okay.

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

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

CHAIR CURRY: Okay. Any additional questions? Okay.

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

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

DR. PETTY: Board. Sure.

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

TRUSTEE THOMPSON: So moved.

TRUSTEE ISAACS: Second.

CHAIR CURRY: All right. So, we
have a person that's second with regard to the reinstatement of the Master of Arts in Education Program. Are there any further questions?

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

(Ayes.)

CHAIR CURRY: All opposed? All right.

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

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

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

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

DR. PETTY: Yes.

CHAIR CURRY: -- available. Thank you so much.
All right. Let's move to what's listed as item number 6 on the agenda, Updates on Academic Matters. Let's first speak on the Vision 2020 Strategic Plan.

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

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

CHAIR CURRY: Okay.

DR. PETTY: Okay. So, the resolution for termination was not formally signed by the Board and that's required to terminate programs. So, we have not terminated any of the 17 programs for which votes were given. Okay.
But, and further, we actually are admitting and have enrolled any students who applied for admission to those programs for the spring semester. So, we honored those admissions. If they had been admitted to a program that was terminated in November by the Board, voted, we honored that admission.

CHAIR CURRY: Okay.

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

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

CHAIR CURRY: And there were 17. Right?

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

CHAIR CURRY: Okay.
DR. PETTY: We are working with the deans to -- we have received information from Institutional Research regarding the number of students and number and names of students enrolled in each of the programs that's slated for termination.

CHAIR CURRY: Termination. Right.

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

If they were full-time, the teach-out plan will be full-time. If they're part-
time, it's going to be part-tim. If they're
evening, we're going to accommodate that. So,
we're teaching them out as they matriculate.

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

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

CHAIR CURRY: Okay.

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

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

CHAIR CURRY: Um-hum.
DR. PETTY: So, we don't anticipate a major impact because we were reducing and eliminating. We terminated programs that had shallow enrollments and so, we don't and we also anticipated and are advising students of other kinds of avenues to get to their career goals with other majors and so --

CHAIR CURRY: Sure.

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

CHAIR CURRY: That's right.

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

CHAIR CURRY: Um-hum.

DR. PETTY: And that would be another science major and anticipated physics minor or something like that or whatever the
major was. It would be information shared by advisors related to another path to the career end.

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

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

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

CHAIR CURRY: Of losing students basically if you do.

DR. PETTY: Okay.

PRESIDENT LYONS: Mr. Chairman.

CHAIR CURRY: Yes, sir, Mr. President.

PRESIDENT LYONS: One of the
things that we are doing and will be doing is to -- the sort of public relations piece.

CHAIR CURRY: Yes.

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

CHAIR CURRY: Um-hum.

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

And we really -- but, it was just a complete misunderstanding and what made it ever worse, she said that she and some of her
friends had had a -- were at a cocktail party
the previous night and they talked and
reinforced the notion that we were eliminating
the school of business and how could we be an
urban university situated here.

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

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

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

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

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

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

TRUSTEE THOMPSON: Yes.

CHAIR CURRY: Go ahead.
TRUSTEE THOMPSON: I believe that we have to sell the idea that we are not getting rid of, but that we are re-evaluating our programs and that our programs will be modernized and current and the best for the students we serve.

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

TRUSTEE THOMPSON: Yes.

CHAIR CURRY: Okay. Thank you.

Any other Trustee's comments in that regard?

All right. Dr. Massey. Dr. Petty.

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

There is a section in the contract -- an article in the contract that deals with reduction in force and my staff and I have --
over the break, we looked at that thoroughly and we know exactly what we need to do and we're going to honor that and we'll be coming back to you with, you know, as is required by the contract with a reduction in force plan --

CHAIR CURRY: Okay.

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

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

DR. PETTY: It will.

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

DR. PETTY: Teaching, research and services.

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

DR. PETTY: Exactly. Yes. We're looking at all of that and that's the reason
it's taking up -- it's going to take some
time, but as I indicated prior to the break,
we had the basic data on the number of
students enrolled. We have data on number of
faculty, the number of students they taught
over the course of the last five semesters and
I asked actually just yesterday for additional
data back because I want to really -- because
it's hard to tell trends from just the scope
that they gave us and so, we're getting
additional data on that.

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

CHAIR CURRY: Okay.

DR. PETTY: Okay. Now, the plan,
we focused a lot on the programmatic
reductions and terminations that the plan
involved, but the Board did approve a number
of initiatives and they took votes on that
night and we're beginning to really have
community dialogue. We want to do a better
job or really getting out the message of what
the initiatives are and actually jump starting
those right away.

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

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

And this morning, I met with the
Community College faculty and there was a lot
of enthusiasm for getting training. We
already have through RAIL training for online
instruction. There's a lot of interest in
A lot of interest in alternative kinds of certifications other than what we offer. There are specific interests in developing courses, but we're going to move towards developing certificates.

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

So, I think that out of this we really need to demonstrate that we are committed to taking any savings from downsizing in programmatic areas and investing them really in strengthening the areas that we have long discussed emphasizing in terms of having pathways, clear pathways that go from the workforce development level straight through to graduate and so, we're having a lot of dialogue across the semester on that.
CHAIR CURRY: Does that include also degree programs where you can do a certain percentage of your courses online?

DR. PETTY: Yes.

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

DR. PETTY: Yes, we have that now.

CHAIR CURRY: Okay.

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

CHAIR CURRY: Doing that --

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

CHAIR CURRY: Okay.

DR. PETTY: Depending upon, you know, their schedules, the offerings and we
want to move into more of that.

CHAIR CURRY: Okay.

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

CHAIR CURRY: Right.

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

CHAIR CURRY: That's what we want.

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

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

DR. PETTY: Dropbox on BlackBoard.

CHAIR CURRY: Okay. They put it on -- it's on BlackBoard?
DR. PETTY: Yes.

CHAIR CURRY: Okay.

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

CHAIR CURRY: Right.

DR. PETTY: Um-hum.

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

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

CHAIR CURRY: A lot of money.

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

CHAIR CURRY: Student services.
DR. PETTY: -- that goes online once we have --

CHAIR CURRY: Everything.

DR. PETTY: -- once we have --

that's one of the requirements of Middle States is to actually have really services for students --

CHAIR CURRY: Yes.

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

CHAIR CURRY: That's correct.

DR. PETTY: Yes. Yes.

CHAIR CURRY: Okay. Other questions?

DR. PETTY: All right.

CHAIR CURRY: All right.

DR. PETTY: Just to kind of give
you a sense as to where we are with the current academic year, classes began on Monday. Registration is in progress. The current enrollment, and these are data from January 4th, close of business January 4th, the total enrollment for the entire University including the Law School is 4,112.

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

CHAIR CURRY: Wow.

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

CHAIR CURRY: Different. Sure.

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

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

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

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

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

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

DR. PETTY: We can give some comparisons at the beginning of classes, you know, that are fairly -- I mean the enrollment
may go up. It may really dip a little bit even with payment issues because they do drops for payments and they haven't done a drop for payment yet. That's significant.

CHAIR CURRY: Okay. Okay.

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

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

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

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

CHAIR CURRY: Okay. Others?

DR. PETTY: Any other questions about strategic plan and current academic year?
Okay. Accreditation. Yesterday, approximately 275 members of the University community participated in a four-hour session to kick off the Middle States Accreditation where we introduced standards and talked a bit about, you know, the design for self-study and invited participation for the University community on the work groups that are going to be doing the self-study.

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

But, basically, most people found it to be a productive day and we do think that we were able really to generate some excitement particularly among -- I was amazed that so few individuals in the community had actually participated in a self-study before. I thought it would be many more in the community, but when I asked them to raise
their hands, there are quite few for whom this is their first self-study.

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

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

CHAIR CURRY: Okay.

DR. PETTY: But, the Steering
Committee represents every program and it's going to be even broader after we add people who volunteered yesterday and we'll add them by the 17th of January.

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

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

CHAIR CURRY: Okay.

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

We are having three additional
sessions this spring to focus the community
and to communicate with the community about
self-study.

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

CHAIR CURRY: Policies --

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

PRESIDENT LYONS: AAUP.

DR. PETTY: AAUP. And we are
going to have a session on governance.
The second session, it's probably
more than one session, on assessment.
Assessment is -- institutional assessment and
assessment of student learning are major --
seven and 14 are the most critical -- are
among the most critical standards there and
especially for faculty. So, we'll talk a lot
and we're going to do a lot with assessment.

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

CHAIR CURRY: Okay.

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

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

CHAIR CURRY: Okay.

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

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

CHAIR CURRY: Okay.

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

We get cited consistently for a failure really to tie our planning into our budgetary process and so, we're doing some
sessions on that.

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

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

CHAIR CURRY: Right. Right.

DR. PETTY: Okay. Other visits.

This fall we had an initial site visit to assess the Architecture Program for candidacy for accreditation and that visit took place November 1st through the 6th.

We haven't gotten the results of that yet, but the site visitation team, Dr.
Lyons and I did sit in on the out briefing
and they were very complimentary to the
faculty and the entire program for the efforts
that they have put forth in, you know,
consistently working for accreditation through
a lot of fiscal ups and downs and space kinds
of challenges, et cetera.

CHAIR CURRY: So, are we
accredited with --

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

CHAIR CURRY: Okay.

DR. PETTY: -- review by a panel.

They just can tell you what --

CHAIR CURRY: What --

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

CHAIR CURRY: Panel.

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

CHAIR CURRY: And when is that?
DR. PETTY: January. Sometime in January I believe.

CHAIR CURRY: Sometime in January.

DR. PETTY: Yes.

CHAIR CURRY: All right.

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

CHAIR CURRY: Okay.

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

Speech Pathology also was in probationary status because of really -- and
we are working -- I'll talk about that in a minute. We are working on some things to make sure that doesn't happen again, but their's was not linked to any functioning by their students or their curriculum. The normal things that you think are really important to accreditation, they were fine, but it was things like the website. If you go on the website, you couldn't located who their accreditor was.

CHAIR CURRY: Yes.

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

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

So, I'll take questions.

We have in the spring visits to the Social Work Program and we'll be doing
self-studies and submitting self-studies for Dietetics, the Nutrition Dietetics Program, the RN Nursing Program. No, the RN to BSN Nursing Program and also our ABET reports. The visits for those last three programs are early fall.

CHAIR CURRY: Okay.

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

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

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

CHAIR CURRY: Yes. Yes, the time line and also we're working with the Community College in all of the other things we've had to do to have a unified agenda when we deal with Middle States.
DR. PETTY: We certainly are.

CHAIR CURRY: Okay.

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

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

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

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

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

CHAIR CURRY: Okay.

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

CHAIR CURRY: Or.

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

But, we're tracking it so that we are ready whenever we have to be.
CHAIR CURRY: Well, as that date becomes more firm, will you please keep the Committee and the Board apprised of those dates?

DR. PETTY: I will.

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

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

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

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

PRESIDENT LYONS: In April.

DR. PETTY: In April.

CHAIR CURRY: In April.

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

CHAIR CURRY: That's correct.

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

CHAIR CURRY: Okay.

DR. PETTY: Okay.

CHAIR CURRY: Additional questions
from Members of the Academic Affairs Committee
or other Board Members sitting in?

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

CHAIR CURRY: Same time.

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

I think it's very important that
-- although challenging and it'll be a lot of
work, but it's important that we move to the
strategic planning implementation because far
too many institutions have developed strategic
plans and have not implemented them and we
don't want to delay it until after the self-
study. Because if you delay it, then you run
the risk of it not getting done. So, we have
to do both and like I said, it'll be a lot of
work. But, we'll get through it.

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

         CHAIR CURRY: All right.
Questions? Questions? All right. Thank you
so much. So much. We are I think very, very
appreciative of the depth and the detail of
your report, Dr. Petty, and I just say thank
you to you and certainly to the President for
trying to get us in line with where we need to
be.
I want to move now to a portion of our agenda that allows us to have testimony from the faculty and other entities related -- concerned with academic matters and I believe that -- excuse me. Okay.

We have several that have come and I will take them in the order that they're listed and the first will be Dr. Khatri and I will just ask if you, Dr. Khatri, please.

You're welcome. It's good to see you in the new year and we look forward to -- please. Come over. Please come over and we'll hear your testimony at this time.

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

PROFESSOR KHATRI: Thank you.

Thank you very much for providing me the opportunity to testify.

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

CHAIR CURRY: Happy New Year.
PROFESSOR KHATRI: Just like the Dean of Law School says that hey, your tax dollars at best. Similarly, I represent the department with the best retention rates, almost 100% percent and almost the best pedagogy probably in the country.

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

Second, the Board of Trustees and the Administration did not even acknowledge the document submitted to the Administration and the Board of Trustees by the Faculty Senate. This is not how shared governance is suppose to work and that is not the way to show transparency for the process.
Third, the Administration as in the past circumvented the process by taking its recommendations directly to the Board of Trustees instead of submitting its recommendation to the Academic Affairs Committee first for its review and recommendations.

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

The Faculty Committees and Subcommittees work extremely hard to develop recommendations and the rationale in the spirit of shared governance. The Faculty Senate unanimously passed the recommendation of the Subcommittee, the Academic Standards Policy Subcommittee, and forwarded those recommendations to the Provost and Board of Trustees Academic Affairs Committee.

Personally and as a member of the Faculty Senate, I have not seen any response of the Administration to this report. There
was absolutely no mention of this report at
the regularly scheduled Board meeting of
November 19th, 2013.

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

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

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

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

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

Professor Arlene King-Berry.

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

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

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

I'm here to speak on behalf of
thousands of children in the District of Columbia with disabilities and their parents as well as the students who testified at the public hearing who are not able to be here today because they, graduates of this program, do have jobs and they're doing well in those jobs.

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

I have a couple of examples and I'm not going to read my whole testimony to you of students who have done well. Undergraduates and graduate students who have come through this University and have had multiple offers for jobs. They have done well.
I would like to say that additional reasons to continue this program is because our external reviewers recommended that the program be continued and the University paid for these two individuals to come and review our program.

There is a persistent shortage of special education teachers in the District of Columbia. 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.

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

If you watch the news, you will see that one of our -- Toni Braxton has a child with autism and look at the percentages. Now, one in every ten there's a possibility of
a child with autism and there's so many
children with autism now that are in D.C.
public schools. There are so many children
that have not been diagnosed and so, we want
to make sure that these children have a
program that will provide teachers that are
qualified to meet their needs.

Teachers who are grown in their
own university, their own public institution,
who are residents in their community.
Individuals who will be able to provide them
with the specialized training that they
require.

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

There's truly a high demand for
special education teachers and our program
offers an online course in special education.
So, we are state-of-the-art.

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

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

PROFESSOR KING-BERRY: Okay.

CHAIR CURRY: Thank you.

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

Thank you.

CHAIR CURRY: Thank you so very
much.

Questions from our Committee? All
right.

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

MS. JULIO: Hello. Good
afternoon. Thank you for your time.

CHAIR CURRY: Sure.

MS. JULIO: Hello. My name is

Nilka Julio with the NEA.

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

In light of the Vision 2020

process and proposals, we urge that there be
greater communication between faulty and the
Board of Trustees.

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

In addition, the AAUP stated "It's
care concern regarding the administrations and the
governing boards failure to consult with the faculty in areas where the faculty exercises primary responsibility. We urge adoption of measures aimed at improving faculty and board communication."

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

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

CHAIR CURRY: Thank you so much.

One quick question. You said in the beginning that the Faculty Association brought you on board to elevate the communication.
What do you mean by brought you on board? Is this a consultancy role that you're in?

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

CHAIR CURRY: Yes. Sure. I got you.

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

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

So, that is my role as a staff.

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

MS. JULIO: All right. Thank you.

CHAIR CURRY: Questions? All right.
We'll have Professor Edgar Cahn on special education.

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

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

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

In addition, my first-year students who have 40 hours of community
service are going into the schools not to do tutoring, but to implement a strategy of system change which would take unemployed teachers specifically fifth graders to help the second and third graders learn how to read.

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

We have a critical need for teachers not only who understand special education but who also understand system change and I would hope as the University looks at what it is going to do with special education and with teaching that there would be some kind of collaboration and dialogue
with the faculty and myself at the law school so that we'd begin to think not only of how we train teachers, but how we as a University are a catalyst and a source for system change for the school system itself.

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

Thank you very much.

CHAIR CURRY: Thank you.

Questions?

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

We do have one addition to our testimony list. It's community resident David
Bardin and we will allow him the same time as
was allowed before, two minutes.

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

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

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

    When the question you raised, Mr.
Chairman, about physics came up at the Board
meeting, people were assured that the school
would continue to provide physics courses as
foundational courses for many other purposes. I wonder whether the University and its Board of Trustees regards environmental sciences as foundational. If not, then I wonder why you -- whether you'll continue to have a college of Agriculture, Urban Sustainability and Environmental Science.

So, I think that's got to be spelled out and the context that this college use to be the smallest of your six academic units, it's been growing vigorously and in the fall enrollment, it's now the fifth largest of the units, but significant to me and I think to you and to the Board and to our City is how we look upon environmental science, how we provide for people from all walks in life, people of limited means, people from all kinds of educational backgrounds the entryway into those sciences and I don't see how you could do a Master's Degree without having any Bachelor's Degrees in the field. Perhaps you can. Perhaps it can be done.
But, I think there's some very practical things and perhaps it's unintended consequences because again this college even though it's growing is a relatively small unit and for all I know, law students may want to take the course. I sure there must be people in the Engineering School, the Business School, the Arts and Sciences College who want to take the course.

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

That's the testimony. I'll reduce my testimony to writing and submit it to Ms.
Franklin so you have it.

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

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

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

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

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

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

It's not to -- for the first time in a long time, we have for two years now met our match in terms of the federal dollars that we can actually really garner and utilize for the land-grant programs and part of pulling
back really on the academic offerings is to allow us to have the funds to continue to really be able to fund the land-grant opportunities and to compete for other kinds of -- and they're doing a good job with grants. Just over the holidays, they got four grants from the District Government.

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

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

But, we're open to when there is
demand. As a Board Member pointed out earlier, we see ourselves really pulling back to allow ourselves some funding to grow in areas that we see really as potential areas of growth, but we're not really abandoning our commitment to the sciences at all.

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

CHAIR CURRY: Right.

DR. PETTY: No, we met it.

MR. BARDIN: Oh, we met it.

CHAIR CURRY: We met it.

MR. BARDIN: That's really good.

I'd like to see much more transparency on that aspect just as the office -- OSP is doing on so many other things.
Unfortunately, land grant isn't in what they're reporting. But, that's not this Committee's thing.

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

My impression is that there may be a time gap, a crack. I would think if we're going -- I don't know whether environmental studies is a good substitute for environmental sciences. I don't know what that means as a curriculum matter. I defer to Dean O'Hara and the other experts on that subject, but whatever are going to be the curricular and academic decisions, I hope that you will ask yourselves can't we get the proposal for the new program before this Committee and through this Committee in whatever are the correct ways of doing it up to a decision by the Board quickly.
Because frankly, and I don't want to dispute anybody here, I was left with the impression that we have a gap. That in 2016, we'll have a new program if it's approved somewhere along the way by the Board.

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

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

But, I'm just concerned that as a practical matter you find a way of getting this job done and not leave it in the bottom drawer or good intention for the future and I think the way to do it is to get it on the
agenda of this Committee, get a report from the Provost, the Dean, anybody else who's involved in that process and maybe some day the CFO -- you can get a CFO who reports to you and proceed on that point.

Thank you very much for your time.

CHAIR CURRY: Thank you so very much.

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

DR. PETTY: Yes.

CHAIR CURRY: Okay. Any additional comments? Okay.

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

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

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[Signature]

Court Reporter