

# ***Vision 2020***

*A Roadmap for Renewal, Innovation,  
Success and Sustainability*





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## **Executive Summary**

The University of the District of Columbia is proud to put forward a twenty-first century vision and plan to fundamentally improve and sustain higher education for the residents of the District of Columbia. In order to implement a quality system of post-secondary higher education that provides workforce training, associates degrees, bachelors, professional and law degrees, as any state jurisdiction serious about educating and training its citizenry should, the University of the District of Columbia presents the “Vision 2020: A Roadmap for Renewal, Innovation, Success and Sustainability.”

The University can no longer attempt to be all things to all people. Issues critical to the future of public higher education in the District – including a fundamental change in the University’s core academic offerings, whether to remain a “commuter campus,” the critical role of the University’s Community College, and the development of scholastic differentiators – must be pursued with seriousness and vigor. This plan is a definitive step in this important pursuit.

The “Vision 2020: A Roadmap for Renewal, Innovation, Success and Sustainability” is the result of a University-wide planning process that brought the University community together to closely analyze and evaluate all University functions, as well as the role of the institution in the District of Columbia. This intense review was augmented by survey data from thousands of students, alumni, faculty and staff, as well as polling information from the wider District community. These efforts culminated in the development of a renewed mission, vision, and core values for the University during the Strategic Retreat in August 2013.

As the public higher education system for the District of Columbia, the University must improve itself to ensure that its programs and services are meeting the need and are available to the residents of the District. Furthermore, these programs and services must be of the highest quality and caliber possible. Therefore, this Plan sets forth the necessary reductions, areas of revenue growth, and investments in order to renew, innovate, succeed and sustain the University.

The University currently has a significant number of majors that are either in low demand, not aligned with employment opportunities, not appropriate for a major course of study, have outdated pedagogy, or the investment needed to make the programs current outweighs their current and projected value. This Plan will eliminate 23 of 55 existing baccalaureate and graduate programs, with all 22 Community College programs and the two School of Law programs retained. This

realignment will result in a combined total of 56 remaining programs offered by the University. Correspondingly, the number of full time continuing faculty will be reduced by 37 positions. The academic realignment contained in this plan will allow the University to strengthen those programs that remain.

The Vision 2020 Plan reshapes the relationship between the Main Campus and the Community College, strengthening connections across all University offerings and eliminating barriers to success that have been raised by internal and external constituencies. The Community College serves as a vital link to the intellectual, economic, civic and cultural vitality of the District of Columbia. Though the decision to pursue separate accreditation for the Community College was seriously considered, this Plan will retain the current structure of the University with the Community College as a Branch Campus.

The Vision 2020 Plan integrates courses of study into the University system, creating more formalized pathways in the academic plan to move a student beginning with workforce development training through associate, baccalaureate and graduate degrees. All high demand programs at the Community College will have well-articulated baccalaureate programs at the Main Campus to which Community College students can matriculate efficiently without wasting credits. A critical component piece of the University system is the nurturing of approximately 3,000 individuals enrolled in workforce training at the Community College, many of whom will continue studies in pursuit of an associate's or baccalaureate degree.

Furthermore, to better focus on the needs of all students, this Plan eliminates the University's intercollegiate athletic programs, including withdrawal from the NCAA. This action will allow for the investments necessary to provide the type, level and scope of student support services necessary for institutional success. Included in these investments is \$1 million to support a campus-wide health and wellness initiative.

As with any university, careful attention to enrollment is a primary component in the institution's success. Coupled with modest inflation-based tuition increases, the enrollment targets developed in this Plan place the University on a more solid course as part of its overall revenue growth plan. All told, the combined reductions and revenue growth in the Vision 2020 Plan account for over \$50 million from fiscal year 2015 through fiscal year 2020.

The cost savings from the academic realignment, elimination of athletic programs, and modest enrollment growth will permit the University to make much needed, targeted investments. Those contemplated in this Plan include: developing existing

faculty and recruiting new faculty for high demand programs, supporting curriculum upgrades, developing institutional capacity for on-line course offerings, strengthening career counseling and placement services for students, expanding experiential learning, and enhancing recruitment and enrollment services.

Finally, the Plan recommends that the University consider a component of on-campus housing. On-campus student life will add a dimension to University life that will benefit both commuter and resident students alike. The University will remain a majority commuter institution, but will offer the residential opportunities that many District of Columbia students seek.

Under this plan, the University is redefining itself in such a way that assures its ability to educate residents first and foremost. In doing so, the University aims to align with the goals of the Mayor's Economic Development and Sustainability Plan; foster the individuality and purposes of all six Schools and Colleges; maximize the availability of public financial resources; and ultimately decrease the University's dependence on public finances by growing its own revenue opportunities. This Plan will serve as a roadmap outlining the strategies and action steps that must be taken to realize success in each critical area. Through the Vision 2020 Plan, the University of the District of Columbia will chart a new course that results in a more accountable, effective and sustainable higher education system for the District of Columbia.

## History and Current Status of the University

### *History*

America's urban land grant university in the District of Columbia traces its roots to abolitionist and educator Myrtilla Miner, who fought immense opposition in 1851 when she created the Normal School for Colored Girls as part of her fight for a more just and equitable society. Subsequently, with the institution's land grant and Historically Black College and University status granted under the Morrill Act of 1862 and the Higher Education Act of 1965, the University's predecessors were formed to extend quality, affordable education to the residents of the nation's capital. Over time, a series of mergers among the District of Columbia's most esteemed institutions, including Miner and Wilson's Teachers Colleges, gave rise to the District's first comprehensive University. In 1977, the District of Columbia Teachers College, Federal City College and Washington Technical Institute combined to form the University of the District of Columbia. In 1996, the District of Columbia School of Law (formerly the Antioch School of Law) merged with the University as part of the public higher education in the District.

In August of 2009, the University's Community College opened its doors to provide much needed focus and visibility to the institution's two-year degree, certificate and workforce training programs. With its open admissions policy, the Community College is positioned to play a key role in the fulfillment of the University of the District of Columbia's historical and legislatively mandated mission to prepare students with general education and workforce-specific certificates and training. At the same time, the baccalaureate and graduate programs of the University implemented academic admissions standards and began a visionary transformation. The University offers post-secondary education that contributes to a better-educated citizenry and supplies industry, government and the non-profit sector with a well-prepared workforce.

The University of the District of Columbia is accredited by the Middle States Commission on Higher Education in Philadelphia, Pennsylvania. The University's David A. Clarke School of Law is accredited by the American Bar Association in Chicago, Illinois.

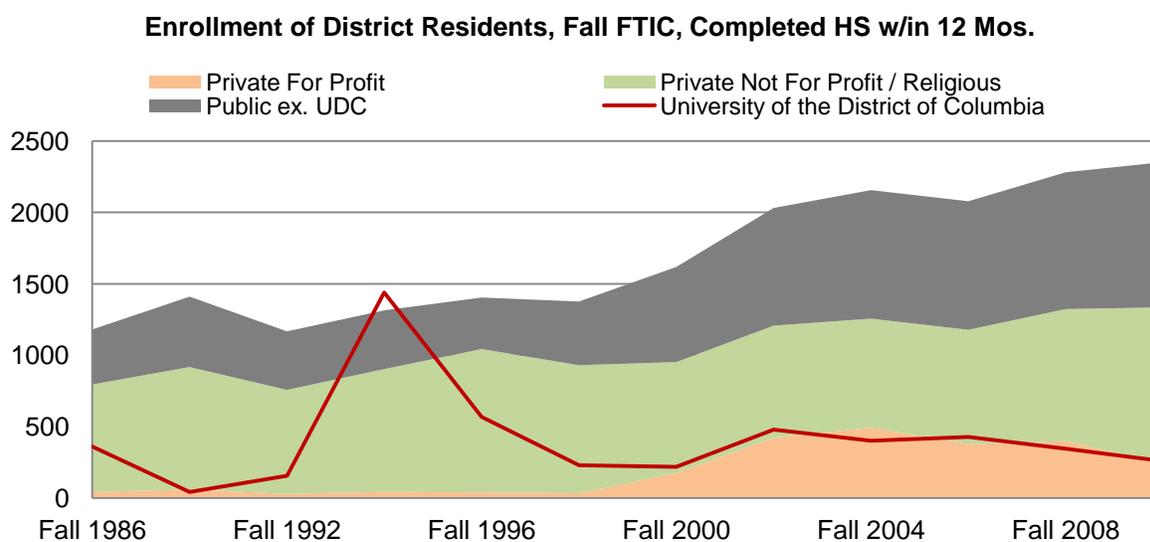
### *Current Status*

In 2011 and 2012, a number of internal and external analyses showed that the University was operating in an increasingly precarious financial position, with little

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contingency funding to meet unplanned needs. Yet the level of government investment in state-level higher education in the District is uneven relative to financing operations *vis-a-vis* peer states: in 2009 - 2010, the national average for state-level higher education expenditures was \$784.75 per capita. In comparison, the District spent \$258.02 per capita.<sup>1</sup> Demographically, the average age of the student body is 30. In addition to pursuing an education, these students have multiple demands on their time and energy, such as families, full-time employment, and other responsibilities of day-to-day living. These students can only afford to invest their time and resources into educational experiences that help them make significant strides in attaining their career goals. Given the University's distinct student population, and the manner of measuring graduation rates mandated by the U.S. Department of Education, the University's overall graduation rate is 17%; for Hispanic students, the graduation rate is 7%. The first year retention rate is 54% for full-time students, and 32% for part-time students.

**Figure 1. Change in the University's District Resident Market Share**



Decreasing enrollments have contributed to the University's present position. Over the past twelve years, enrollment at the University of the District of Columbia has

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<sup>1</sup> *Census of State and Local Government Finance; Intercensal Estimates of the Resident Population*, United States Census Bureau.

decreased over time to a current enrollment of 5,490 students, in addition to the 3,000 individuals receiving workforce training at the University system's Community College. The increase in affordable higher education opportunities created by the District of Columbia Tuition Assistance Program, which provides District students up to \$10,000 in tuition funding to attend out-of-state public institutions and certain private institutions, further impacted the University's enrollment and, by extension, tuition revenue. For-profit institutions also began enrolling District residents at higher rates, competing for students the University typically serves. After 2009, the University system had to adjust in both structure and cost as it integrated the Community College and its distinct tuition rates. A high rate of executive turnover stunted the University's ability to address these challenges adequately.

In recent years the University has begun to take steps to overcome the challenges it faces. In its 2010 Strategic Plan, the University highlighted its efforts to add programs in fields that would serve the District and broaden employment options for students. In the 2010-2011 Academic Year, the University added programs at the associate, baccalaureate, and graduate levels in such areas as urban sustainability and resource management, education, engineering, automotive technology, and construction management, among others. It proposed to develop more diverse offerings in healthcare programs, engineering, business, information technology, education, and security and protection fields from 2011 onward. These additions show that the University was on the right track, as many of the fields targeted by these academic program modifications – Health Care, Education, Construction, and Technology especially – would later be highlighted as high-growth industries in the 2012 *Five-Year Economic Development Strategy for the District of Columbia*. The *Economic Development Strategy* also calls for increased engagement with the Community College, as detailed in this Plan.

In addition to proposing an array of academic programs that foster workforce development, the University outlined measures that would improve student retention and completion. To this end, it aimed to help students make the most of their decision to pursue further education by providing counseling, academic advising, and enhanced career placement and advancement services. The University also laid the groundwork for future efforts toward these goals by proposing to improve assessment metrics of student success and of the effectiveness of University initiatives to increase retention. However, no appropriate metrics and analytics were ever developed or adopted to measure performance under the 2010 Strategic Plan.

In June 2012, the University was legislatively directed by the City government to develop a “right-sizing” plan to address operational costs, as well as other strategic issues. One of the results of the subsequent right-sizing plan was the substantial reduction of the University’s workforce in early 2013 through attrition, position abolishment, and terminations. The personnel restructuring eliminated 145 of 830 positions, or 17.5 percent of employees at the institution. The total cost of salary and benefits associated with these positions was \$8.7 million.

The process of reform and right-sizing – continued in this Plan – is being seized by the University as a singular opportunity to overcome its past challenges and shortfalls to offer unique, in-demand services to the District. The University is an all-urban, predominantly minority, and affordable institution. Since a partial Pell Grant pays for a full year of full-time enrollment at the Community College, even the District’s poorest residents have access to opportunities for advancement through the University. Employers want a well-trained, diverse workforce that is congruent with the District as a whole. By tailoring its services and program offerings to the economic needs of the District and the goals of its student body, the University can provide such a workforce. Although restructuring will be challenging at certain points, the University’s student composition and environment leave it well-positioned to become truly exceptional in this capacity.

The UDC Foundation, Inc. also engaged Altus Advisory Partners, as part of the larger strategic planning effort at the University, to understand the skills and abilities that local employers seek when hiring recent bachelor’s degree graduates, and the actions the University can take to better prepare its students to be competitive in the regional job market. Over the course of three months, Altus met with 74 individuals from 44 different organizations in sectors ranging from hospitality to construction to healthcare. While the results were critical of the institution, the study provides key insight to the University.

Altus found that the federal government, professional services, and technology were the sectors with the largest amount of growth, and while other sectors may have stagnated due to the economic downturn, they are still relatively strong and opportunities remain in each sector. A stark finding of the report is the University’s lack of connection with the business community, especially the lack of valuable internship programs established with government agencies or businesses. Perceptions of the University can be negative; many employers expressed the opinion that past graduates from the University didn’t have necessary skills to perform their duties. While many employers expressed a willingness and desire to work with the University, their major complaint was that the University has done

too little to build relationships with the private sector. Of the business and civic leaders interviewed, none had a positive outlook on the institution, while nearly two-thirds said they had a negative outlook, or that the school did not register on their radar. Additionally, a Ron Lester and Associates survey of District residents demonstrated that only 12% of respondents viewed the University as doing an “excellent job”, while 41% viewed the University as doing “a good job.”<sup>2</sup>

The Altus report makes clear that the University must reach out to the District’s business community to begin building relationships with employers to facilitate the creation of programs to better help students gain employment, and to dispel the institution’s accompanying negative reputation. The study also noted that the University must also reexamine its academic structure and explore the creation of programs that help students develop skills necessary to make them attractive to employers post-college.

While efforts to match programmatic offerings with community needs are essential and in keeping with the University’s service mission, the University also now faces general under-enrollment and excess personnel capacity relative to the size of the student body. The University now has an opportunity to complete the process of aligning its infrastructure and offerings with the needs and goals of its community and students. Through more effective and efficient service to student needs and providing the programs that students desire, the University will improve the quality of resources and opportunities available, and reinforce its position as an accessible center of opportunity for District residents.

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<sup>2</sup> Ron Lester and Associates, *Survey of 400 District of Columbia Residents’ Attitudes and Opinions Towards Selected Educational Issues*. July 2013.

## **Proposed Mission and Vision Statements**

The following proposed Mission and Vision Statements reflect the substantial amount of input received from the University Community throughout the Vision 2020 planning process:

### ***Mission***

The University of the District of Columbia is a pacesetter in urban education that offers affordable and effective undergraduate, graduate, professional and workplace learning opportunities. The institution is the premier gateway to postsecondary education and research for all residents of the District of Columbia. As a public, historically Black, and land-grant institution, the University's responsibility is to build a diverse generation of competitive, civically engaged scholars and leaders.

### ***Vision***

The University of the District of Columbia will empower its graduates to be critical and creative thinkers, problem solvers, and effective communicators and engaged, service driven leaders.

## **Presentation and Discussion of Core Values, Goals and Objectives**

The remainder of the Plan is organized by the Core Values, Goals and Objectives. The selection of each of these items is a direct result from the significant amount of input gathered during the Vision 2020 process from every University constituency, including students, alumni, faculty, staff, community members, the District of Columbia general public, elected and appointed officials, and higher education experts. Under each goal and corresponding set of Objectives, the Plan provides a thorough discussion of the critical areas that must be addressed to achieve the specified goal.

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### **EXCELLENCE**

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**- GOAL -**

*Create one of the nation's premier public universities in experiential and on-line learning.*

**- OBJECTIVES -**

Offer flexible and accessible educational programs that merge classroom and experiential learning to prepare graduates for the 21st century.

Align educational offerings across the University to respond to student interests and the District of Columbia's economic priorities.

Build a student-centered learning environment that develops civically engaged individuals and enlightened leaders.

Address critical socio-economic development challenges in the District of Columbia, the nation, and the world.

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To the University of the District of Columbia, excellence requires an unparalleled academic culture that will help students attain their full potential as critical thinkers, effective communicators, leaders, and committed life-long learners by providing engaged and integrated learning educational experiences that draw from both textbooks and life lessons. The University believes that, in order to maintain

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and strengthen this environment, the institution must be committed to accountability, continuous improvement and assessment. By continuously comparing the University's progress toward achieving the objectives listed above, it will ensure excellence for both its graduates and the institution itself.

To that end, the University will restructure key components of the institution critical to student and institutional greatness. These include a reorganization of current university academic offerings and an examination of the University's Community College. Additionally, the University will expand on-line learning. Through these changes outlined below, the University of the District of Columbia will ultimately become one of the nation's premier public universities in the nation.

### ***Academic Plan***

The Vision 2020 Plan sets forth significant academic changes that will improve the quality of all program offerings to include the achievement of more effective learning outcomes, higher graduation and retention rates and more gainfully employed alumni. The recommendations presented are essential to the survival of the University. There are insufficient budgetary resources at the University to adequately support the 79 academic programs currently offered. As a result, the Plan identifies under-enrolled and underperforming programs, and plan for either improving or eliminating those programs.

Both the District of Columbia and the University's regional accrediting body have requested a focus on the most important programs and services that should be provided for the students we serve. Most of the program reductions and concomitant strengthening of remaining programs identified in this report were recommended by the faculty and deans in the respective colleges and schools of the University.

The Academic Plan summarized was developed by the Division of Academic Affairs, most notably the former Provost, the current Interim Provost, the Chief Executive Officer of the Community College, and the Deans of all Schools and Colleges of the University. Two Faculty Senate representatives were regular participants in the group last spring and intermittently during the summer.

The University seeks to become a model higher education system which includes workforce development opportunities, a community college, and comprehensive undergraduate, graduate and professional programs offered across a broad array of disciplines. All components of the University will be connected by a seamless pathway for students.

Under this structure, the Vision 2020 Plan seeks to achieve the following:

- Align offerings in workforce, Community College and Main Campus programs to establish well-defined pathways to baccalaureate, graduate and professional degrees.
- Engage students in courses of study at all levels that combine opportunities for broad liberal education in the arts and sciences with strong pre-professional education.
- Seek the highest level of accreditation for all eligible professional programs to ensure that all programs are current and cutting edge, and attain Middle States reaffirmation of accreditation in 2016.
- Improve teaching and learning by utilizing research from learning sciences and educational psychology that informs best practices. Seek to incorporate experiential learning in all curricula to facilitate students' mastery of concepts, development of critical thinking, and analytical reasoning abilities.
- Partner with the District government, business, profit, and non-profit sectors in conducting research, providing outreach, and graduating students who are prepared to solve pressing urban issues of the District and the greater metropolitan area.
- The University will significantly increase enrollment across all levels (workforce to graduate / professional).
- Develop new sustainable revenue sources.

### *Guidelines Used for Evaluating Academic Programs*

In reviewing current academic offerings, the deans and faculty were asked to carefully consider a unique set of criteria. From each college at the University, each program was measured against the following:

- Degree of alignment with the University's mission
- Demonstrated capacity to attract sufficient enrollment
- Success in retaining students and conferring degrees

- Capacity to build on current curricular and faculty strengths to become distinctive high quality offerings
- Ability to provide instructional delivery options such as face-to-face, blended and on-line courses
- Alignment with District of Columbia economic priorities and high demand professions
  - Government Service (local and federal)
  - Health, Education (PK-12 and Higher Education)
  - Technology and Engineering
  - Hospitality
  - Business and Retail
- Contribution to the University's liberal arts education core
- Recent enrollment and graduation rates
- Average class size
- Existing professional accreditation
- Faculty accomplishments and expertise
- Effective use of technology
- Use of assessment to improve teaching-learning
- Additional resources needed to ensure currency and value

The factors were not ranked and no one or subset of factors dictated the decision-making process. Rather, programs were evaluated holistically and the following possibilities were considered: retaining the major; reducing the major to a minor; reducing the major to a concentration; offering parts of the major as a certificate or limited number of course offerings, or eliminating the major. For all options except the last there was discussion of the number and type of faculty the new offering required – number or percentage of permanent or tenured / tenure-track faculty, number / percentage of visiting and / or adjunct faculty. Recommendations

regarding the need for curriculum revitalization, new instructional space and improvement of pedagogy were also discussed. In addition to the decisions made regarding majors, there was also an attempt to review faculty workloads to identify efficiencies based on the establishment of optimal class size, scheduling of classes based on the number of majors and where they are in their respective programs and making course assignment adjustments for under-loaded faculty. After the deans completed consultations with their respective faculty, each met individually with the Interim Provost to review feedback received from faculty. The program recommendations for each college and school follow.

The timeline for program and employee reduction will be dictated by the faculty and staff collective bargaining agreements.

The following programs will be retained as part of the University's academic offerings:

**Associate Level, Community College**

*Programs Retained*

Administrative Office Management	Fire Science
Architectural Engineering Technology	Graphic Communication Technology
Automotive Technology	Graphic Design
Aviation Maintenance Technology	Hospitality Management & Tourism
Business Administration	Law Enforcement
Construction Management	Legal Assistant
Computer Accounting Technology	Liberal Studies
Computer Science Technology	Mortuary Science
Corrections Administration	Music
Education	Nursing
Fashion Merchandising	Respiratory Therapy

**Baccalaureate Level, All Schools and Colleges**

*Programs Retained*

Biology (BS)	Accounting (BBA)
Mathematics (BS)	Business Administration (BBA)
Political Science (BA)	Civil Engineering (BS)
English (BA)	Mechanical Engineering (BS)
Music (BA)	Electrical Engineering (BS)
Art (BA)	Computer Science (BS)
Social Work (BSW)	Information Technology (BS)
Psychology (BS)	Computer Science (MS)
Human Development (BA)	Architecture and Community Dev. (BArch)
Justice Studies (BS)	Nursing (RN to BSN)
Health Education (BS)	Nutrition and Dietetics (BS)

**Graduate Level, All Schools and Colleges**  
*Programs Retained*

Homeland Security (MS)  
School Counseling (MS)  
Teaching (MAT)  
Early Childhood Education (MA)  
Cancer Biology (MS)  
Business Administration (MBA)  
Public Administration (MPA)  
Computer Science (MS)  
Architecture and Community Dev. (MArch)  
Nutrition and Dietetics (MS)  
Water Resources Management (PSM)

**Professional Level, School of Law**  
*Programs Retained*

Law (JD)  
Clinical Education, Social Justice, and  
Systems Change (LLM)

*College of Arts and Sciences (CAS)*

In keeping with the institution's mission, the College of Arts and Sciences seeks to address issues of knowledge, opportunity, and access that impact the welfare of individuals, families, and communities. The College is positioning itself as a leader in the delivery of contemporary and interdisciplinary liberal arts programming that supports acquisition of a broad, integrated, and applicable base of knowledge and skills by all University undergraduates; develops a generation of adaptable experts prepared to address the professional, economic, and social realities of the 21<sup>st</sup> century; and supports the

comprehensive and applied professional preparation of educators, human services professionals, social scientists, scientists, and creative artists. The College will create bridges between the University and community to support the educational, health, employment, socio-cultural, and socio-economic needs of city residents; enhance professional training opportunities and academic outcomes for Arts & Sciences students; and align educational offerings with the economic interests and drivers of the District to ensure seamless employment pathways for graduates of the College of Arts & Sciences. The College of Arts and Sciences programs recommended for termination include: BS Physics, MS Rehabilitation Counseling, MS Math Statistics, BA History, BA Elementary Education, BA Special Education, and MA Special Education.

**College of Arts and Sciences**  
*Program Reductions*

Physics (BS)  
History (BA)  
Elementary Education (BA)  
Special Education (BA)  
Chemistry (BS)  
Early Childhood Education (BA)  
Sociology (BA)  
Mass Media / Journalism (BA)  
Graphic Design (BA)  
Rehabilitation Counseling (MS)  
Special Education (MA)  
Mathematics Statistics (MS)

*School of Business and Public Administration (SBPA)*

The School of Business and Public Administration will emphasize and attempt to grow and strengthen several programs under a revised structure. All of the programs will require additional resources that will ensure their readiness for accreditation by the respective professional accrediting association (AACSB; NASPAA) as well as maintenance of the current accreditation (ACBSP). Resources are required for either hiring additional academically qualified faculty; creating and executing faculty professional development plans for those existing faculty who are not academically or professionally qualified according to the standards of the various professional accrediting bodies; and providing assistance to existing faculty whose credentials need to be enhanced. The proposed changes have factored in the requirements of the current accrediting body (ACBSP) as well as the top-tiered body (AACSB) to which the SBPA will seek initial accreditation in 2016, as well as the NASPAA accrediting body of the Public Administration program. In realizing these changes, the School of Business and Public Affairs will eliminate the BA Economics and BBA Management Information Systems programs.

**School of Business and Public Administration**  
*Program Reductions*

- Economics (BBA)
- Finance (BBA)
- Business Management (BBA)
- Procurement and Public Contracting (BBA)
- Marketing (BBA)
- Management Information Systems (BBA)

*School of Engineering and Applied Sciences (SEAS)*

The School of Engineering and Applied Sciences (SEAS) prepares professionals and leaders, who are committed to making their communities, countries, and world a better place. SEAS curriculum is very much aligned with the University of the District of Columbia mission of producing graduates, who are competitive for 21<sup>st</sup> century workforce with life-long learning skills. The curriculum has focused on three basic values: technological and scientific competence, balance between theory and practice, consideration of the societal and holistic aspects of engineering. SEAS' academic programs have been of high quality and in compliance with ABET accreditation curricular prescription. It is recommended that the Accelerated MS Electrical Engineering be suspended until an entering cohort of 10-15 students is recruited. Further, no new degree programs will be initiated until the accreditation

**School of Engineering and Applied Sciences**  
*Program Reductions*

- Electrical Engineering (Acc. MS)

of existing ABET-approved programs is reaffirmed and enrollment in current programs reaches the targets established in the Enrollment Management Plan.

*College of Agriculture, Urban Sustainability and Environmental Sciences (CAUSES)*

CAUSES is committed to offering relevant, practical and innovative learning experiences to University of the District of Columbia students, District residents and organizations. It offers research-based academic and community outreach programs that improve the quality of life and economic opportunity of people in the District of Columbia, the nation and the world. CAUSES' focus is "Healthy Cities - Healthy People." CAUSES implemented a comprehensive restructuring process in 2012 to create research-based community education programs. To further this restructuring, CAUSES will eliminate the BS Nutrition, BS Environmental Science – Water Resources Concentration, and BS Environmental Science – Urban Sustainability Concentration.

**College of Agriculture, Urban Sustainability, and Environmental Sciences**

*Program Reductions*

- Nutrition - Food Science (BS)
- Environmental Science – Water Resources (BS)
- Environmental Science – Urban Sustainability (BS)
- Environmental Science – General (BS)

*David A. Clarke School of Law*

The David A. Clarke School of Law at the University of the District of Columbia (UDC-DCSL) is committed to training lawyers who have the knowledge, skills and practical experience required for admission to the bar, and effective and responsible participation in the legal profession. As the nation's only publicly-funded urban land grant law school, UDC-DCSL trains its students to understand the role of lawyers in society, and their responsibility to use their legal training to ensure justice and help resolve society's most pressing issues. As an HBCU committed to opening up the legal profession to groups under-represented at the bar, UDC-DCSL trains its students to value diversity and interact effectively with clients, colleagues and others from a range of racial, social, economic and ethnic backgrounds. The program offers two programs, a Juris Doctor and a Master of Legal Letters, both of which will be retained.

**School of Law**

*Program Reductions*

- All Programs Retained

## *Community College*

The Community College offers accessible, affordable, and high-quality programs to the residents of the District of Columbia and the region. Its associate's degrees, certificates, workforce development and lifelong learning programs are market-driven and learner focused. The Community College initially included 19 associate degree programs previously offered at the Main Campus and now has 22 programs after adding Fashion Merchandising, Liberal Studies, Automotive Technology, and Construction Management. When the Community College opened in the fall of 2009, enrollment was slightly over 1,779 associated degree-seeking students. As of spring 2013, enrollment for credit-bearing programs increased 61 percent to 2,933 students with large enrollments in its top three programs: Nursing, Liberal Studies and Early Childhood Education.

**Community College**  
*Program Reductions*

All Programs Retained

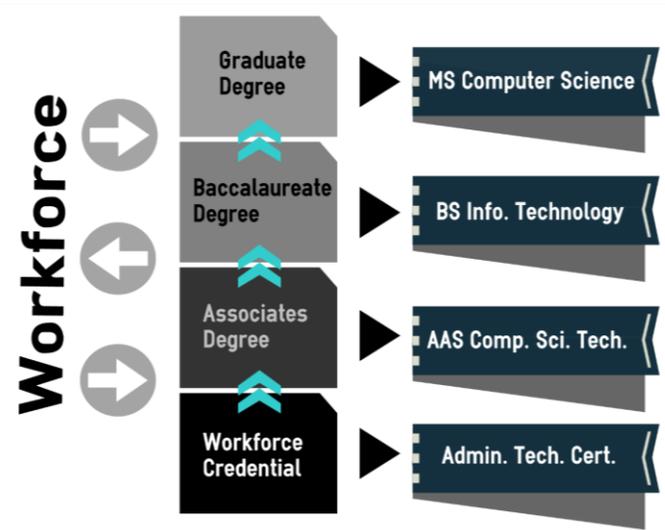
A comprehensive review of existing academic programs underway includes efforts to:

- Align student learning outcomes to employer-identified skills;
- Establish employer advisory boards to maintain currency of curricula and establish industry partnerships;
- Achieve industry certification of the programs;
- Increase experiential learning opportunities for students, such as practicums and apprenticeships in partnership with District businesses.

In addition, the Community College has strengthened its ties to the public K-12 education system in the District of Columbia in an effort to ensure that more students are instilled with a college culture before they arrive and are better prepared to be successful as they proceed towards degree completion.

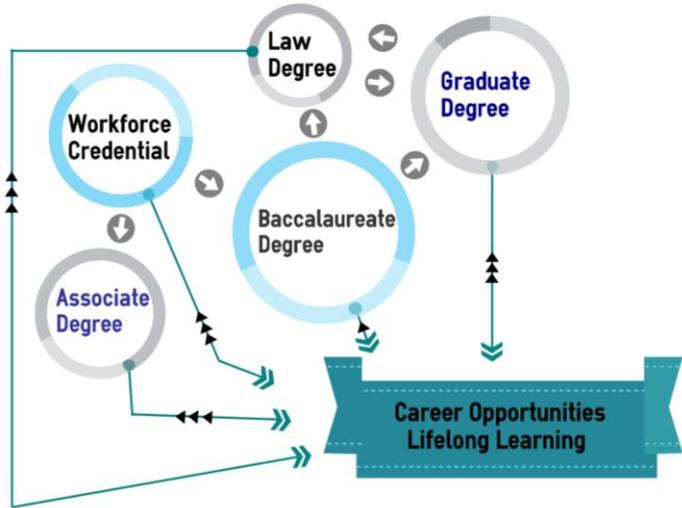
One of the major points of emphasis of this academic plan is the articulation and development of pathways between Community College and Main Campus programs. Figure 2 provides an example of the computer science pathway from a workforce credential (Certificate in Administration Technology) all the way to a graduate degree (Master of Science in Computer Science). Figure 3 provides a visual depiction of the various articulation pathways between all University programs.

**Figure 2. Example of Pathways Across University Programs**



In addition, the Community College will be considering enhancing its workforce and academic offerings to help meet local and regional demand as identified both in the District’s *Five-Year Economic Development Strategy* and in current employment statistics.

**Figure 3. Articulation between University Components**



Finally, the following enhancements are aimed at eliminating barriers to completion and walls that have historically existed between faculty, students and staff at the Main Campus and the Community College:

- The University will offer special incentives for Community College students to continue their matriculation at the Main Campus
- The University will continue the practice of instructional cost sharing in instances where the Main Campus instructional resources are not available at the Community College. In these instances, Community College students (such as those now enrolled in art, music and architecture) are taught by faculty in classes with Main Campus students.
- With few exceptions, common general education requirements will be established for both Community College transfer and Main Campus programs.

The Vision 2020 Plan balanced the consideration that some of the demands and struggles of the Community College have been derived more from the University's multi-location nature, particularly with multiple locations of Community College service delivery. What is required is more allocation of resources to support these locations in critical administrative areas such as human resources, information technology, and general office support for mail delivery and the like.

With respect to independent accreditation considerations for the Community College, the University is focused near term on the 2016 Middle States review for University accreditation. Given the November 2012 approval of the University's application for Branch Campus status of the Community College program, the Middle States Commission will be evaluating the institution's accreditation status as a University with a Branch Campus component.

Focused efforts will be made in this interim period to assure that all requirements for the 2016 visit are met by the Main Campus and Branch Campus. It is recommended that the University's Board of Trustees establish in 2015 an advisory committee, appointed by the Board of Trustees to work with and through the Board's Community College Committee. This approach will not be inconsistent with the Branch Campus status, nor with independence option for the Community College. Beyond 2016, the Board will then examine all questions regarding an independent governing body for the Community College, including the ability to initiate and sustain its own academic programs, degree granting authority, and a determination by the Board of Trustees whether to seek independent accreditation.

## ***Enrollment Management Strategy***

A steady growth in student enrollment is critical to the sustainability and development of the university. The University's enrollment has been fairly flat for the past ten years. However, given the recent decisions regarding program offerings, the University is now prepared to establish enrollment targets and strategies for reaching these targets. While there are a number of issues that must still be resolved by the Board and the administration, there is sufficient data available to support a 20% increase in the headcount enrollment by 2020.

### *Critical Issues and Concerns*

There are a number of factors that will affect the University's ability to reach its enrollment target. The most critical factors are as follows:

- The academic programs to be offered;
- The characteristics of the students currently attracted to the University;
- The profile of the students the University intends to attract;
- The availability of these targeted student populations and ability to increase market share;
- The availability of student housing;
- The availability of institutional financial aid;
- Significant improvements in retention and graduation rates;
- Establishment of an enrollment management unit and hiring of an experienced enrollment manager with a track record of increasing student enrollment.

### *Current Student Enrollment*

University enrollment has been relatively flat for the past 10 years though there have been significant shifts both up and down during this period. In the fall 2003, total university headcount enrollment was 5,398 and was recorded at 5,490 in the fall of 2012. While fall 2013 enrollment will not be finalized until October 15, 2013, preliminary figures suggest that it will be comparable to that realized in fall 2012.

During the ten-year trend period the enrollment dropped as low as 4,959 in 2008 and rose as high as 5,855 in 2010. Since the establishment of the Community College in the fall of 2009, the distribution of enrollment between the Community College, the Main Campus (graduate and undergraduate) and the School of Law has changed significantly. There has been a significant increase in enrollment at the Community College and a decline in the enrollment at the Main Campus. In the fall of 2009 the Community College made up 34% of the total enrollment while the Main Campus (without the School of Law) made up 60%. The School of Law made up the remaining 6%. Between fall 2009 and fall 2012 the Community College enrollment continued to increase while the Main Campus declined to a point where the Community College now represents 52% of headcount enrollment and the Main Campus (without law) has dropped to 41%. Preliminary fall 2013 figures suggest that this same distribution will continue in the current academic year.

### *Student Demographics*

Student demographics for the fall of 2012 are as follows:

- The majority of Main Campus students are full-time (56%), while majority of the Community College students are part-time (69%).
- Both Main Campus and Community College students are majority female at 56% and 65%, respectively.
- Eighty percent of Main Campus undergrads and 76% of Community College students are residents of the District. Only 48% of graduate students are residents.
- Eight percent of all non-School of Law students are international. The absolute number of international students has been declining over the past three years, primarily due to increases in tuition.
- Law students are primarily non-residents (64%), full-time (58%) and female (52%).

### *Entering Student Profile*

New student enrollment increased by 9% between the fall of 2011 and the fall of 2013. There were 1458 new students enrolled in fall 2011 and 1583 in fall 2013 (preliminary figures). The distribution of students among admission types has remained essentially the same.

- Sixty percent of all new students attend the Community College, 34% are Main Campus undergraduates and 7% are graduate students.
- With regard to admit type, 46% are classified as first-time in college, 26% are transfer students, 19% are students readmitted to the institution and 9% are non-matriculating students. Transfers and readmitted students represent a disproportionately high percentage of new students when compared to other universities.
- The Community College enrolled just under 500 first-time in college students in both 2012 and 2013, while the Main Campus enrolled an average of 115 first-time students in each of two fall semesters.
- In fall 2012, 56% of all first-time freshmen graduated from District public, charter and private schools. Forty-six percent of the Main Campus first-time in college students graduated from District schools, while 59% of Community College first-time in college students were from the District.

### *Availability of Additional Student Populations in the District of Columbia*

Under the Vision 2020 Plan, the University will seek additional enrollment from various existing and new populations, including:

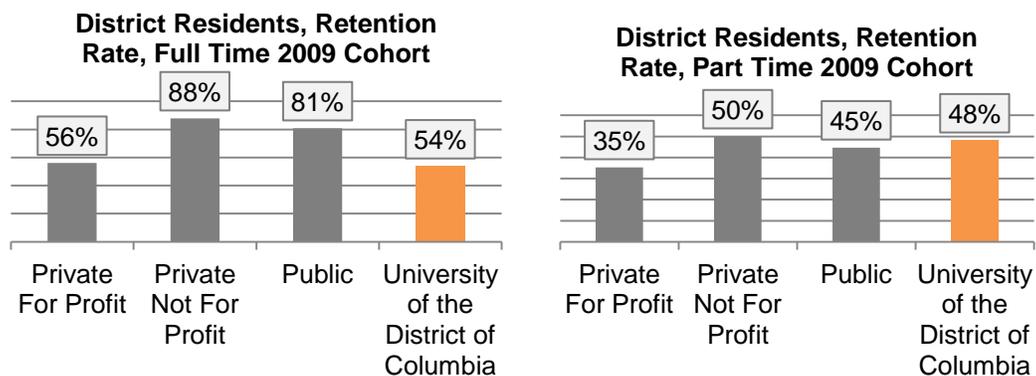
- Fall 2012 DCPS enrollment data by grade suggests that there is a high probability of increases in the senior classes for four of the five years between spring 2014 and spring 2018 based on the increase in enrollments for grades 7 through 11.
- District census data indicate that as of 2011 there were 80,000 district residents that had only high school diplomas, 57,920 with some college but no degree, 11,953 with associate degrees and 91,283 with baccalaureate degrees.

### *Student Housing*

Clearly the data suggests that there are significant pools of potential students available to be recruited in the District and throughout the metropolitan area. As one can see from the new student profile data, less than 2.5% of the new students enrolled in the fall of 2012 came from states other than Maryland and Virginia. The fact that the University does not provide on campus housing essentially that it

is not interested in recruiting students from outside the metropolitan area. This Plan takes the position that the University could attract significantly more new students beyond those sited in the forecast, if sufficient student housing was available. The greater Washington, D.C. area is a high demand location for prospective college students. Non-resident student enrollment tend to take full-time course loads which increases the probability of graduating in less than six years. They pay higher tuition rates z provide expanded learning experiences for District of Columbia residents by exposing them to students from varied geographic and ethnic backgrounds. Student housing is also essential to recruiting college ready District residents who tend to want a campus experience as opposed to commuter experience. Because there has been no formal decision regarding student housing, the enrollment forecast presented in this plan makes the assumption that there will be no student housing during the plan period. If the Board should decide to build housing, the enrollment forecast will be adjusted accordingly.

**Figure 4. Comparison of Retention Rates of District Residents at Various Institutions**



*Other issues*

There are several other issues that are critical to an effective enrollment strategy. There must be sufficient institutional aid to support the recruitment of new students, significant improvements in retention strategies to improve student progression and graduation rates and the hiring of an enrollment manager with the skill to develop and implement strategies that attract prime student target groups and retain them. To this end, the Vision 2020 Plan proposes a new \$2.0 million allocation to create a robust institutional aid program. For comparison, institutional aid budgets have rarely exceeded \$150,000 and in some years have

been non-existent. Furthermore, the Deans and the Office of the Vice President for Student Affairs have developed several strategies for improving student retention and will continue to develop these strategies under the Complete College America initiative.

### *The Enrollment Forecast*

The University proposes a 20% increase in headcount and FTE enrollment by 2020. This forecast is based on the following assumptions:

- The University has sufficient classroom space and the faculty resources to accommodate the 20% increase in enrollment
- No significant amount of student housing
- Approval of a streamlined set of academic programs
- Increased retention rates at both the Community College and Main Campus

While the new enrollment manager will develop a strategy specifically designed to meet the needs of the University, some of the key strategies to be employed will include the following:

- Establishment of enhanced relationships and recruiting efforts with DCPS and the District's charter school system
- Summer bridge programs from District students
- Aggressive recruitment of Tuition Assistance Grant returnees, transfer students and district and federal government workers
- Increase in on-line courses and programs
- Establishment of a continuing education unit to offer high demand certificate programs
- Establishment of a President's Scholars Program to attract up to 200 high achieving District of Columbia high school graduates (discussed in detail below)

### ***President's Scholars Program***

The proposed President's Scholars program will be a merit award available to full-time, District of Columbia, entering freshmen students. The President's Scholars program will address a key component of President Obama's college affordability and accountability agenda, particularly the assessment of institutional value by use of the six year graduation rate standard. In administering the program, the University will recognize transformational leaders on and off campuses, students who have demonstrated a love for intellectual curiosity, service to their community, demonstrated academic achievement, creativity, resilience, ethical leadership, and the potential to identify and solve pressing and relevant problems.

### ***Expanding Continuing Education***

In addition to the Continuing Education offerings from the Community College, the Main Campus will establish a Continuing Education unit that will offer a range of certificate and degree options that are stackable within degree programs. It will be a resource for those who wish to take their lives in new directions and will provide students with the opportunity to select the program that best suits their needs for professional advancement. The Continuing Education program at the University will provide innovative and flexible education pathways for a diverse population of adult learners that positively transform their professional credentials and their lives.

The programs will be designed with the specific needs of working adults in mind, with a particular emphasis on:

- *Convenience*: Through evening, weekend and online options;
- *Practicality*: Through real-world knowledge that can be applied immediately on the job;
- *Relevancy*: Through content taught by University professors in touch with the latest developments in the field.

To ensure that the University provides the highest quality education possible, every program administered will be developed in partnership with a corresponding University of District of Columbia department. In addition, each program will use an advisory board to review content, guide design and recommend updates to ensure the program remains current as the field of study evolves. Though the program offerings will be diverse, they will be unified by the University's mission to

offer affordable and effective undergraduate, graduate, professional and workplace learning opportunities, and thus produce a diverse generation of competitive, civically engaged scholars and leaders.

In order to quickly implement a robust Continuing Education program on the Main Campus, the University will explore forming a strategic partnership with an established provider within the sector. For example, the Graduate School, located in the District of Columbia, has the infrastructure and expertise to deliver Continuing Education curriculum to hundreds of thousands of students every year. A partnership with an organization like the Graduate School would allow the University to reduce its start up costs by utilizing a partner's existing delivery platforms, while retaining control over quality.

### ***The e School at the University of the District of Columbia***

As an innovative step forward the University will broaden its on-line program to expand it from a collection of courses offered to supplement on-campus academics to a fully on-line e School offering a menu of full degrees and certificates. In short, if properly staffed and resourced with sufficient direction and attention from the University Board of Trustees and leadership, the e School at the University of the District of Columbia could be a leading provider of higher education through on-line delivery.

On-line learning broadens access, engages students in active learning, individualizes instruction, and increases both the efficiency of the university and the rate of student learning. On-line education enrollment from 2002-2011 had a 17.3 percent annual growth rate compared to the 2.6% for overall higher education student body. Separate surveys report that 45% of students enrolled in on-line degree programs would not have considered pursuing their degree had fully on-line study not been an option.<sup>3</sup> At the University, around 300 students per semester are taking courses on-line to supplement their on-campus schedules. While these offerings enhance the University's ability to educate its current population, the University is missing out on a growing share of the higher education market by not offering fully on-line degrees.<sup>4</sup>

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<sup>3</sup> 90,000 students in 2008. See United States Department of Education.

<sup>4</sup>*The Condition of Education 2011*, United States Department of Education, National Center for Education Statistics (2011).

Additionally, adopting on-line learning programs can reduce university costs by realizing economies of scale through leveraging initial development costs and facilities expenses. The University of Massachusetts has seen huge revenue benefits from their 120 degree on-line program which generates \$78 million in revenue annually. For smaller schools the benefits are no less; at Northeastern University an on-line program of about 13,000 students generated around \$20 million in revenue in 2008.<sup>5</sup> Universities have also noted a reciprocal relationship that develops between on-line programs and campus offerings, in which the physical campus gives on-line programs credibility and the on-line programs support the institution through revenue increases - a relationship the University of the District of Columbia is poised to emulate.<sup>6</sup> The revenue provided by the e School has the potential support the institution in a way not heretofore imagined by the University.

### *Current State of On-line Learning at the University of the District of Columbia*

The University currently offers 22 on-line / hybrid courses with five more pending approval and twelve additional courses being built with the goal of a spring 2014 launch date. The University's on-line enrollment has grown by about 100 students in the past three years. Faculty training and interest has resulted in the certification of 33 faculty members to teach on-line or hybrid courses and 27 to build and teach. The current on-line offerings are a complement to the academic program and provide students the option of taking some courses on-line. These on-line offerings do not include full degree or certificate programs and therefore are not currently a tool for attracting enrollment beyond the current student body. In short, the University's on-line offerings do not generate the revenue as they potentially could through fully on-line degree offerings.

The University of the District of Columbia's on-line initiative thus far has excelled in the areas of faculty training, course assessment, and program integrity. However, on-line programming currently lacks integration with comprehensive student

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<sup>5</sup> Noyes, Jesse. "Revenue Chase Sends Colleges to Web" *Boston Business Journal* (Feb 2009).

<sup>6</sup> SNHU's Center for On-line and Continuing Education (COCE), has 10,600 students enrolled in 120 graduate and undergraduate programs and specialties. While SNHU's on campus programs do not generate revenue for the institution, COCE's revenue has grown from \$10 million in 2007 to \$74 million in 2012.

services such as enrollment support, academic and financial aid advising, bookstore and library access, e-reserves, ADA services, and on-line tutoring. A focus on innovation in course delivery, targeted marketing and on-line specific branding, and implementation of the critical wrap-around services mentioned above is necessary in order to launch fully on-line degree programs through establishing the e School at the University of the District of Columbia.

Best practices and accreditation requirements identified by a consortium of academic councils and endorsed by Middle States Commission on Higher Education states that an on-line learning program must be consistent with the institution's academic requirements and underlying tenants, meet federal and state regulation, be evaluated for success regularly, and be held to the same integrity standards of traditional course programming.

### *New Programs*

The following two programs will be considered under the Vision 2020 Plan. While these new programs are housed in the e School, the School of Business and Public Administration will sponsor and support each of these initiatives.

*On-line Master's of Business Administration Degree Program.* It is the intent of the University to launch a fully on-line MBA program by 2015. There are currently a total of 355 accredited on-line MBA programs. Tuition for these programs ranges from \$4,464 to \$135,555. Only 85 of these programs are accredited by the Association to Advance Collegiate Schools in Business (AACSB) where the average tuition is \$36,166 – over \$10,000 higher than regionally accredited programs and over \$20,000 higher than the average national tuition. In recognizing that accreditation level is linked to tuition - as are enrollment numbers - the University's MBA program will be pursuing accreditation at the highest level through the AACSB. As such, the University has an opportunity to create an on-line MBA that is competitive in this lucrative niche market of graduate on-line degrees.

*On-line Master's of Public Administration Degree Program.* A Master's in Public Administration (MPA) is the core professional degree for a management career in public service. There are currently 19 accredited on-line MPA programs across the country which range in tuition from \$6,097 to \$20,350. The University plans to offer a fully on-line MPA program through the School of Business and Public Administration. The launch of these new programs will leverage the University's investment in on-line capacity through integration of business school expertise.

### *Potential Challenges*

Every university has a different set of specific challenges and every university's on-line offerings are a reflection of the brick and mortar institution itself. Expenses associated with the following categories should be considered; planning and maintenance, legal compliance, technical specification and upgrades, program and course design, purchase / acquisition, personnel, training and certification, wrap-around services, replacement and upgrades.

A decision on level of partnership and specific partner(s) will be crucial to the overall success of the e School. Partnership opportunities with outside vendors ranges from a completely in-house model to hiring a full-service vendor handle the entire process, including recruitment, retention, assessment, course development, training, assessment, admissions, and other wrap-around services. Companies already affiliated with the University or that have offerings that could support future University on-line programming in a new and different way include Blackboard, 2U, Echo360, and Pearson-Knewton.

Once fully on-line degree and certificate programs are created, the University will have the opportunity to attract degree seeking students from anywhere. The implications of this opportunity on the planning process should not be overlooked. In terms of previously untapped markets, creating fully on-line programs is similar to building new University branch campuses in every single community with internet access. The potential for new enrollment and increased visibility is dramatic. The University of the District of Columbia is uniquely positioned as the only public university in the District of Columbia with a deep history of working with the federal government and local companies along with educating many in the community – the University is the public educator of the nation's capital. The e School gives the University the opportunity to utilize its local expertise and national understanding to craft the on-line higher education portal for the nation. In order to fund on-line program development and associated wrap-around expenses, the University recommends an investment of up to \$1.0 million annually to expand the University's on-line offerings.

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## **INTEGRITY**

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**- GOAL -**

*Create and maintain a culture of accountability and transparency in governance, administration and operations.*

**- OBJECTIVES -**

*Sustain the University's system of shared governance and improve communication with all University constituencies*

*Provide students with a clear, comprehensive academic menu to enable informed educational decisions*

*Engage in honest, open dialogue with all members of the University community on a regular basis to determine academic, financial, and resource priorities.*

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The University of the District of Columbia, in carrying out its mission, will maintain clearly defined and articulated policies relating to issues of institutional integrity. To ensure success in achieving its goals, the University's mission and vision must be supported by sound fundamental values that will promote openness within the community. As such, the University will accurately represent itself to its internal constituents, as well as to its external constituents, including all levels of government, accrediting bodies, and the public at large. Transparency and accountability are at the core of the University's mission and vision.

Through the Vision 2020 Plan, the University will provide a clearly articulated, readily accessible set of guidelines that will regularly be maintained and developed further, showcasing its unwavering commitment to integrity.

### ***Evaluation and Goal-Setting***

In keeping with the institution's commitment to meet the needs of its community, the University's evaluation process must start with its students. Enhancing students' opportunities to provide feedback on their experience, both in and out of the classroom, will provide the academic and administrative leadership with the

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information necessary to improve the University's operations and to maintain a student-centered academic experience.

Beyond soliciting student feedback, the administration will also better connect with the University's employees, particularly faculty members. The University's faculty members are, on average, the most established members of the institution, with almost three quarters of the faculty tenured and turnover rates of 14% and 16% in 2011 and 2012 respectively. Further, 69% of full time continuing faculty were tenured in the fall of 2012. In contrast, staff members are less established: both union and non-union staff members have served less than ten years on average, and witnessed higher turnover rates of 28% and 41% in 2011 and 2012. Such diverse perspectives on the operations and direction of the institution will guide the executive team's efforts to develop a stable management apparatus and learn from past experiences.

### ***A Focused Administration***

The University system needs a purpose-driven, disciplined management team to act upon the objectives and concerns raised by members of the University community. Each team member must have a clearly defined, distinct, and stable role in executing the University's institutional mission. The size of the administrative infrastructure will better align with the size of the student body and educational capacity. Currently, the University employs 514 staff members, and 362 full / adjunct faculty who are serving fewer than 6,000 students. To achieve the purpose-driven, disciplined management team envisioned in this Plan, the University must aspire establish the following administrative environment:

- *All members of administration are, first and foremost, managers.* Their objective is to advance University goals and policies within their realm of responsibility. The Provost and Deans must be able to convert institutional goals, as informed by community feedback, into concrete academic policies and programs. Administrators must establish and maintain an infrastructure for faculty and instruction which advances the University's student-centered objectives at every turn.
- *The University's executive team requires support from efficient and invested staff.* A key step toward improving management will be developing an established administrative staff that is familiar with University objectives, procedures, and personnel. The feedback collected from current staff members will be crucial to forming policies that develop and support such an administrative team.

- *Each member of the University faculty and staff recognizes his or her specific contribution to the future of the University.* Yesterday's, today's and tomorrow's successes rest squarely in the hands of the institution's employees. Every action an employee takes directly impacts student satisfaction, persistence and, ultimately, success. The executive team must instill this culture throughout all functional areas of the institution.

### ***Chief Financial Officer***

The Office of the Chief Financial Officer (OCFO) for the District of Columbia was created by Congress to independently manage the District's finances.<sup>7</sup> The Chief Financial Officer has the authority to place Agency Financial Officers in each component of the District of Columbia government, including certain independent agencies such as the University. The appointed Agency Financial Officer has a direct line report to the OCFO, serving at the pleasure of the District's Chief Financial Officer. The University's Board of Trustees and President may confer with the District's Chief Financial Officer about the University's operations, including the appointment of the University's Agency Financial Officer, but do not have direct control over any of the University's financial operations.

Under this structure, three different Agency Chief Financial Officers have held the position at the University between July 2012 and July 2013. This has led to considerable instability in financial operations, particularly with financial reporting. In fact, the last change occurred so close in time to the University's budget hearing before Council of the District of Columbia's Committee of the Whole that the University lacked the proper information to discuss the institution's budget and finances with the District's top elected officials.

While the OCFO has responsibility and oversight over all District financial operations unless specifically exempted by law, this Plan recommends that the University's Board of Trustees explore a modified relationship with the OCFO. For instance, the Board may seek a delegation of financial operations authority from the OCFO and, in turn, enter into a comprehensive Memorandum of Understanding with the OCFO for financial services that includes clear deliverables and accountability measures, including adherence to all laws and regulations already incumbent upon the University's financial operations.

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<sup>7</sup> District of Columbia Financial Responsibility and Management Assistance Act of 1995 (P.L. 104-8, 109 Stat. 142).

A similar arrangement existed at the Water and Sewer Administration under then Chief Financial Officer Anthony Williams and later under Chief Financial Officer Natwar Ghandi. When attempts were made by the OCFO not to renew the authority of the agency, WASA sought, and obtained, exclusion from OCFO authority by amending federal statute. Though full exclusion from OCFO authority would allow the University to independently control all financial operations, the fact that the University receives a substantial amount of appropriated funds would likely render this route as not viable.

A first step towards increased financial independence may be the conversion of the University's annual subsidy to a lump sum operational grant against which University operations would be measured. Similar arrangements have been made in other states.

### ***System-Wide Services and Administration***

To best serve its students and support its faculty, the University must have a student-centered, goal-oriented administrative infrastructure that is in keeping with the size and character of the University. The University of the District of Columbia's administrative infrastructure is, by all accounts, disjointed, disorganized, and outdated. Offices that serve students face institutional barriers to collaboration. Personnel management is inefficient and error-prone. The husks of administrative structures from institutions that the University has absorbed over the years have created a baffling tangle of pay scales and chains of command. University employees face a frustrating framework as they strive to serve the students and the District. Simply stated, the administration's current structure harms all parties involved: employees, students, and the District at large.

Paper-based administration harms all aspects of personnel management. There is no centralized system for tracking employees' hours, performance, and workplace concerns. While the University has joined the District in using PeopleSoft this past year, it only uses the timekeeping portion of the program. For example, DenoSys, in its evaluation of the University's human resources practices, found an error rate of over 50% in time sheets due to errors in pay codes and late submission. Misplaced accountability in the time and leave entry process provides little incentive for accuracy. The hiring and interview process consumes an undue amount of time, as multiple electronic systems and paper tracking are all involved. The management of faculty time, complaints, and funding is confusing and slow. University faculty members have lost grants and adjunct faculty members have faced needless difficulties because of the administrative structure's inefficiency.

## *Employee Compensation*

Employee compensation further complicates personnel management for the University. There are currently 25 different salary plans with 190 pay grades in use. Administrators, faculty members, and members of various unions within those categories all have different payment arrangements and benefit structures. Furthermore, these salary plans have not been updated in over five years; most employees' pay has been frozen without a cost-of-living adjustment, and those that have received raises did so with personal negotiation. Most of the current salary plans follow a step system, where employees receive automatic pay increases over predetermined time intervals – only three are merit-based, establishing a pay range into which an employee at a certain pay grade can fall based on performance. Such a complex array of salary plans creates needless difficulty for HR personnel, and the specifics of many of the plans provide no incentive for exceptional performance.

In order to determine appropriate compensation levels to attract and hold highly qualified staff and faculty, the University engaged in a compensation market analysis that outlines a strategy and timeline to bring salaries and wages in line with such levels. In September 2012, Segal/Sibson was asked to conduct a market assessment of the salary rates of various jobs at the University. A university's compensation system provides its most tangible reward to employees for their performance and the contributions they make to the university's success. It is important that the system be maintained to keep pace with inflation and the competitive market for jobs in the area, and as needed, by increasing pay rates and pay ranges appropriately over time. However, this has not happened at the University of the District of Columbia. In general, the University's pay ranges are competitive at the minimum / entry level, but become increasingly non-competitive throughout pay ranges. At the maximum of the pay range, for example, the benchmark jobs overall are 85% of the market average.

The reality for University hiring managers is that they must compete for talented candidates in the marketplace despite the weaknesses in University pay ranges. When competing for experienced candidates, the consequence of the relevant salary range being far below the market average is that many of the best, most seasoned candidates may refuse to come to the University. Out of necessity, offers of rank and salary may need to be inflated beyond the skill level of the candidates available. At best, this would leave the University paying a premium for entry level skills, and at worst would have junior level candidates filling out senior level positions, creating equity issues among existing employees in the same position or at the same grade.

To remedy this, the University has adopted a comprehensive compensation philosophy that guides the institution as it updates its compensation systems. It condenses, simplifies, and updates salary plans so that they are not only competitive in the market place but also operationally efficient. The plan is based upon market data provided by the College and University Professional Association for Human Resources, adjusted to reflect the difference between the D.C. metro area cost of labor, and the US average. Key portions of the plan mandate that all University employees will be paid between 95% and 105% of the market average for their positions, and will be reviewed and adjusted according to the market average every three years.

Additionally, compensation for union employees is set pursuant to the dictates of the applicable collective bargaining agreements. Compensation is set for non-union employees based on approved salary ranges, augmented by an annual pool of merit / COLA funding normally set between 2% and 5% of the salary total, to be dispersed at the discretion of the respective Vice President, Dean, or Director based on annual performance appraisal ratings in their areas of operation. The President of the University is responsible for the control and direction of the system, while the Vice President of Human Resources is responsible for the consistent application of the system.

### *Technology and Telecommunications*

Currently, the University contracts services for WAN connectivity and telephone services and support from DCNet, a division of the Office of the Chief Technology Officer (OCTO). The services include the operation and maintenance of a network backbone which connects the Van Ness campus with the 801 North Capital campus and the Backus and PR Harris sites; each link of this connectivity is being provided at a different level of bandwidth based on the overall utilization needs at each site. In addition to the MPLS WAN links, DCNet also provides Avaya digital voice handsets, telephony routing and associated call services to the Van Ness campus and Voice over Internet Protocol (VoIP) services to the Community College.

DCNet costs the University \$520,000 a year plus the cost of moves, additions and changes. Despite the cost of DCNet services, the University continues to have significant issues with customer service and delayed requests for new installation of service. The University's Memorandum of Understanding with DCNet requires a response to requests by the next business day. However, in September and October of 2012, numerous requests were not filled for 45 days, some taking more than 90 days.

As the University works to improve its technological service offerings, the Vision 2020 Plan recommends that the University seek implementation of a Unified Communications system based on a robust Voice over IP (VoIP) telephone implementation. In addition to the improvement of University dial tone services, such a move would allow OIT to develop a comprehensive WAN infrastructure allowing the University to connect all University locations into one common network.

Based on the current rates and service offered by DCNet, the University will ensure that the University is making the best use of institution funds by soliciting competitive bids from the larger telecommunication industry before proceeding.

### *Administrative Infrastructure*

Critically, all elements of the University's operations, included the initiatives considered in this Plan, must be guided by a common authority, set of goals, and overall vision, and assessed against a transparent set of objectively measurable metrics. Because such an operational environment requires close collaboration and cooperation across diverse functions, the Vision 2020 Plan recommends the establishment of the Chief Administrative Officer / Chief Operations Officer role to serve as the administrative manager of all operations.

Furthermore, a single human resources electronic system would simplify personnel management for all parties involved, and the adoption of electronic reporting in as many aspects of campus operation as possible would increase efficiency and communication. In this, an eye toward University best practices should be considered before, or at least in tandem with, the reporting of District requirements as defined by OCFO and OCTO. Lastly, an individual experienced in resources classification charged with the mission of reforming the University's pay scale is needed to ensure that all employees are compensated fairly and predictably for their value. By restructuring oversight, management, and information sharing in the University's administrative infrastructure, students, staff, and faculty will face fewer pointless errors, less confusion, and less frustration.

The University should also take steps to properly identify and remedy the system-wide services that are, in fact, hindered by geography. For example, the distance between the Office of Financial Aid on the Main Campus and a student in need of financial aid service taking courses at a satellite campus is clearly an obstacle for the student. As part of the institution's improvement through the Vision 2020 Plan, it will explore common sense solutions to issues such as this one.

Most importantly, the University should engage in a deep, far-ranging review of all business processes within all units to address not just the Community College’s complaints about poor services, but complaints from all clients in each of the University’s academic and business units. For example, inability of the University to complete recruitment and hiring processes in less than 45 days does not just hinder performance at the Community College. Every office, department, division, college and school suffers when system-wide services are failing. Moreover, the system wide services future to communicate adequately with University applicants must be connected for the enrollment plan to succeed. This business process review, as well as corresponding reengineering and performance measurement systems, will play a prominent role in demonstrating the University’s commitment to integrity.

### ***Financial Plan***

Each of the initiatives contemplated under the Vision 2020 Plan was analyzed and assessed from a financial perspective with a focus on the long-term financial stability of the institution. The following summarizes the financial impact of the recommendations contained with the Plan. A more detailed *pro forma* is included as Appendix A.

#### ***Savings Resulting from Academic Affairs Curriculum Changes***

The estimated savings realized the reduction in academic programs as contemplated under this Plan over the fiscal year 2015 – fiscal year 2020 period are as follows:

<b>FY15 (Fall14)</b>	<b>FY16 (Fall15)</b>	<b>FY17 (Fall16)</b>	<b>FY18 (Fall17)</b>	<b>FY19 (Fall18)</b>	<b>FY20 (Fall19)</b>
-	3,823,013	3,823,013	3,823,013	3,823,013	3,823,013

### *Savings Resulting from Athletics Realignment*

The estimated savings realized from the elimination of intercollegiate athletics as contemplated under this Plan over the fiscal year 2015 – fiscal year 2020 period are as follows:

<b>FY15 (Fall14)</b>	<b>FY16 (Fall15)</b>	<b>FY17 (Fall16)</b>	<b>FY18 (Fall17)</b>	<b>FY19 (Fall18)</b>	<b>FY20 (Fall19)</b>
2,772,750	4,436,788	4,436,788	4,436,788	4,436,788	4,436,788

### *Enrollment Based Revenue Growth*

Under the Vision 2020 Plan, an increase in self-generated revenue is projected based on the following two factors:

*Enrollment Growth.* The Vision 2020 Plan projects a modest increase in enrollment over the fiscal year 2014 – fiscal year 2020 period. This increased is based on the assumption that the strategies outlined in this plan, particularly the institutional aid program discussed above, as well as the implementation of various strategies to increase retention. Currently, most programs in the university are operating under their target capacity. For these programs, an increase in enrollment will not necessarily increase costs at the same rate until the program reaches full capacity. The increase in enrollment, on a full time equivalent basis, is projected as follows:

<b>FY15 (Fall14)</b>	<b>FY16 (Fall15)</b>	<b>FY17 (Fall16)</b>	<b>FY18 (Fall17)</b>	<b>FY19 (Fall18)</b>	<b>FY20 (Fall19)</b>
3,534	3,634	3,747	3,868	3,997	4,113

*Tuition Rate Growth.* In Fall 2012, in an effort to remain above the Consumer Price Index (CPI) and incremental costs associated with an increase in students (in terms of services provided), the Board of Trustees decided to raise tuition annually by the CPI + 1%. Under this policy, the per credit tuition rates over the fiscal year 2015 – fiscal year 2020 period is projected as follows:

<b>\$/Credit</b>	<b>FY15</b>	<b>FY16</b>	<b>FY17</b>	<b>FY18</b>	<b>FY19</b>	<b>FY20</b>
<b>Community College</b>						
D.C. Residents	103	106	109	113	116	119
Metropolitan Area Residents	173	178	184	189	195	201
All Others	291	300	309	319	328	338
<b>Undergraduate (Main Campus)</b>						
D.C. Residents	285	293	302	311	321	330
Metropolitan Area Residents	329	339	349	360	371	382
All Others	597	615	634	653	672	692
<b>Graduate (Main Campus)</b>						
D.C. Residents	451	465	479	493	508	523
Metropolitan Area Residents	511	526	542	558	575	592
All Others	868	894	921	948	977	1,006
<b>Law School</b>						
D.C. Residents	360	360	360	360	360	360
Non D.C. Residents	720	720	720	720	720	720

The combined effect of the projected enrollment increase and tuition rate growth over the fiscal year 2015 – fiscal year 2020 period is estimated as follows:

<b>FY15 (Fall14)</b>	<b>FY16 (Fall15)</b>	<b>FY17 (Fall16)</b>	<b>FY18 (Fall17)</b>	<b>FY19 (Fall18)</b>	<b>FY20 (Fall19)</b>
325,204	4,200,979	1,691,701	1,832,562	1,772,345	1,841,684

*Resources Reinvestment Plan*

As discussed above, the combination of program reductions within the academic and athletic programs, combined with a projected increase of enrollment based revenue will result in additional resources for the University to invest in critical areas. The Plan will make the following estimated investments over the fiscal year 2015 – fiscal year 2020 period based on the available additional resources:

	<b>FY14 (Fall13)</b>	<b>FY15 (Fall14)</b>	<b>FY16 (Fall15)</b>	<b>FY17 (Fall16)</b>
Institutional Scholarships	-	-	1,000,000	2,000,000
Career Development	144,400	578,400	1,023,920	1,481,306
Student Wellness Program	508,800	1,256,064	2,018,546	2,796,702
Faculty Development	400,000	1,400,000	2,784,000	4,563,520
On-line Learning	-	189,600	868,800	1,553,376
Continuing Education	100,000	236,800	325,904	417,381
Administrative Reengin.	338,400	1,015,200	1,694,304	2,250,781
Leadership Development	-	280,400	567,712	862,143
Recruitment / Marketing	139,600	695,600	1,259,280	1,830,870
Alumni Relations	64,000	523,600	777,200	1,299,088
<b>Total</b>	<b>1,695,200</b>	<b>6,175,664</b>	<b>12,319,666</b>	<b>19,055,168</b>

	<b>FY18 (Fall17)</b>	<b>FY19 (Fall18)</b>	<b>FY20 (Fall19)</b>
Institutional Scholarships	3,000,000	4,000,000	5,000,000
Career Development	1,950,913	2,433,108	2,928,269
Student Wellness Program	3,591,003	4,401,933	5,229,991
Faculty Development	6,878,426	9,232,778	11,627,762
On-line Learning	2,243,489	2,939,306	3,640,997
Continuing Education	511,303	607,742	706,774
Administrative Reengin.	2,759,703	3,271,142	3,785,174
Leadership Development	1,163,908	1,473,225	1,790,322
Recruitment / Marketing	2,410,609	2,998,739	3,595,513
Alumni Office	1,833,633	2,381,214	2,942,222
<b>Total</b>	<b>26,342,985</b>	<b>33,739,186</b>	<b>41,247,024</b>

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## COLLABORATION

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**- GOAL -**

*Position the University to be a trusted partner with District officials, business leaders, non-profit organizations, residents and the University's faculty, staff and alumni.*

**- OBJECTIVES -**

Increase the University's focus on equity, social justice and equality for District of Columbia residents in today's changing society.

Establish advisory relationships with government, business, non-profit, and private employers to ensure that academic offerings are linked to current and emerging employment needs.

Increase the participation and financial support of alumni or retirees elevating visibility, institutional loyalty and engagement of alumni chapters.

Raise philanthropic private giving goals as part of an effort to diversify revenue sources.

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The University of the District of Columbia will work to become one of the District's most trusted partners by building partnerships with students, alumni, business and industry, government bodies, accrediting agencies, and the communities the University serves. In doing so, it will establish a clear link between students past and present, and create opportunities for both students and the institution. The following sections outline the initiatives the University has developed to ensure that the University will strengthen its relationship with the community.

### ***Career Services***

Increasingly, students and parents are taking a cold, hard look at the numbers and asking themselves whether a college education is worth the investment. This is an important consideration for families to make as the cost of higher education continues to grow and student debt looms large for recent graduates who are either under or unemployed. However, the bottom line remains; the long-term financial and professional advantages of a post secondary degree far outweigh the short-term

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uncertainty associated with college costs and employment prospects. The Census Bureau's data from 2012 shows that on average full-time workers 25 years and older who are high school graduates earn about \$29,000 a year while workers with bachelor's degrees make around \$50,000 and those with professional degrees average around \$90,000.<sup>8</sup>

Colleges and universities have responded by taking on the responsibility to alleviate some of that uncertainty. Drexel University in Philadelphia, for example, highlights its co-op program, which allows students to alternate classroom study with six months of paid co-op work and exposes them to the professional world early on in their college careers giving them the competitive advantage of experiential knowledge.

Additionally, strong career services attract students and help to retain them through graduation.<sup>9</sup> Students surveyed by UCLA ranked academic reputation and employment prospects for university graduates as the first and second criteria respectively for choosing a school three years in a row. It is paramount that the University refocus its current practices in this area. The Obama Administration has set forward a plan to make institutions of higher learning accountable for the value of postsecondary education to both students and the United States economy.<sup>10</sup> Students' career and financial prospects are increasingly critical to both University prestige and soon, federal funding. Marketable degree programs at the University must be supported by extensive career counseling services to maximize positive outcomes.

Currently, the Main Campus has a career services director and a career counselor. Similarly, the Community College has its own director of career services. While there is no regular collaboration between the two organizations and no direct reporting relationship a closer relationship should be forged moving forward. The office at the Main Campus offers these services to students and alumni:

- Resumes and Cover Letters
- Job Search Strategies

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<sup>8</sup> See <http://www.washingtonpost.com/blogs/wonkblog/files/2013/08/education5.jpg>

<sup>9</sup> Feldman, R. S., (2005). *Improving the First Year of College, Research and Practice*. Lawrence Erlbaum Associates, New Jersey -

<sup>10</sup> Scott Jaschik, "Obama's Ratings for Higher Ed," Inside Higher Ed, 22 Aug 2013.

- Interview Preparation
- Exploring Majors
- Career Exploration
- Deciding on a Major
- Networking Skills
- Special Programming
- On-Campus Interviewing & Information Session
- On-line Job Database
- Applying to Graduate Schools

During the past 18 months, since hiring a new director, the Career & Professional Development Center at the University has made some strides. Students can now connect with the Career Center 24 hours a day, jobs are posted regularly, workshops are held monthly, and new employer contacts are constantly being added to a central database. One hundred and seven employers have visited the campus during job fairs, information sessions and on interview days. Despite these developments, the voluntary 2013 Senior Exit Survey indicated that just 30 percent of the University of the District of Columbia graduates reported that they had used the center. Of those who had, 58 percent said they received an opportunity as a result.

The Center requires additional investments and resources to overcome its most pressing issues as outlined in this Plan. The office does not have enough personnel to properly serve University students and is unable to track student placement. Moreover, it has been unable to impress upon students the importance of early engagement in career development—a foundation on which the University can build an innovative plan to improve career services. Two of the Vision 2020 investments—Career Services and Health and Wellness—will be housed in the new University Student Center that is currently under construction. In addition to meeting rooms and conference spaces for use by University students, faculty, staff and the greater District of Columbia community, a fitness center will be a core component of the new Student Center, which will house not only the new Health and Wellness Program but also the Career and Professional Development Center.

Specific initiatives for Career Services at the University of the District of Columbia are:

*Establish clear and strong professional development on campus.* One important part of that is establishing a Business Center on par with the recent changes to the business school. Ideally, the new Business Center should have a small conference room that could seat 20 to 40 and private interview rooms equipped with appropriate technology for sharing information. This center would house and encourage valuable interaction between the local business community and University students. Other colleges and universities, recognizing the potential benefits, have invested in such facilities. Baruch College, for instance, has eight meeting rooms and allows employers to schedule them in advance from 8 a.m. to 5 p.m. They also set up a schedule that includes breaks and lunch hours. This is the place for students to begin learning, through repetition, the soft job skills that will carry them into their first internships and jobs and throughout their careers. To operate the proposed Business Center, a minimum staff of four career service counselors will be necessary to be able to manage employers and to meet student career counseling needs in the Center and in the specific colleges.

*Offer College / School specific career services.* Some of our most successful neighbor universities, the University of Maryland at College Park and George Washington University, use the liaison model. It includes a centralized career center, centralized Employer Development and Relations Team and career services focused on the needs of a specific college or school.

*Establish stronger employer development and relations.* To further facilitate an ongoing relationship with business leaders, the University should establish an Employer Advisory Board, like The College of William & Mary in Virginia. Such a board would invite business leaders and former alumni to help steer the center in the right direction. It provides regular input into programs, keeps the University's pulse on the latest in industry trends, and builds new ambassadors for the University. One way to quickly expand the employer pool and build capacity is to forge a formal partnership with a well-established internship provider.

*Establish required, for credit, career development classes.* Many successful career services departments begin contact with students during their first year. The Career Services Director recommends adding classes on career and professional development as part of the General Education requirements starting freshman year. Such classes would coach students in various aspects of professional development, ranging from concrete material like resume writing and career exploration to "soft skills" such as interview professional dress and conduct.

Although some Deans have expressed concern about adding obligations to an overwhelmed student body, the importance of such material to student success establishes that it should be made central to the University student experience early on.

*Create a strong system for career tracking.* The average age of a University of the District of Columbia student presents a unique opportunity for expanding the employer pool. Many of the enrolled students have work experience. As such, the University has an organic in-house employment network unlike those seen at other undergraduate institutions. Recognizing this, the University should develop a strategy to further expand this network, facilitating conversations between students to maximize the benefit of this opportunity. This area is also ripe for the use of University alumni.

While the University of the District of Columbia suffered from a credibility gap in the survey of regional employers by Altus Advisory Partners, employers still expressed an interest in developing a closer relationship in order to diversify the workforce; find local talent that wants to stay local and support the local public university. Here the University has the opportunity to forge quality partnerships that make business sense for both the employer and the University.

### *Potential Partnerships*

In the District of Columbia and the surrounding areas the regional economy has long been tied to the federal government. To this end, there are several independent educational institutions headquartered in the District of Columbia that provide public sector education, training, and personal development for federal government employees in core governmental skill sets. A partnership should be explored to assist the University in providing certifications in core government skill sets in acquisition and procurement, human resources, government accounting, auditing, business analysis, communication and professional skills, financial management, grants management, leadership and management, personal property management, program and management analysis, project management, and security training. Such a partnership will supplement the adjunct faculty of the University with professionals in government and teach best practices. Located in the nation's capital, the University is ideally situated to train workers for the District and Federal governments. The University should seriously pursue partnerships with organizations that can facilitate the University's entry into this market.

## ***Philanthropy and Alumni Giving***

The Vision 2020 Plan is one that will markedly move the institution forward for years to come, and will fundamentally change the quality, nature and expectations of the University. This vision is one in which the District government necessarily participates. However, this Plan will serve as an investment guide to those in the philanthropic community; from Alumni excited about the new leadership and direction of the University; and to major corporations and foundations seeking to impact the direction of education in the nation's capital.

The University of the District of Columbia Foundation Inc., a 501(c)(3) nonprofit, currently serves as the fundraising arm of the University. The Foundation has been reinvigorated in recent months through reorganization of resources and a renewed focus on the entity's fundamental value to the institution. Yet, without further attention to the current structure of the Foundation, the University will remain unable to take advantage of its realistic, but ambitious fundraising goals. To reach these goals an appropriately staffed and resourced Foundation must work in conjunction with Alumni Relations and the Office of Advancement to connect with the community, raise funds, and elevate the University's profile.

Coordinated development efforts within the institution will better position it to collaborate with outside foundations and corporate responsibility programs. For example, major philanthropic foundations, are open to frank, honest and serious discussions about investments in education. With a demonstrated willingness to do all that is necessary to implement this Vision 2020 Plan and its concomitant reforms, the District's University system can exert an outsized influence on education, an influence well worth outside investment.

## ***One City***

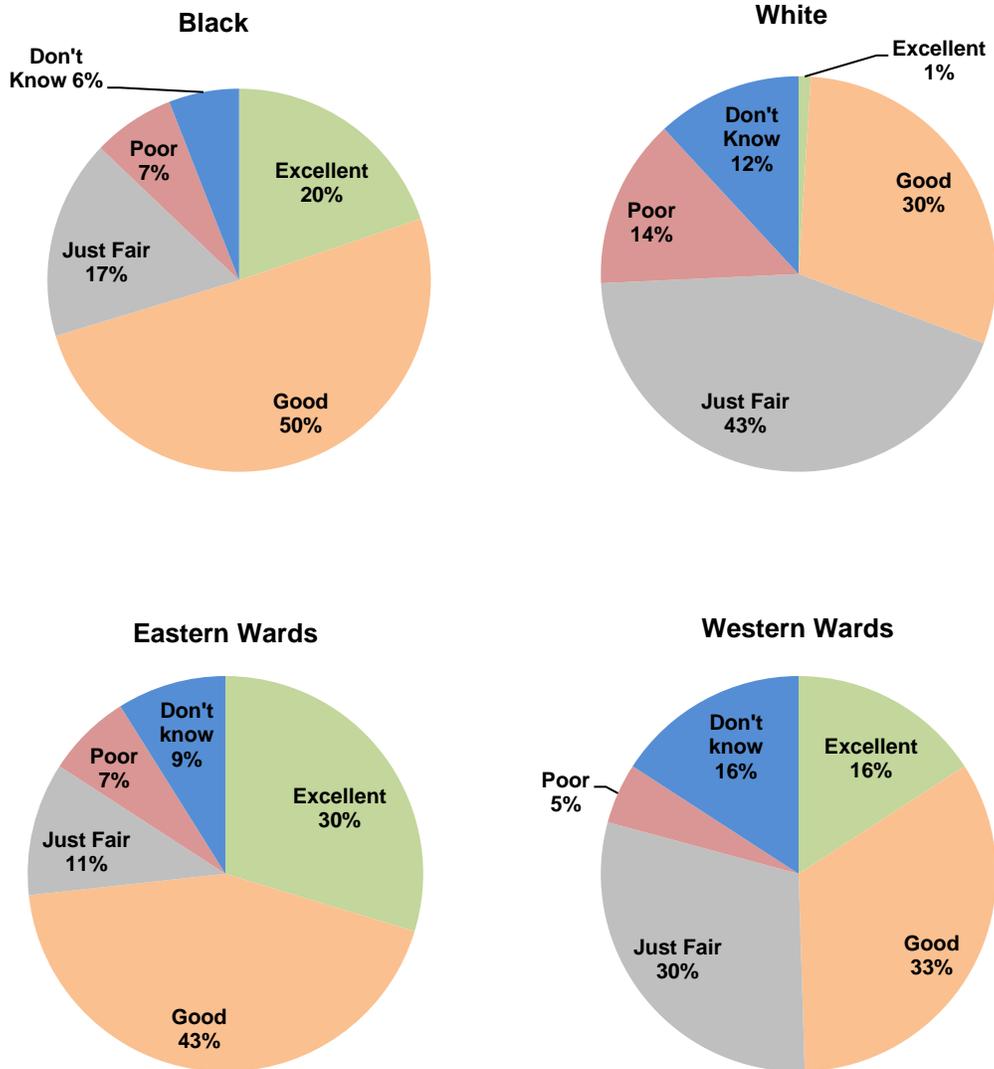
Different communities within the District of Columbia populace hold contrasting views on the University. Under the Vision 2020 planning process, a community survey of a random sample of District of Columbia residents was conducted in July 2013 by the public polling firm Lester and Associates. The results showed the strong disparity between different communities' views on the University.

Particularly telling are the disparate views of the institution from respondents identifying themselves as black versus white, as evidenced in Figure 5. A similar divide in opinion of the University was seen based on the geography, as seen in Figure 5, between respondents living in the District's eastern Wards versus those living in the western Wards. Simply put, the University must better communicate

to all communities in the District, irrespective of geography or race, about the benefits and opportunities for its residents and beyond.

**Figure 5. Opinion of the University by Race and Geography**

*“How would you rate the job the University of the District of Columbia is doing in providing higher education?”*



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## INNOVATION

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**- GOAL -**

*Increase nationally recognized research, scholarship and creative activities.*

**- OBJECTIVES -**

Grow opportunities for increased student participation in disciplines related to Science, Technology, Engineering and Mathematics (STEM).

Expand research and scholarship in targeted disciplines to answer pressing urban issues of the 21st century.

Build on research of faculty and seek to commercialize existing patents, with a sharpened focus on technology transfer.

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The University of the District of Columbia will be challenged to preserve its core values and purpose in an environment of heightened competition for students and resources. To meet this challenge and emerge as a model for public universities across the nation, it will build upon its tradition of innovative and creative change in academics, student life, and in administration. In addition, the University will be willing to take informed risks both in research and academics to enhance the quality of its programs and strengthen the University's financial base.

### ***Faculty Research and Service***

The University's faculty members are committed to the advancement of both their field and their community. In 2011, the University submitted 80 proposals totaling \$50.2 million for new research efforts, educational programs, service work renewals and to expand opportunities for students on campus. The University initiated partnerships with major research institutions and private corporations to provide new opportunities for University faculty and students. The University received \$21.7 million in 55 new and renewal awards. Of the funding requested, 41% (20.7) was to pursue research activities and enhance our research partnerships with other institutions primarily in Science, Technology, Engineering and Mathematics.

The faculty at the School of Engineering and Applied Sciences (SEAS) has, through its research, particularly contributed to the advancement of STEM disciplines and

brought insights and innovations to challenges facing the District. From a \$17,000 from the United States Geological Survey to assess the Capital Region's flood risk, to a \$750,000 award from the Department of Education to support baccalaureate programs in STEM disciplines, SEAS faculty consistently earn support and funding for their cutting-edge and socially relevant work. Between 2010 and 2013, SEAS faculty members have collectively produced fifty-seven peer-reviewed articles and conference presentations.

Between 2011 and 2013, SEAS faculty members published 19 papers in peer-reviewed journals and published two books. They were active in academic conferences and collaborated with students and faculty from other institutions on publications, contributing new ideas to the study of a wide range of subject matter such as sustainable development, cyber security, entrepreneurship, and education. Through its faculty, the University is active in some of the most pressing issues of our time. Overall, \$3,449,545 was awarded under research grants to the University in 2012.

Opportunities to partner with other universities, associations and private corporations, expanded in 2011 for University faculty and staff, providing not only funding, but also enabling faculty and students to collaborate with other universities. In 2011, the University became an associate member of the Oak Ridge Associated Universities (ORAU). ORAU provides research and fellowship opportunities to students, partnerships for grant proposals and other services the University also partnered with High Performance Technologies, Inc., L3 Communications, and Alion corporations as a member of their government contract teams eligible for awards to provide technical support and research for the Department of Defense and the Internal Revenue Service.

### ***Technology Transfer***

The College of Agriculture Urban Sustainability and Environmental Services (CAUSES) and SEAS hold most of the University's grants. While the grand total received for research is arguably modest, both schools have potential to expand their grant-funded activities, especially if the scientists in these schools work collaboratively and establish partnerships with private sector research companies to create new commercially viable products. Many universities have expanded their revenue base by working with faculty principal investigators to protect intellectual property, to patent inventions developed as a part of their research, and to facilitate the licensing of such inventions to private companies for financial arrangements that benefit both the investigator and the university.

This process is called technology transfer and was initiated in 1980 with the passage of the Bayh-Dole Act by Congress. The Act allowed U.S. universities, teaching hospitals and research institutes to have automatic right to take title to inventions developed with federal funding. In response, these institutions have established offices to seek patent protection on inventions and license them to existing and new businesses for business development and commercialization. Many commercialization projects have been derived from pharmaceutical creations and universities received as much as \$1 billion in lump sum payments. The top twenty university-initiated products yielded \$3.4 billion dollars.

Nationwide, total tech transfer income among the 194 members of the Association of University Technology Managers (AUTM) in 2012 rose 6.8% to \$2.6 billion. Running royalties jumped 30.2 percent to \$1.9 billion, an indication that university discoveries are making their way to the market place. The University of Maryland in 2012 increased its licenses and options, startups, invention disclosures, patent applications and license revenue by \$500,000 to \$1.8 million. Georgetown boosted its license revenue by \$1.7 million to \$9.8 million.

The universities that have been most successful at technology transfers, such as Stanford and MIT which each generate \$200 million in license revenue, created a technology transfer office to handle all aspects of intellectual property and funded these offices out of revenue generated. A greater number of universities spent more on technology transfer than they received in licensing revenue. Those universities would probably argue that their technology effort was far less about revenue and more about faculty- student research experience.

The University of the District of Columbia has a solid foundation for establishing itself as a center of innovation and creativity. Already a group of three professors in CAUSES and SEAS have a combined total of 34 patents that resulted from research from grants. The prospects of suitability for these inventions should be explored and evaluated. Given that these are inventions that are already patented, the University can expedite the realization of commercialization by establishing the appropriate policies for protecting intellectual property and establishing an informal structure for guiding the university's commercialization initiatives. Establishing a technology transfer work group for investigating the viability of University commercialization prospects would be the first step, with a \$200,000 investment necessary for legal fees and licensing.

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## SUSTAINABILITY

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**- GOAL-**

*Create an effective, student-centered administration and healthy learning environments to ensure the University's future success.*

**- OBJECTIVES -**

Recruit and employ strong and effective executives, managers, faculty, and staff who act in a fair, ethical and transparent fashion.

Evaluate roles and responsibilities of all employees at all levels to speed business processes and decision-making.

Construct and maintain physical spaces incorporating innovative design that shows commitment to the environment, aesthetics and functionality.

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To the University of the District of Columbia, a commitment to sustainability will ensure that the legacy of the institution leaves a strong, positive impact on both its community and the environment. By demonstrating the University's own commitment to good citizen practices, it will inspire its students to do the same, ultimately fostering a culture of social and civic responsibility. This commitment will also guide the university in creating leadership opportunities for its students and enhancing their employability. Finally, by focusing on sustainability, the University will allow its students a secure learning environment in which they can engage each other and explore complex societal problems. The goal of the institution is to create a substantial capacity for change and collective action that will enhance its own resilience. To further exemplify its sustainability goal, the University will evaluate its current operations to streamline processes and reduce waste and explore new construction that will be generators of revenue and examples of the University's commitment to minimizing its carbon footprint.

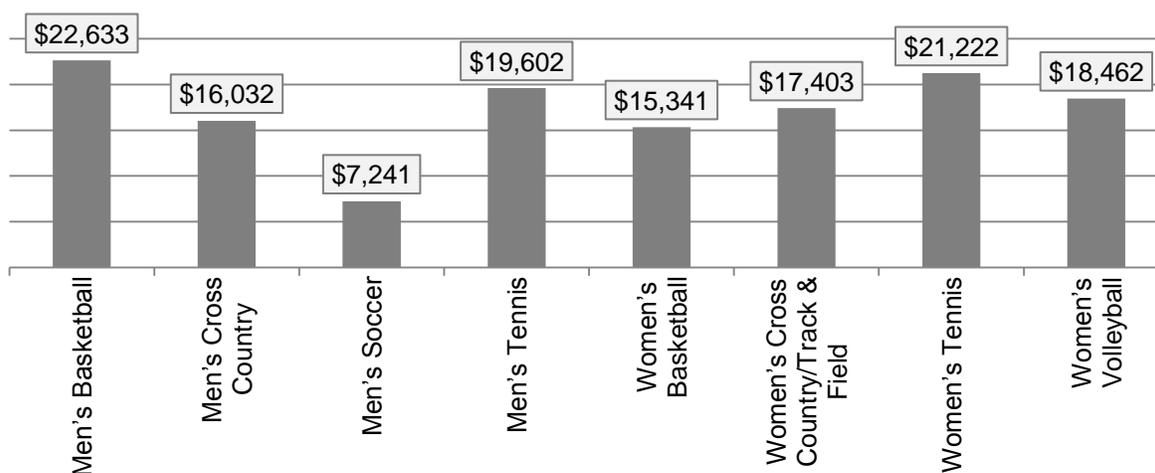
### ***Athletics and Wellness***

The University of the District of Columbia will end its participation in intercollegiate athletics in exchange for investing in the lives of every student, faculty member, staff and alumni. The University's mission is to serve all of its students and prepare them for a lifetime of achievement. A critical aspect of a

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fulfilling, successful life is good health. Thus the University will join a common sense revolution in collegiate athletics by disbanding its varsity teams and in doing so will eliminate an annual \$4.5 million expenditure. The University will use \$1 million of the money saved by eliminating intercollegiate teams to invest in fitness, nutrition, and wellness programming for the entire student body. Instead of spending huge sums on a small number of athletes, the University will invest in a strong, healthy future for every student.

**Figure 6. Intercollegiate Athletic Cost, Student Aid, per Student**



NCAA Division II institutions without football programs such as University of the District of Columbia report median negative net generated revenues of \$3.3 million, and receive institutional support at a median value of \$3.2 million. For each additional dollar that a Division II institution spends on its athletic program, it generates an additional 20 to 60 cents in revenue.<sup>11</sup> The more such institutions spend, the more net revenue falls. Additional investment in athletics at Division II institutions does not result in higher alumni giving, and has no apparent influence on an institution's average incoming SAT scores or admissions rate. As the Division II revenues and expenses report stated, "without the benefit of sizable ticket sales, large alumni bases for donations and the luxury of sharing in men's post-season basketball distributions and conference television revenues, all of which are present

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<sup>11</sup> Jonathan M. Orszag and Peter R. Orszag, "Empirical Effects of Division II Intercollegiate Athletics," National Collegiate Athletic Association, June 2005.

in many Division I schools, it remains difficult for Division II members to be self-supporting.”<sup>12</sup>

Eliminating intercollegiate teams will free up University resources to serve the entire student body and help address critical public health issues. Currently, 21.9% of adults in the District of Columbia are obese and 17.2% are physically inactive. If current activity and health habits are maintained, the obesity rate in the District

<b>Intercollegiate Athletics Expenditures</b>	
Personnel	\$1,843,609
Nonpersonnel	\$ 929,140
Student Aid	\$1,664,038
<b>Total</b>	<b>\$4,436,787</b>

is projected to jump between 15% and 20% by 2030.<sup>13</sup> Sadly, even with just over one fifth of the population obese, the District currently has the lowest obesity rates in the nation. This is a public health emergency by all accounts, responsible for a diminished quality of life and high healthcare costs for millions of Americans. The University can lead the charge in the nation’s capital to stem the growth of the obesity epidemic.

#### **Case Study: Spelman College**

Once Spelman College made the decision to eliminate varsity athletics, they created a program that emphasized activities that students might continue after college including swimming, tennis, yoga and Pilates. Calling their project the Spelman Wellness Revolution, the program promotes activities to help improve students’ health and reduce their risk of such obesity-related conditions as diabetes and hypertension. This is the basis of Michelle Obama’s ‘Let’s Move’ Campaign, and there is a strong push by the Centers for Disease Control to significantly increase the percentage of employers that offer proven wellness programs. Numerous research studies have shown that employee health and well-being programs have a positive return on investment. For every dollar invested in health and well-being programs, businesses realize a two to three dollar return on investment within five years thanks to lower healthcare costs and higher employee productivity.

<sup>12</sup> Daniel L. Fulks, “Revenues & Expenses: NCAA Division II Intercollegiate Athletics Report, 2004-2011,” National Collegiate Athletics Association, June 2012.

<sup>13</sup> Jeffrey Levi et al. “F as in Fat: How Obesity Threatens America’s Future 2013,” Trust for America’s Health and the Robert Wood Johnson Foundation, August 2013.

The University will invest in programming that will offer fitness classes, intramural sports teams, nutrition classes, and other wellness resources to all students. These opportunities will be available to members of the University community, no matter where they study or whether they are in credit or non-credit courses. This initiative would answer a longstanding desire by students at the Branch Campus to be more involved in University functions and also promote physical activity among students, staff and faculty. The wellness program will build community identity for the University and build a foundation for a healthier District of Columbia.

This initiative does not seek profit, but is aimed to improve employee and student health. Healthier students are better students, who are more able to embrace all of the opportunities their education affords them. Instituting this program would allow the University to consolidate duties that are currently split between counseling, disability services and health services.

The new Health and Wellness Center will empower individuals to control and care for their health and quality of life. That includes healthy eating, healthy living, counseling, preventative care, and healthy competition. The opportunities are endless but research shows that the ultimate success of a wellness program lies in whether senior management supports the program, and whether participants find a way to make it a part of their lives. In part, this could happen by having contests around naming the program, by forming the core of its offerings, and by incorporating academic specialties in the creation of programming. To assist the University, significant training opportunities exist through the Centers for Disease Control.

This initiative is practical and supports a better future for the University and the District. Instead of spending huge sums on short-term athletic opportunities for a few, the University of the District of Columbia will stand for smart investment that benefits the whole community for years to come. The University is well positioned with an investment in student health and wellness to create a health knowledgeable community that facilitates lifelong engagement in learning. By incorporating the health education of the College of Agriculture Urban Sustainability and Environmental Sciences (CAUSES), we will develop a health conscious community.

### ***Facilities Assessment***

In 2007 the University's Office of the Vice President for Real Estate, Facility Management and Public Safety worked with an engineering and consulting firm to complete Facility Condition Assessment. The purpose of this assessment was to

evaluate the physical condition of the University's property and identify how best to utilize existing facilities to support the University's academic vision. The result of the assessment was the identification of an extensive list of building infrastructure issues, the magnitude of which was deemed to have grown to a scale that could no longer be addressed by maintenance and operating funds alone. This is a result of negligible capital investment being made over 30 years. The assessment identified the need for an infrastructure improvement effort totaling more than \$300 million.

In 2009, the University was given a \$221 million enhancement to its six-year capital budget. Included in the enhancement was \$35 million towards the construction of a new Student Center, scheduled for completion in spring 2015, using existing capital resources. Shortly after receiving the capital enhancement the university implemented projects aimed at addressing the infrastructure needs and space deficiencies outlined in the 2007 report. The enhanced capital funds were also used to address previously unidentified accreditation space needs and the expansion of the Community College. The new spaces utilized by the Community College increased the University's total square footage to approximately 2 million square feet; nearly 50% greater than the areas evaluated in the 2007 report. While these efforts had not been previously contemplated, the capital enhancement was leveraged to address a reprioritized list of University facility needs. After the capital allocation was reduced by \$68 million in April of 2013, the capital spending plan was revised again to reflect reprioritized areas of importance. This revised capital spending plan was submitted to the District of Columbia government in May 2014.

With a significant portion of the facility deficiencies and departmental accreditation issues addressed, the University's Facilities Department completed an analysis of the current and planned facilities and the associated capital spending plan. This self-assessment confirmed that the existing spending plan reflects the University's actual enrollment size, while assisting the University in preparation for its Middle States accreditation visit in 2016. The preparation process includes aligning existing resources with the envisioned programmatic modifications and the associated enrollment growth strategy.

### ***On-Campus Housing***

The Vision 2020 Plan recommends that the University construct some on-campus housing facilities, while retaining its historical status as a predominantly commuter campus. This Plan requests that the University Administration be given the authority to thoroughly explore housing and to provide a final report to the Board of

Trustees. The Administration unanimously supports the establishment of on-campus housing, believing it to be critical to the identity, success, and future of the University. However, it first needs the support of the Board of Trustees to move forward in this endeavor.

### *Benefits of On-Campus Residential Housing*

Historically, providing student housing has been viewed as an essential function of traditional four-year institutions. According to one study, approximately 23 percent of the country's 1250 community, junior and technical colleges maintain student dorms on campus (Stevens, 2011). The role and significance of on-campus housing is far deeper than that of just bricks and mortar. Housing creates a learning community that positively results in a changed learning environment for its students, and simultaneously, creates a place for students to bond with one another and the University. It is about a fundamental change in what the University of the District of Columbia can become. Ultimately, housing would provide such an exponentially beneficial aspect to learning that far outweighs any challenge or drawback.

The academic benefits of housing are of critical importance to the University. While many factors influence a student's level of academic engagement, the single most important environmental factor identified in previous research is living on campus in a residence hall.<sup>14</sup> Research has documented that students living on campus are more likely than those living off campus to interact with faculty, participate in extracurricular activities, and use institutional resources.<sup>15</sup> Therefore, living on campus in a residence hall is a factor in increased student academic engagement and retention.

Additionally, evidence suggests that racial minorities who live on campus may benefit from the campus living environment far more than their white counterparts because they tend to be more concerned about being academically integrated, interact with faculty more frequently, and are generally more involved in institutional activities. Most importantly, racial minorities who live on campus tend to have higher GPA's on average than those who do not. A lower grade point average is associated with a longer time to graduate (), which in turn is associated

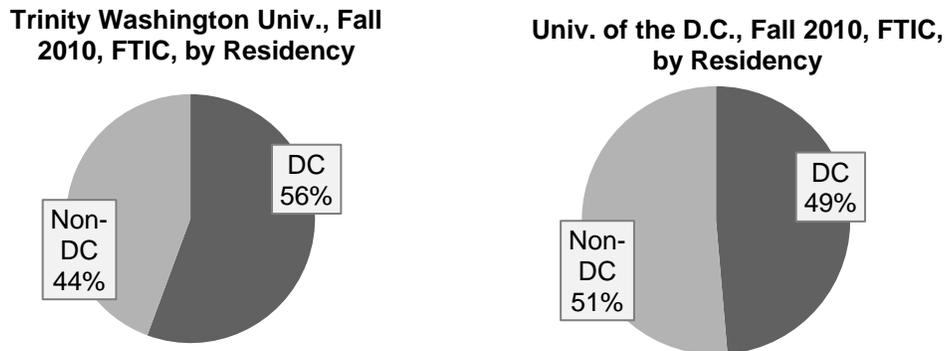
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<sup>14</sup> Astin (1984).

<sup>15</sup> Astin, (1984); Chickering, (1971, 1974); Pascarella (1994).

with greater college debt and lower average salaries ().<sup>16</sup> Given the importance of 1<sup>st</sup>-year success, it is imperative to consider all the factors that help to produce better grades, especially for students of color, who tend to have lower grades and take longer to graduate.<sup>17</sup> For these students, the role of college residence should not be overlooked or taken lightly.

**Figure 7. Comparison of First Time Enrollment of District Residents**



The financial benefits of providing housing are also clear. Students who live in the off-campus indicated that they pay an average of \$825 per month per student, plus an additional \$122 per month per student in utilities, for a total average cost of \$947 per month. Once transportation costs are factored in, on-campus housing (at an estimated \$1,040 / month) is either cost neutral or a cost-saving option for students.

Findings suggest that the University's housing capture rate of approximately 6% is significantly lower than that of the 40% identified at institutions where University applicants also applied. This places the institution at a clear competitive disadvantage in comparison to these competitors. For example, as demonstrated in the diagrams below, Trinity University Washington's entering first-time in college cohorts have a higher percentage of District residents than the University of the District of Columbia and still maintain a robust housing program. If the University were to offer housing, it would be able to capture a larger market share of these individuals, thus boosting enrollment.

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<sup>16</sup> Cohen-Schotanus et al., (2006), Price, (2004).

<sup>17</sup> Culpepper and Davenport, (2009); Kao and Thompson, (2003).

The greatest challenge the University of the District of Columbia faces is financing construction. The Office of the Chief Financial Officer of the District requires the University to demonstrate that any such construction will not impact the current debt ceiling and must provide specifics as to the construction plan. Additionally, the proposed construction must gain support of the Board of Trustees and the local community.

### *Financing Options for Dormitory Construction*

*Public Option: District of Columbia Revenue Bonds.* The District of Columbia's Revenue Bond Program provides below market interest rate loans to non-profit and manufacturing organizations located in District of Columbia, and to qualified for-profit businesses located in a District of Columbia Enterprise Zone. The District of Columbia government generates the program's lending funds by selling tax-exempt and taxable municipal revenue bonds to investors.

These bonds are used to finance a wide variety of projects including: health care, housing, transit and utility facilities, recreational facilities, health facilities, manufacturing, sports, convention and entertainment facilities, elementary, secondary, college, and university facilities, student loan programs, pollution control facilities, and industrial and commercial development.

*Public Option: HBCU Capital Financing Program.* The U.S. Department of Education's Historically Black College and University (HBCU) Capital Financing Program is a loan program that was established to provide federal assistance to facilitate low-cost capital basis for Historically Black Colleges and Universities. The loan program allows HBCU's to finance important capital projects at the lowest cost of borrowing available, which is linked directly to the U.S. Treasury's rate. This program guarantees repayment of debt principal through the U.S. Department of Education, with modest fees. Loans typically range from \$10 to \$20 million, but may be larger with approval from the Department of Education.

*Private Option: Non-Profit Development Models.* The most common model of using public-private partnerships to pursue residence hall construction is through the establishment of non-profit entities that take ownership of the new property and assume most financial risk. Specifically, land owned by a university (or a closely affiliated organization like a university housing foundation) is leased for a period of 20 to 40 years to a non-profit corporation, a for-profit corporation, or a governmental conduit.

The ground lease imposes a number of requirements governing the use of the land and the construction, maintenance and operation of the student housing located on the land. Typically, the ground lessee owns the housing on the leased land and collects rent payments from the students occupying the housing units. The university then receives as ground rent most, if not all, of the net revenues from the project that remain after payment of debt service, operating expenses and management fees.

*Private Option: Third-Party Equity Financing.* In a less common form of partnership, an institution leases land to a for-profit development company that then invests their own equity to fund development. Under the third-party equity financing model, institutions contract with for-profit corporations that assume financial risk using equity to fund residence hall construction. Universities typically sign long-term contracts with private developers to ensure that a developer will recover the initial investment. In past cases, these have ranged from 25 to 65 years, with various extension / renewal options. This model allows projects financed by equity to be executed faster than projects managed by foundations, with a lower impact on university balance sheets.

## **Summary and Next Steps**

The Vision 2020 Plan will put the University on a sustainable trajectory by investing in the institution's strongest programs and making the necessary hard choices. Under the Plan, the relationship between the Main Campus and the Community College will be reshaped and strengthened, resulting in clear student pathways across all programs. Administratively, the University will embark on a wide-ranging evaluation, assessment and re-engineering program to substantially enhance the efficiency of its operations. Most importantly, the Plan will allow the University to make critical, targeted investments in numerous areas that are necessary for enrollment growth and student success.

The Board of Trustees has requested this Plan be prepared for its consideration and decision at the regularly scheduled meeting on November 5, 2013. Should this Plan be approved by the Board at that time, implementation of its components will begin in earnest on December 1, 2013.

## **Appendix A**

### ***Vision 2020 Financial Plan Pro Forma***

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#### **Data Resources and Key Assumptions**

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**Enrollment** 1. Use Fall 2013 enrollment data as of 10/1/2013 as the baseline.  
2. Assume 50 entering freshmen FTE increase in Fall 2014 at both CC and Flagship. Additional 25 entering freshmen FTE increase each year for Fall 2015 to Fall 2019. (or 20% by 2020)  
3. Assuming flat enrollment increase in Law School

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**Tuition Rate** 1. Assume 3% annual increase from Fall 2015-Fall2019 for CC and Flagship.  
2. No increase for Law School

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**Baseline Revenue** 1. Use revised FY14 budget with updated tuition projection based on Fall 2013 enrollment data.

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**Baseline Expenditure** 1. Use approved FY14 budget as baseline.

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**Inflation** 1. Use 2.0% OCFO rate.

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**Benefits** 1. Assume annual benefit rate of 28%

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**Local Subsidy** 1. Assume no local subsidy increase

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*Vision 2020: A Roadmap for Renewal, Innovation, Success and Sustainability*

	<b>FY14 (Fall13)</b>	<b>FY15 (Fall14)</b>	<b>FY16 (Fall15)</b>	<b>FY17 (Fall16)</b>	<b>FY18 (Fall17)</b>	<b>FY19 (Fall18)</b>	<b>FY20 (Fall19)</b>
<b>Revenue Increase</b>	-	<b>325,204</b>	<b>4,851,387</b>	<b>11,069,272</b>	<b>22,487,918</b>	<b>35,779,908</b>	<b>51,016,883</b>
Projected revenue	99,276,610	99,601,815	103,802,793	105,494,495	107,327,057	109,099,401	110,941,085
Annual Increase		325,204	4,200,979	1,691,701	1,832,562	1,772,345	1,841,684
<b>Reductions</b>		<b>(2,772,750)</b>	<b>(11,032,550)</b>	<b>(19,292,350)</b>	<b>(27,552,151)</b>	<b>(35,811,951)</b>	<b>(44,071,752)</b>
Academic Reductions		-	(3,823,013)	(7,646,026)	(11,469,039)	(15,292,052)	(19,115,065)
Athletics Realignment		(2,772,750)	(7,209,537)	(11,646,325)	(16,083,112)	(20,519,900)	(24,956,687)
<b>Enhancements/Investment</b>	<b>1,695,200</b>	<b>6,175,664</b>	<b>12,319,666</b>	<b>19,055,168</b>	<b>26,342,985</b>	<b>33,739,186</b>	<b>41,247,024</b>
Alumni Office	64,000	523,600	777,200	1,299,088	1,833,633	2,381,214	2,942,222
Recruitment / Marketing	139,600	695,600	1,259,280	1,830,870	2,410,609	2,998,739	3,595,513
Online Learning	-	189,600	868,800	1,553,376	2,243,489	2,939,306	3,640,997
Career Development	144,400	578,400	1,023,920	1,481,306	1,950,913	2,433,108	2,928,269
Institutional Scholarships	-	-	1,000,000	2,000,000	3,000,000	4,000,000	5,000,000
System Wide Administrative Refresh	338,400	1,015,200	1,694,304	2,250,781	2,759,703	3,271,142	3,785,174
Faculty Development	400,000	1,400,000	2,784,000	4,563,520	6,878,426	9,232,778	11,627,762
Management / Leadership Development	-	280,400	567,712	862,143	1,163,908	1,473,225	1,790,322
Continuing Education	100,000	236,800	325,904	417,381	511,303	607,742	706,774
Student Wellness Program	508,800	1,256,064	2,018,546	2,796,702	3,591,003	4,401,933	5,229,991