Purpose and Rationale
The University of Massachusetts Boston is proud of its research status and seeks to maintain and extend that status. It also seeks to preserve and expand the comprehensive range of academic and associated opportunities it currently affords students from a wide variety of backgrounds and experiences. Maintaining and expanding its research status -- one that will enable it to assume a pre-eminent position among urban universities, nationally and globally -- cannot be achieved unless the university organizes itself somewhat differently to accommodate certain further divisions of academic labor.

We need, for example, more assistantships for graduate students, more post-doctoral students to help uncover new frontiers of understanding, better staffing to support complex bodies of activities, and an undergraduate research program that nurtures future investigators and enhances the work of faculty investigators. Coupled with the features just mentioned must be a faculty course load typical of research universities and an internal grant program that is supportive of junior professors and first-time investigators, especially those whose work, although promising, is sufficiently novel that it is unlikely to invite other forms of support. Study-abroad opportunities (to help students and professors gain access to different scholarly and research cultures) should also be cultivated; collaboration across colleges, universities, and continents forcefully pursued; and an organized, nurturing environment that improves retention and graduation rates sustained.

One of the ways in which we can reorder the campus in support of these goals is to allow greater leeway to our Division of Corporate, Continuing, and Distance Education (CCDE) to offer independent degree programs, while retaining its strong collaborative activities with the existing colleges. In other words, CCDE would be transformed into a college (University College), which would flexibly serve some lifelong learning needs of adult learners; respond quickly to demands for new degree and certificate programs; help provide a rich and coordinated set of educational opportunities internationally (our special privileges with China, for example); and experiment in certain areas of distance learning. The campus, therefore, seeks permission to establish a professional and continuing studies unit, to be called University College.

Similar Units at Other Institutions
Many premier academic institutions, both public and private, have established degree-granting professional and continuing studies units as one means of meeting the continuing education/workforce development components of their missions. Examples of such units are Harvard University’s Harvard Extension, Boston University’s Metropolitan
College, Northeastern University’s College of Professional Studies, University of California Berkley’s UC Berkley Extension, University of Maryland’s University College, George Washington University’s University College of Professional Studies, and Yale University’s School of Continuing and Professional Studies.

The model to be pursued by UMass Boston would vary from that followed by some of the institutions just mentioned. Boston University’s Metropolitan College, for example, does not really offer a Boston University degree and is seen as an inferior associate of that university. Harvard University’s Extension School, likewise, does not offer a Harvard University degree. We do not seek to emulate either of those institutions. We are building a new college that will develop over time a level of prestige comparable to that of the rest of the university’s colleges. The degree offered by University College would reflect the model followed by the University of Maryland, Northeastern University, New York University, and Georgetown University which, respectively, offer degrees which read: “University of Maryland’s University College”; “Northeastern University College of Professional Studies”; “New York University School of Continuing and Professional Studies”; and “Georgetown University School of Continuing Studies.” Unlike Northeastern, however, we do not seek to dismantle any existing programs for incorporation into the proposed new college; unlike the University of Maryland, we do not seek to focus on this new college as primarily a revenue providing entity, although we seek the support of new revenues; and unlike New York University, we do not seek to repackage existing courses and programs from the rest of the university into alternative degree offerings. We seek new degree programs which are not being offered by our existing colleges.

Our advantage over competitor institutions will require our maintaining competitive pricing at both the graduate and undergraduate levels as well as cultivating a focus on new, interdisciplinary fields of study and those fields where demand exceeds current offerings by our competitors. We will promote distance education offerings in order that our programs can be less “place-bound” than some of our competitors. Careful attention to student service, quality education, faculty expertise, and organizational communication will be the hallmarks of University College, enabling our market-driven initiatives to succeed.

Operationally, the niches that the proposed new college would seek to occupy are:

- New areas of need that the existing colleges are unlikely to fill, either because they are focusing on their respective, existing research and teaching programs, or because their interests lie elsewhere.

- Areas that would, if developed, complement the programs of the existing colleges but where those colleges might not venture in the next five to ten years. These might be programs that would later migrate from University College to another college if they would strengthen the existing programs of the receiving college and better serve the university by relocating.
• Areas of demonstrable current need where the duration of that need may not warrant the recruiting of tenure-track faculty. In this case, a five-year faculty contract might be more appropriate.

• Areas of need in other states (or abroad) that we can fill and that can yield significant material returns to the campus.

• Areas where experimentation in e-learning might serve as future help to University College and UMass Boston.

**Current CCDE Structure, Scope, and Function**

University College would carry out the current functions of the Division of Corporate, Continuing, and Distance Education (CCDE) as well as having the expanded role described in this proposal. 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 students enrolled in the existing colleges as well as to non-matriculated students. CCDE administers degree programs and certificate programs that are offered by five of UMass Boston’s existing colleges, including two bachelor’s degree programs, eleven master’s degree programs, and 26 certificate programs. 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: credit courses and programs, corporate/professional education and training, special academic programs, and distance learning. Six administrative units support these program areas: marketing, registrar, advising, information systems, administrative services, and financial services.

**Expanded Role for University College**

In addition to carrying out the current CCDE functions as described above, University College would foster innovative applied and professional programs leading to the award of undergraduate and graduate degrees, and would help to coordinate some of the university’s international initiatives, working in concert with the Office of International and Transnational Affairs. Its programs would, in large part, be designed to attract working professionals and other adult students. University College would work in close cooperation with the existing colleges; its courses and programs would not duplicate or compete with courses and programs offered by those colleges nor would it assume academic control over any existing program unless requested to do so by the dean of the sponsoring college, and after consultation with that college’s faculty. University College would be financially self-supporting, and would not be funded in whole or in part by state appropriations.
**Goals**
The goals of University College would be to:

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

   University College would assist the campus to create timely, interdisciplinary, applied programs that address state and public priorities such as 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.

   New academic programs and certificates would complement and expand the range of certificates and degrees available at UMass Boston, rather than replicate the current offerings in any of the existing colleges. The primary audiences for new undergraduate degree programs would be second-degree seeking students and transfer students. According to InterEd, Inc., at approximately 40% of the market share, working adult students represent the single largest subgroup in higher education’s degree-seeking population. University College would typically offer programs leading to degrees in applied and professional fields.

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, vocational education, alcoholism/chemical dependency treatment services, human resources management, software design, and computer graphic design. Other possible programs include nutrition, health care informatics, and leisure industry management. University College would 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 seek to identify the learning needs of prospective students at all life stages and to offer a diverse array
of learning opportunities, ranging from full-time programs leading to undergraduate and graduate 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 master’s degrees offered at UMass Boston.** *(Not to be confused with the more restricted professional science master’s degrees, some of which University College would also offer.)*

Business leaders cite a pressing need for employees who have technical knowledge and skills in particular areas. To help address this need, some organizations have called for the development of professional master’s degrees to prepare highly skilled professionals for employment in 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 such professional degrees 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. Market research by major news sources and government agencies points to a shortage of skilled professionals in each of these fields.

5. **Provide an academic site within which experimentation with new academic programs can take place**

Some programs may best be introduced in University College, to allow for a period of maturation, and to ensure that a certain level of success before it is determined where their permanent home will be. Should any of these new programs, as they grow, be able to contribute more effectively to the university if they were affiliated with another academic unit, they would be transferred to one of the existing colleges.

6. **Increase UMass Boston’s revenues**

In the nine years since CCDE was established, the division has earned gross revenue of $110.6M and returned $35.1M to campus. Over the past five years, CCDE revenues have climbed steadily from $11M (FY2005) to $25M (FY2009). If no changes were made to CCDE, we would expect its operations to gross $290M over the next eight years. This figure is premised on small, inflation-driven fee increases, projected growth of currently offered programs (based on historical patterns), and new programs that we anticipate being offered through CCDE by some of the existing colleges.

If CCDE becomes University College, as proposed in this document, an increase in gross revenue beyond the $290M would be a function of the number and marketability of the certificates and degree programs that it could launch and
sustain. We would expect a successful bachelor’s degree program to gross $1.3M and net $835K after four years of operation\(^1\); a successful master’s degree program to gross $805K and net $323K; and a certificate program to gross $1M and net $465K. Using these expected revenues, we anticipate that over eight years, gross revenues would increase by $133M to a projected gross of $423M. The estimates are based on CCDE’s historical experience in introducing new programs.

The campus would limit the number of new degree programs to be introduced initially, in order to demonstrate the success of two or three lead programs before making a commitment to the full range of programs.

**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 it is financially self-supporting. The dean would be appointed following a national search conducted by the provost, assisted by representatives of the existing colleges. The dean would have a strong academic background and would be accorded faculty status.

Activities related to instruction, faculty recruitment and evaluation (except in the case of faculty with tenure or tenure-track appointments in the existing 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 a college governance body (the Steering Committee) and with the approval of the provost. Initially, the following three offices would be established:

**Office for Professional Studies**

This office would be responsible for degree and non-degree programs aimed at non-matriculated students, degree-seeking students who desire programs not currently offered by the existing colleges, and corporate or governmental agency clients.

**Office for International Education**

This office would be 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 and the Office of International and Transnational Affairs.

**Office for eLearning**

This office would be responsible for all distance learning programs, and would work collaboratively with UMass Online. Programs offered by the existing colleges in

\(^1\) Data from current programs running through CCDE was used to calculate anticipated student numbers. Expenses were calculated based on current salaries, taking into account all provisions of both the Labor Unit 39 and Labor Unit 40 collective bargaining agreements.
cooperation 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 help to coordinate efforts between the existing colleges and University College. When appropriate, new programs begun in University College could, after a period of maturation, be transferred to one of the existing colleges.

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

*Faculty members with specified-term contracts*
These individuals would be full-time lecturers hired under single or multi-year contracts. Their performance would be regularly evaluated by program directors and by faculty committees with representation from University College and one or more of the existing colleges.

*Faculty members from one of the existing colleges*
These individuals would be tenured or tenure-track faculty members from the existing colleges who teach or perform administrative or other functions in University College on a part-time basis. Faculty members would receive additional compensation for activities that exceeded their usual faculty assignment, or, if they were teaching in University College as part of their regular course assignment, their home academic unit would receive compensation for the loss of faculty availability, as per current and usual university practice.

*Faculty members with joint appointments*
These individuals would be hired to teach in both University College and one of the existing colleges. A memorandum of understanding for each joint appointment would be developed between the dean of University College, the dean of the existing college, and the chair of the participating department within the existing college, as per university policy on joint appointments.

*Part-time faculty members*
These individuals would be faculty members hired on a per-course basis.

*Retired faculty members*
These individuals would be retired faculty members who can and wish to make a contribution to University College by teaching on a per-course basis.

*Independent scholars*
These individuals would be persons recognized as scholars by their professional peers, but who currently have no affiliation with an institution of higher education.

Candidates for specified-term, part-time, and joint faculty appointments would be referred for evaluation to the appropriate disciplinary specialists in the other colleges and to the college deans. The procedures for such appointments would be developed in
consultation with the existing colleges. Faculty members with specified-term contracts 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.

**Governance, Oversight, and Relationship to Other Colleges**

A faculty governance body (the Steering Committee) would be established, with representation from University College’s faculty as well as from the tenure-stream faculty of the existing colleges. To promote transparency, collegiality, and a campus-wide perspective, an Advisory Committee, consisting of a dean of one of the existing colleges, representative full and part-time faculty members from the existing colleges, and a representative from the Provost’s Office, would serve in an advisory capacity to the provost and the dean of University College.

Proposals for new academic programs or substantial changes to academic programs would be required to receive approval from the same governance bodies and administrators as do proposals from the existing colleges, and as identified in the *Academic Program Change Procedures*, which may be found on the provost’s website under “Policies, Procedures, and Guidelines.”

http://www.umb.edu/academics/provost/index.html

In addition, proposals would be reviewed by the Advisory Committee following a positive recommendation by the Steering Committee, and prior to being forwarded to the dean of University College. This would encourage a broad range of input from individuals representing other colleges in the university, to ensure that proposals for programs and program changes are consistent with the mission of the university, have planned for any impact on the existing colleges and their resources, and reflect the level of academic rigor expected of all UMass Boston academic programs.

After the first five years of operation, a complete and comprehensive review of University College would be conducted by the Provost’s Office. Thereafter, regular program reviews by the Provost’s Office would be carried out to consider all aspects of University College functioning. The reviews would assess the advisability of program revisions, program discontinuations, and transfer of programs to one of the existing colleges.

**Degree Programs**

University College would offer three types of degree programs:

*Degree programs offered by the existing colleges, in collaboration with University College*

As is now the case, University College would work collaboratively with the existing colleges to offer degree programs. All programs would be controlled by the existing colleges, as would any new program that the existing colleges would develop independent of University College. Programs that are already being offered would continue under the same arrangements that are now in place. Most degree programs
would be delivered extramurally, either online 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. Degree programs of this nature would remain under the jurisdiction of the sponsoring colleges. Some of the revenue generated by the programs would be returned to the sponsoring colleges.

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. General education courses, core courses, and other courses offered by UMass Boston’s existing colleges that are required by University College programs would remain under the jurisdiction of the home academic department and college, which would retain responsibility for course content, faculty selection, and evaluation.

Degree programs of an interdisciplinary or experimental nature that would not fit within or could not initially be financially supported by one of the existing colleges
Experimental programs could, if successful, be transferred to one of the existing colleges. This “incubator” function of University College would ensure that promising, but untested ideas would not be abandoned, but would be nurtured within University College. If a proposed program included required courses offered by one or more of the existing colleges, University College would be required to consult with the deans of those colleges and to include in the proposal a statement about how the availability of sufficient course sections would be ensured.

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 were 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. University College programs would not be funded from state appropriations. The fiscal system of University College would include the following:

- Regular arrangements whereby a pre-determined proportion of the income generated by programs administered by University College in collaboration with another academic unit would be paid to the collaborating unit
• A system whereby some portion of the revenue generated by University College would be treated as venture capital to support new program development. The Steering Committee and Advisory Committees 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 net revenue to be employed as venture capital.

• 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.

Conclusion
The University of Massachusetts Boston has, within a short period of time, moved from being essentially an undergraduate liberal arts university to being a doctoral-granting research university. The campus is therefore not what it was twenty or even ten years ago. While proud of its accomplishments, it seeks to consolidate its new status, to take the next steps up the ladder of research universities, and to expand academic opportunities for its students and prospective students. By creating University College, the campus can enhance its academic offerings in the areas of continuing and professional studies, thereby allowing the existing colleges to focus on those academic programs and research activities that will help UMass Boston to reach its full potential as a public, urban, student-centered research university.