



America's Urban Land-Grant University

Creating the Future

Presented by
Dr. Allen L. Sessoms, President
University of the District of Columbia

to the
Student Forum

January 28, 2009



Mission Statement*

The University of the District of Columbia is an urban land-grant institution of higher education with an open admissions policy. It is a comprehensive public institution offering affordable post-secondary education to District of Columbia residents at the certificate, baccalaureate and graduate levels. These programs will prepare students for immediate entry into the workforce, for the next level of education, for specialized employment opportunities and life long learning.

*Taken from the UDC 2005 Middle States Commission self-study report



Vision

The University of the District of Columbia will be a diverse, selective, teaching, research, and service university in the land-grant tradition, serving the people of the Washington, D.C. and the Nation.



Goals

- ✓ Create and nurture a premier Community College that will have an open admissions policy, be a major vehicle for workforce development and serve as a gateway to a 4-year college education.
 - ✓ Become an outstanding institution for undergraduate education with a global focus.
 - ✓ Offer exceptional, research driven graduate and professional programs of importance to the District and the Nation.
 - ✓ Provide an important economic engine for the District of Columbia and the region.
-

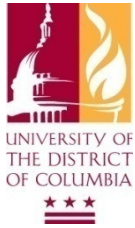


Current Academic Offerings



University Accreditations

- Middle States Commission on Higher Education
- Accreditation Board for Engineering and Technology (ABET)
- American Bar Association
- American Board of Funeral Service Education
- American Chemical Society
- Association of Collegiate Business Schools and Programs (ACBSP)
- Commission of Accreditation for Dietetics Education (CADE)
- Committee for Accreditation for Respiratory Care (CoARC)
- Council on Academic Accreditation in Audiology and Speech Language Pathology (CAA)
- Council on Social Work Education (CSWE)
- Joint Review Committee on Education in Radiologic Technology (JRCERT)
- National Council for Accreditation of Teacher Education (NCATE)
- National League for Nursing Accreditation Commission (NLNAC)



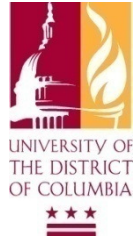
University System of the District of Columbia

The University of the District of Columbia, America's Flagship Urban Land-grant University

Offers a broad range of academic and professional programs up to and including research intensive doctoral programs. Provides students with the option of a residential experience. Rigorous admission standards. Honors programs. Participates in NCAA Division I athletics.

District of Columbia Community College

Affordable, open admissions institution focusing on workforce development, technical and academic certifications and academic associate degrees that fully articulate to four-year college programs. Honors programs available.



Community College

Technical and vocational training

Workforce development

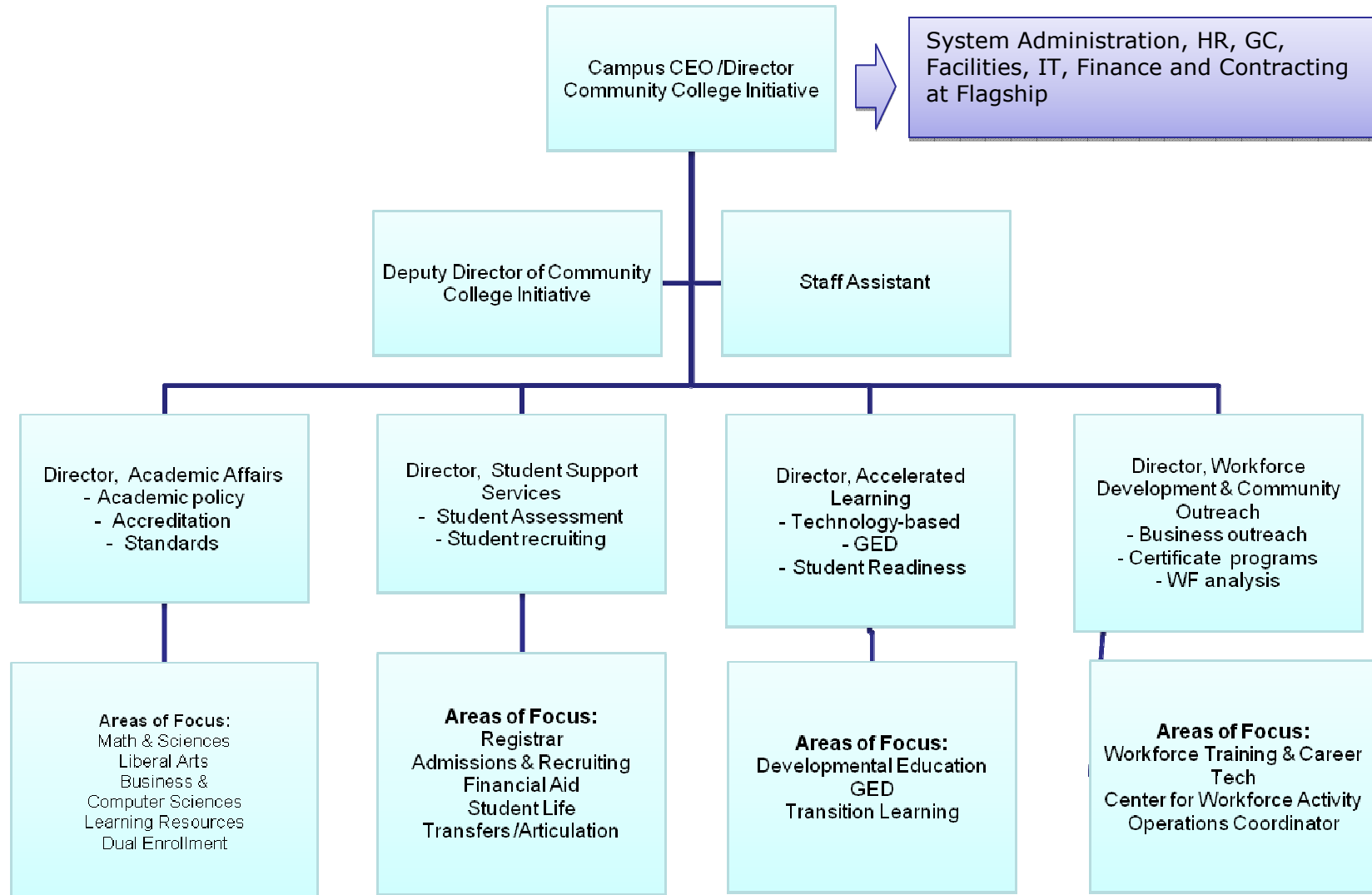
Certificate programs

Associate degree programs

Developmental education programs



Community College Administrative Structure





Flagship State University

David A.
Clarke School
of Law

College of
Arts and
Sciences

School of
Engineering and
Applied Sciences

School of
Business and
Economics

College of Urban
Agriculture and
Environmental Sciences

Center for
Urban
Education

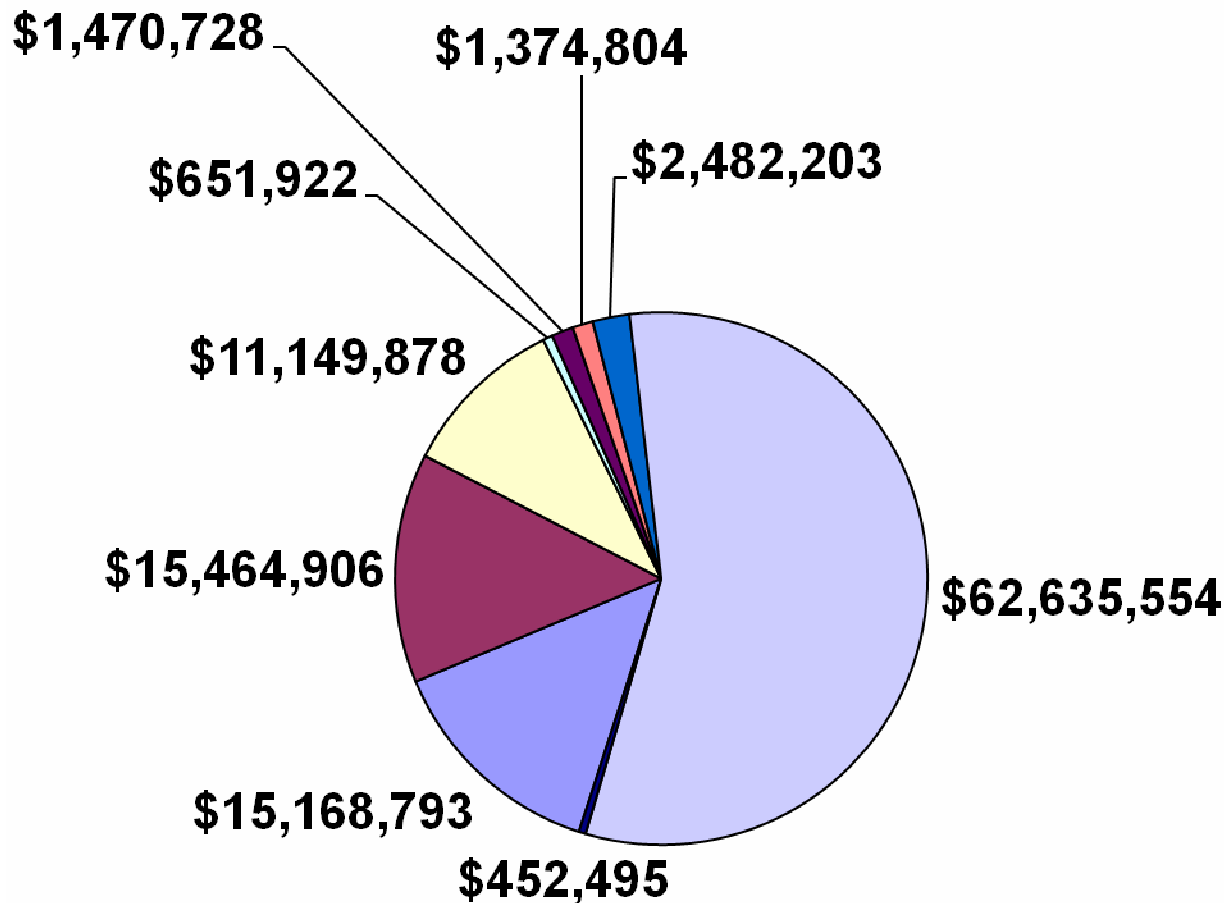
School of
Public Health

School of
Government

Department of
Intercollegiate
Athletics

FY 2008 Revenue Sources

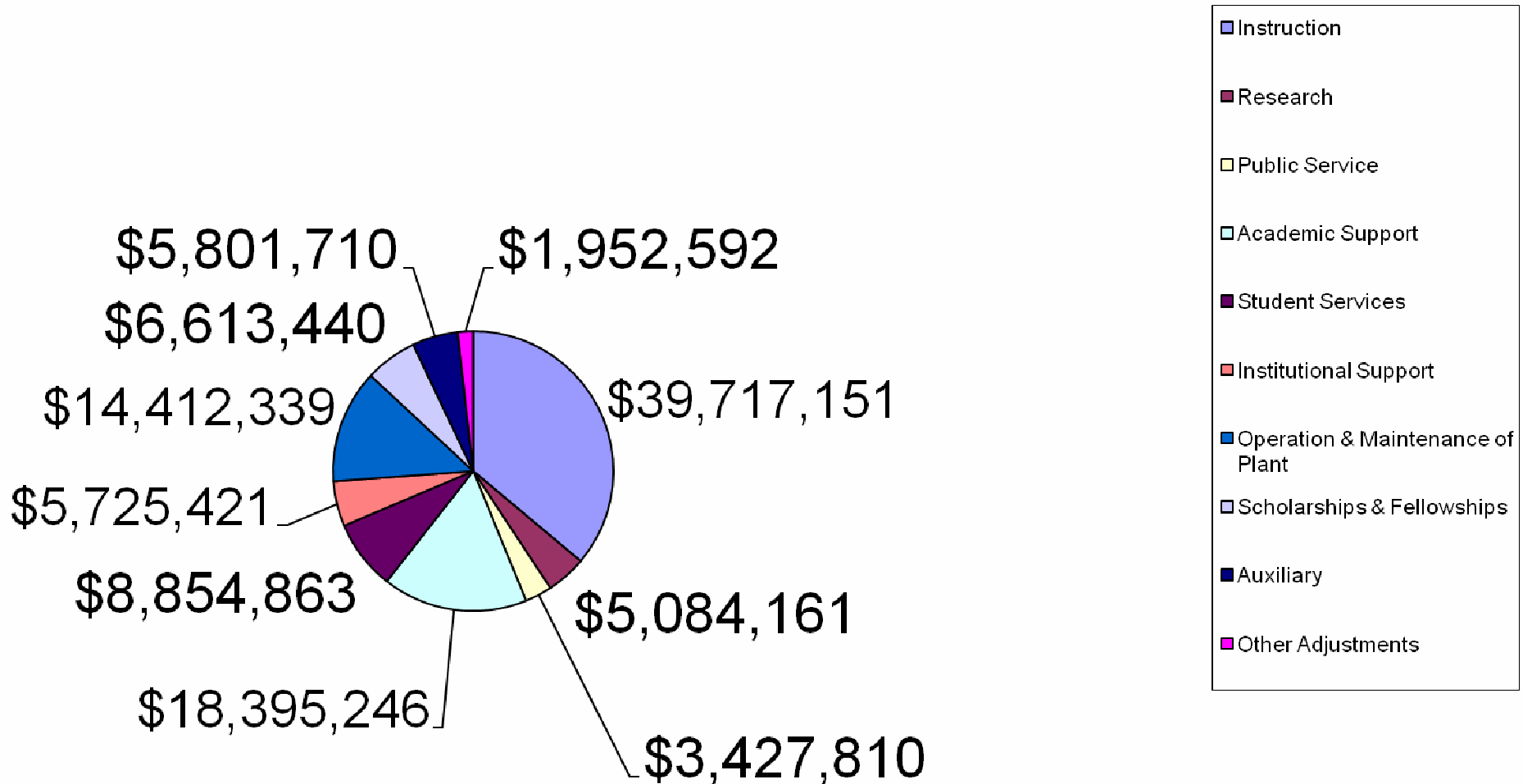
\$110,851,283



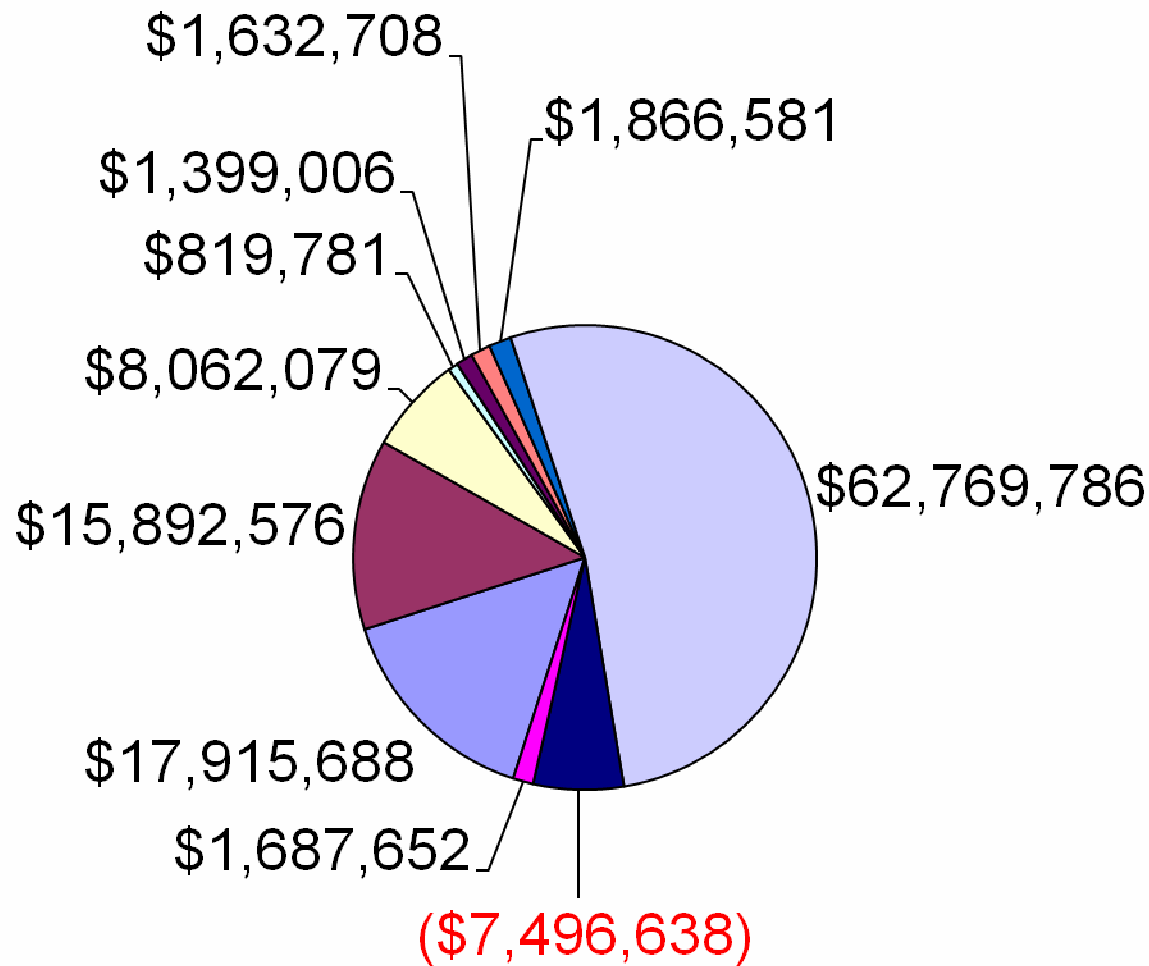
- Student Tuition & Fees
- Federal Grants & Contracts
- Local Grants & Contracts
- Non Government Grants & Contracts
- Sales & Services of Educational Depts
- Auxiliary Enterprise
- Other Revenues
- District of Columbia Appropriation
- Gifts for Scholarships

FY 2008 Expenditures

\$109,984,733



FY 2009 Revenue Sources \$104,549,219



- Student Tuition & Fees
- Federal Grants & Contracts
- Local Grants & Contracts
- Non Government Grants & Contracts
- Sales & Services of Educational Depts
- Auxiliary Enterprise
- Other Revenues
- District of Columbia Appropriation
- Investment Loss
- Gifts for Scholarships



Wednesday, January 21, 2009

The Surprising Causes of Those College Tuition Hikes

By [Kim Clark](#)

- At public colleges, tuition has generally been driven up by rising spending on administrators (security after Virginia Tech, IT), student support services (counseling, mental health services), and the need to make up for reductions in government subsidies, according to a report issued by the [Delta Cost Project](#), a nonprofit based in Washington, D.C.
- Among the more surprising findings:
- The main reason tuition has been rising faster than college costs is that colleges had to make up for reductions in the per-student subsidy state taxpayers sent colleges. In 2006, the last year for which Wellman had data, state taxpayers sent \$7,078 per student to the big public research universities. That's \$1,270 less (after accounting for inflation) than they sent in 2002.
- Public universities have been reining in overall spending per student in recent years. **Flagship public universities' spending per student has risen from about \$12,400 in 1995 to \$13,800 in 2006 after accounting for inflation. But since 2002, spending at public colleges has generally not exceeded inflation.**
- Increases in spending were driven mostly by higher administration, maintenance, and student services costs. Public universities spent almost \$4,000 per student per year on administration, support, and maintenance in 2006, up more than 13 percent, in real terms over 1995. And they spent another \$1,200 a year on services such as counseling, which was up 23 percent. Meanwhile, they spent about \$8,700 a year on classroom instruction for each student, up about 9 percent.
- Big private universities, powered by tuition and endowment increases, have increased spending dramatically while public schools have languished. **Total educational spending per student at private research universities has jumped by almost 10 percent since 2002 to more than \$33,000. During that same period, public university total spending was comparatively flat and totaled less than \$14,000 a year.**



UDC Resource Needs

- Bigger and Stronger Faculty in both the Community College and the Flagship University.
- More Need-based Student Financial Aid.
- Better Facilities including Classrooms and Laboratories.
- More Complete Student Services.
- More Vibrant Student Life on Campus.
- Higher Level Academic Programs.



Where Has The Previous \$\$ Gone?

- Student Center Fee – Money (\$300 k) and time (2 years) wasted by lack of UDC responsiveness and poor DC Procurement and Office of Property Management (OPM) policies.
- Previous Tuition Increases – Inflation, student support services and wasteful processes by OPM. Example: Planned 2001 Laboratory renovations still undergoing design by OPM in 2009! (Normally a 6 months start to finish project has taken more than 8 years!!)
- Building 52 Renovation - 1 year completion delay to 2010 and \$9 million increase in cost to UDC because of poor UDC oversight and OPM mistakes.



How Have We Started to Fix The Problems?

- Dismissed poorly performing UDC staff.
- Fighting to remove the wasteful constraints imposed on UDC by the District government as we go along.
- Working to get a long-term, permanent fix through Autonomy legislation.



Autonomy is the Norm and Best Practice for Public Universities

- California State University, the University of California, the University of Delaware, the University of Michigan, etc. have constitutional autonomy
- University of Virginia, University of Maryland, George Mason University, Delaware State University, Indiana University, Purdue University, etc. have statutory autonomy





Daily news reported by The Chronicle of Higher Education

January 28, 2009

French President Attacks 'Infantilizing System' of 'Weak Universities'

President Nicolas Sarkozy of France has infuriated a key part of the country's higher-education establishment with the tone of a [speech](#) he delivered last Thursday on France's national strategy for research and innovation.

Calling the country's higher-education system ill-adapted to the challenges of knowledge and growth in the 21st century, Mr. Sarkozy said France trailed other industrialized nations in research and innovation because "too often we have retreated from the necessity of reforming our universities and research institutions."

Mr. Sarkozy was unsparing in his description of a system his government has already [done much to reform](#), calling it an "infantilizing system"

of "weak universities" that paralyzes creativity and innovation. **By granting universities greater autonomy in hiring and in managing their finances, beginning with a law that took effect on January 1, Mr. Sarkozy said that the government had done nothing original. "Autonomy is the rule" for all countries with competitive universities, he said, and "there is not a single example in the world of great universities that are not autonomous."**

More recently, the government moved to revise a law governing the hiring and promotion of researchers engaged in teaching, a step that would allow universities to dictate how those staff members allocate their time between teaching and other activities. A [statement](#) from the Conference of University Presidents called the change "a necessity."

Far from being assuaged by Mr. Sarkozy's acknowledgment that "the immense majority of teaching researchers do their jobs with admirable devotion to our universities," the spokesman for the protest group [Sauvons la Recherche](#) (literally, "Let's Save Research") called the president's speech shameful, saying it consisted of "lies and insults."

Along with [Sauvons l'Université](#) (literally, "Let's Save the University"), the group has called for supporters to respond to "the contempt the head of state has demonstrated in our regard" by taking to the streets in protest on February 2. —*Aisha Labi*



ATTRIBUTES OF AUTONOMY

- Exclusive control over use and disbursement of all UDC funds and property.
- Authority to set own budget and allocation of funds within the budget.
- Contract negotiations governed by District law, but implementation carried out by UDC and not the Office of Contracting and Procurement.
- Subject to annual audit by District for District funds, with other audits for other funding sources.
- Personnel rules suitable for a university to be established, with appropriate protections for all employees and the right to bargain collectively retained.
- Authority to issue bonds.
- Transparent and accountable budget and spending process.
- Board of Trustees that is broadly based and independent, with the range of experiences needed to assist UDC in carrying out its educational mission, and whose members have demonstrated a willingness to devote substantial effort to the job of being a Trustee. (Note: Most states, such as Virginia, have commissions that screen university board appointments.)



Accountability and Transparency

- National accreditation certifying Academic Integrity and Independent Governance
- Annual Oversight hearings by the Council of the District of Columbia and the Mayor
- Independently Audited Financial Statements
- Independent Bond Rating
- Transparent, merit based governance through the Board of Trustees and the President
- Transparent, merit based personnel practices and procedures
- Annually established goals, with performance metrics, and annual performance evaluations for all employees



Proposed Undergraduate Tuition and Fee Structure for Fall 2009

- Current \$3,770 full-time, Academic Year

Proposed

- Community College \$3,000/year
- Flagship (DC Residents) \$7,000/year
- Flagship (Metro Area) \$8,000/year
- Flagship (All Others) \$14,000/year



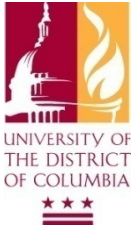
Tuition and Fee Rate Comparison

Proposed New Tuition & Fee Rates

<i>Community College</i>	
All Students	\$3,000 ¹
<i>Undergraduate (Flagship institution)</i>	
D.C. Residents	\$7,000
Metropolitan Area Residents	\$8,000
All Others	\$14,000
<i>Graduate (Flagship institution)</i>	
D.C. Residents	\$8,200
Metropolitan Area Residents	\$9,200
All Others	\$15,200

Proposed Rates vs. Comparable Institutions²

<i>Institutions</i>	<i>In-State AY 2008-2009</i>	<i>Out- of- State AY 2008-2009</i>	<i>In-State³ AY 2009-2010</i>	<i>Out-of-State AY 2009-2010</i>
Coppin State U. (Md.)	\$5,140	\$13, 265	\$5,654	\$14,592
Norfolk State U. (Va.)	\$5,560	\$16,807	\$6,116	\$18,488
Bowie State U. (Md.)	\$5,939	\$15,629	\$6,533	\$17,192
<i>University of the District of Columbia</i>	<i>\$3,770</i>	<i>\$7,070</i>	<i>\$7,000</i>	<i>\$14,000</i>
Old Dominion U. (Va.)	\$6, 918	\$18,588	\$7,610	\$20,447
U. of Baltimore (Md.)	\$7,051	\$20,557	\$7,757	\$22,613
George Mason U. (Va.)	\$7,512	\$22,476	\$8,264	\$24,724
UMD College Park (Md.)	\$8,005	\$23,076	\$8,806	\$23,384
UMD Baltimore County (Md.)	\$8,780	\$17,512	\$9,658	\$19,264
U. of Virginia (Va.)	\$9,505	\$29,798	\$10,456	\$32,778



Proposed Admission Standards for Fall 2009

Community College

Open Admissions. Every entering student will be required at orientation to take assessment examinations (ACCUPLACER) to ensure that any deficiencies in academic preparation are addressed and that students are placed at a level for success.



Proposed Undergraduate Admission Standards for Fall 2009

Flagship State University

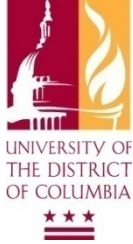
Minimum admissions requirements:

2.5 GPA and 1200 on the SAT

OR

2.0 GPA and 1400 on the SAT

However, students will be able to “test in” by achieving scores on the ACCUPLACER examinations that demonstrate that they are “college ready”.



Proposed Undergraduate Admission Standards for Fall 2009

Flagship State University

Honors College

3.0 GPA and 1600 on the SAT.

Presidential Scholars (Full tuition and fee scholarship)

3.5 GPA and 1800 on the SAT.

OR

4.0 GPA and 1700 on the SAT.



America's Urban Land-Grant University

***The greatest this generation can do
is lay a few stepping stones for the
next generation.***

Charles Kettering