

UNIVERSITY OF MASSACHUSETTS BOSTON

PROPOSAL TO ESTABLISH “UNIVERSITY COLLEGE”

4/29/09

Purpose and Rationale

The University of Massachusetts Boston seeks to enhance its capacity to flexibly serve the lifelong learning needs of particular groups of adult learners, to respond quickly to demands for new academic programs and certificates, to help provide a rich and coordinated set of educational opportunities related to international matters, and to provide additional revenue to support important campus initiatives. These goals are consistent with the recommendations included in the reports of the Committee on International Programs (2003), the International Council (2004), and the Provost’s Special Committee on Continuing, Corporate, and Distance Education (2005). Existing campus structures are insufficient to support full achievement of those goals. Therefore, the campus seeks approval to establish a School of Professional and Continuing Studies (hereinafter referred to as “University College,” and to charge University College with achieving the goals listed above.

Current CCDE Structure, Scope, and Function

University College would carry out the existing functions of the Division of Corporate, Continuing, and Distance Education (CCDE). Currently, CCDE serves approximately 10,000 headcount students, who enroll in an average of 2.3 courses per student per year. CCDE offers approximately 1,300 credit-bearing sections and 100 non-credit-bearing courses every year to both degree candidates as well as non-matriculated students. In collaboration with five of UMass Boston’s colleges, CCDE offers degrees and certificates that belong to five of the colleges: two bachelor’s degrees, eleven master’s degrees, and 26 certificates. Most online, overseas, and summer and winter session courses are administered by CCDE. During the academic year, CCDE’s credit courses are usually offered at one of eight off-campus locations, except for Friday evening and Saturday courses, which may be held on campus.

CCDE activities are carried out by approximately 30 FTE staff members who are organized into four major program areas: (1) credit courses and programs, (2) corporate/professional education and training, (3) special academic programs, and (4) distance learning. Six administrative units support these program areas: (1) marketing, (2) registrar, (3) advising, (4) information systems, (5) administrative services, and (6) financial services.

In addition to carrying out the current CCDE functions as described above, University College would foster innovative academic programs leading to the award of academic degrees, and would help to coordinate some of the university’s international initiatives. Its programs would, in large part, be designed to attract working professionals. University College would work in close cooperation with the other colleges;¹ its programs would not duplicate or compete with programs offered by the other colleges. University College would be financially self-supporting, and would not be funded in whole or in part by state appropriations.

¹ The term “colleges” shall be understood to be inclusive of the John W. McCormack Graduate School of Public Policy.

Goals

The goals of University College would be to:

1. *Enhance and diversify the university's academic offerings.*

University College can assist the campus to create timely, interdisciplinary, applied programs that serve state and public priorities related to sustainability and the environment, globalization, civic engagement, health care, infrastructure, education, and community-based support systems, to name a few. Current and new academic programs would complement the interdisciplinary research efforts on campus, including those identified in UMass Boston's strategic plan.

2. *Respond quickly and responsibly to workforce development needs.*

University of Massachusetts President Jack Wilson has said that "the path to economic and social development goes through the University of Massachusetts." In today's economic climate, the university's obligation to contribute to economic development is even greater than it has been in the past. Through its economic stimulus program, the federal government is seeking to accelerate job creation by increasing funds available for Pell grants and job training. Many newly created jobs will require a postsecondary educational credential. Trends reported by the Massachusetts Department of Workforce Development indicate a growing interest in the following fields of employment: biotechnical/biomedical products, environmental services, allied health, software design, computer graphic design, and education, especially day care and early childhood/elementary education. University College will be organized so as to take advantage of demand for instruction in those fields as well as others.

3. *Promote and expand lifelong learning opportunities.*

Individuals seek learning opportunities for many reasons. As noted above, some hope to acquire skills and knowledge that will enable them to find employment in new areas, or to become more skilled in their current jobs. Others seek intellectual enrichment and personal growth. University College would be prepared to identify the learning needs of adult students at all life stages and to offer a diverse array of learning opportunities, ranging from full-time programs leading to academic degrees, to certificate programs targeting employed adults. University College would collaborate with representatives from government, business, industry, and other arenas to create programs for lifelong learners.

4. *Increase the number of professional degrees on campus.*

Business leaders cite a pressing need for employees who have science and engineering skills, as well as knowledge of business principles. To help address this need, the Alfred P. Sloan Foundation supports the development of "professional science master's degrees" (PSMs) and provides funding for curriculum development to universities that collaborate with local business concerns to develop PSMs. Many PSMs are focused on providing highly skilled

professionals for industries of the type that drive Greater Boston's economy, such as health care and biotechnology. University College would collaborate with local and regional employers to design and offer PSMs in areas of greatest demand. Programs might include, for example, emergency management, energy politics, biotechnology, industrial microbiology, bioinformatics, genetic counseling, health physics, clinical trials management, and computer forensics.

5. *Increase UMass Boston's revenues.*

In the nine years (FY00-08) since the beginning of CCDE, the Division has earned gross revenue of \$110.6M, and returned \$35.1M to campus. Without CCDE being elevated to college status, we predict that in the next eight years (FY 11-18), the Division will gross \$290M. If CCDE is elevated to college status in the form of University College, additional gross revenue beyond the \$290M will be a function of the number and marketability of certificates, bachelor's degrees, and master's degrees that can be launched and sustained in the next eight years. As seen in the attached appendices, (based on actuals from present CCDE programs with colleges), we predict based on our past history that within four years (FY13) each successful bachelor's degree could gross about \$1.3M and net about \$820k, each successful master's degree program could gross \$805K and net \$368K, and each certificate could gross about \$1M and net \$465K.

With these financial multipliers for each certificate, bachelor's, and master's program, we predict that University College should gross about \$133M more – or a total of \$423M – in its first eight years than could CCDE if left unchanged. This projection assumes that University College would be launched in spring 2010 with 3 bachelor's degrees, 5 master's degrees, and 5 certificates in its first year of operation. Beyond the first year, it assumes 1 new bachelor's degree in years 3 and 5; 1 new master's degree each year from years 2-5; and 2 new certificates each year from years 2-5.

Administrative Structure

University College would be led by a dean who would be responsible for the quality of its academic offerings and for ensuring that University College is financially self-supporting. Activities related to instruction, faculty recruitment and evaluation (except in the case of faculty with tenure or tenure-track appointments in the other colleges), planning, market research, and development of opportunities for expansion would be assigned to offices responsible for clearly-differentiated functional areas. Each office would be led by a director with appropriate academic credentials and experience. The directors would be appointed by the dean of University College in consultation with an advisory committee. Initially, the following three offices would be established:

Office for Professional Studies: Responsible for degree and non-degree programs that are aimed at non-matriculated students, degree-seeking students who desire programs not currently offered by the other colleges, and corporate or governmental agency clients.

Office for International Education: Responsible for coordinating and supporting international and transnational academic activities throughout the campus, in close collaboration with the associate provost for international and transnational affairs.

Office for eLearning: Responsible for distance learning programs.

Regular college programs offered jointly with University College would not normally be administered by one of the offices listed above, but rather by program committees. Designated liaison officers in each college would assist with the coordination of efforts between the other colleges and University College. When appropriate, new programs begun in University College could, after a period of maturation, be transferred to one of the other colleges.

Faculty

Faculty members associated with University College would either hold appointments in the other colleges or in University College itself, and would be classified as follows:

Core faculty: Full-time lecturers hired under single or multi-year contracts to staff programs, sometimes with joint appointments in one of the other colleges. Their performance would be regularly evaluated by program directors and by faculty committees with representation from University College and one or more of the other colleges.

Associated faculty: Tenured or tenure-track faculty members in the other colleges who teach or perform administrative or other functions in University College on a part-time basis. They would receive additional compensation for activities that exceeded their usual faculty assignment; the home academic unit would receive compensation for the loss of faculty availability.

Part-time faculty: Faculty members hired on a per-course or less than full-time basis.

Visiting faculty: Faculty members who hold academic appointments at other institutions and who are associated with University College for limited periods of time, and for defined purposes.

Candidates for core faculty and part-time faculty positions would be referred for evaluation to the appropriate disciplinary specialists in the other colleges and to the college deans. Core and part-time faculty members would be considered to be members of University College for collective bargaining purposes, and would be subject to the union contract negotiated specifically on their behalf, as is presently the case with continuing education faculty. Associated faculty would continue to be members of their college bargaining units for collective bargaining purposes.

Governance and Oversight

A faculty governance body would be established, with representation from University College's faculty as well as from the tenure-stream faculty of the other colleges. An advisory committee, consisting of two deans and faculty members from each college, would act as an advisory group to the provost and to the dean of University College, and would review proposals for new or revised degree programs after they have been reviewed by University College's faculty governance body and before they are sent to the dean of University College. Approval of the advisory committee would be a required step in the approval process for degree programs or substantive program changes. After review and approval by University College's faculty governance body, the advisory committee, and the University College dean, proposals for new

degree programs and program changes would be forwarded to the Faculty Council and the provost.

A comprehensive review of University College as a whole would be conducted in the fourth year of University College's operation. University College's programs would be evaluated on a regular basis. Possible outcomes of program review would include program revision, discontinuation, or transfer to one of the other colleges.

Degree Programs

University College would offer three types of degree programs:

1. *Degree programs offered by the other colleges, in collaboration with University College.*

Most of these programs would be delivered extramurally, either on-line or by other means, and would be treated as continuing education programs for funding purposes. Each program would be overseen by a faculty director. The director would work with a program committee having representation from the faculty of the collaborating college.

2. *Degree programs developed and offered by University College for particular groups of external students.*

These programs would include, for example, contractual programs for international students offered in conjunction with foreign universities, and programs for groups of students in particular private and public enterprises. The programs would be classified financially as continuing education (i.e. self-supporting) programs.

3. *Degree programs of an interdisciplinary or experimental nature that would not fit within or could not initially be financially supported by one of the other colleges.*

Experimental programs could, if successful, be transferred to one of the other colleges. This "incubator" function of University College would ensure that promising, but untested ideas would not get lost, but would be nurtured within University College.

Non-degree programs

As CCDE does at present, University College would offer a wide range of non-degree programs, many of them designed to meet the needs of specific external audiences. University College would be responsible for executing a rapid response to emerging demand for particular programs, and for ensuring that non-degree programs are offered only so long as significant demand existed.

Resources

University College would be self-supporting, and would be required to become a significant profit center with predictable revenue-sharing streams to the campus and to collaborating colleges and other units. Programs would not be funded from state appropriations or from trust funds. The fiscal system of University College would include the following:

1. *Regular arrangements whereby a pre-determined proportion of the income deriving from programs shared by University College and another academic unit would be paid to the collaborating unit.*
2. *A system whereby some portion of the revenue of University College would be treated as venture capital to support new program development.*

The governance and advisory bodies of University College would participate in the process of selecting projects to be attempted with this capital. The provost, in cooperation with the dean of University College, would specify for each budgetary period, a percentage of University College's profits to be employed as venture capital.

3. *Arrangements whereby income from University College would be made available for sponsoring academic activities related to University College's scope of responsibility, e.g., a fund to support international faculty or exchanges.*