

Committee on University College

Minutes of February 10, 2011

Prepared by Gerry Campbell & Ed Deak

Attending: Gerry Campbell (chair AY 10-11), Robbin Crabtree, (Acting Dean UC), Ryan Drake, Anne Campbell, Ed Deak, Joe Dennin, and Aaron Perkus (invited guest).

Absent: Dee Lippman

Professor G. Campbell (chair) called the meeting to order at 9:10 a.m.

Item #1 -- Discussion of the minutes from 1/20/2011

Professor Drake moved approval of the minutes from 1/20/2011; Professor Dennin seconded. Minutes were approved by all voting members who were present at the 12/1/2010 meeting.

Item #2 -- Review of updated UC financial data and other data from Aaron (attached)

Associate Dean Perkus distributed updated financial data and other data regarding University College. He noted that study abroad is not included in the financial data. Professor Dennin asked why there was a drop in revenues from FY'09 to FY'10, and Associate Dean Perkus responded that it was due to a drop in enrollments.

In the enrollment figure handout, Associate Dean Perkus noted that the drop in full-time students in 2008 was due to a change in the tuition rate for full-time UC students. He noted that part-time population enrollment is fairly high, and UC students are required to take at least one evening or online course.

Professor Drake asked for an explanation of the graph, and Associate Dean Perkus explained how it related to the columns of data. Professor G. Campbell asked about increases from Fall to Spring semesters, and Associate Dean Perkus explained that students change schools in January to save money by going from full-time to part-time. Professor Dennin asked if they needed to move off campus to do that. Associate Dean Perkus replied that there is no impediment to changing schools – they can stay on campus and get the same degree.

Associate Dean Perkus handed out additional data in nine categories (see attached).

1. Persistence of teaching opportunities beyond load and/or as part-of-load

Acting Dean Crabtree noted two issues: i) to what extent do full-time faculty want to do this?
ii) if load rules change, does it eat into net revenues?

2. Increased or decreased presence of part-time students in regular courses

Associate Dean Perkus noted that this went along with the “seats on a plane” model, whereby UC used existing capacity in regular courses. The average UC student takes a mixture of day, evening and online courses. There is not a wall separating day and evening populations. Many day students take evening courses – it’s about equal to the number of UC students in day courses.

Acting Dean Crabtree noted that there might be greater demand for online courses amongst full-time students – right now their enrollment in online courses is restricted. Professor Dennin asked why. Associate Dean Perkus noted pedagogical reasons, whereby online might be considered inconsistent with living/learning focus. Also, UC doesn’t get paid for CAS or DSB students in online courses, and no protocol exists for limiting enrollments. Acting Dean Crabtree noted that Fairfield U. has concerns regarding on-campus engagement of full-time students. The living & learning initiative wants students more connected. Nationally, students either “thrive or dive” in online courses. We don’t have data on this at Fairfield, but there is a sense that it’s a bimodal curve. Professor Dennin asked who is teaching online courses. Associate Dean Perkus responded that this was shown in the data – e.g., in Fall 2010, 23 online courses, 7 by full-time faculty. In all cases, syllabi and CVs are run by department chairs. Acting Dean Crabtree stated that the UCC is considering approval processes for online courses. It is suspected that there is greater variance in quality in online courses than in-person courses. Professor Dennin asked how student identity is verified. Associate Dean Perkus stated that it is based on NetID, but it is open to the potential for abuse. Most schools are moving towards an approach that includes in-person, online and hybrid. The idea of excluding full-time students from online is against the trend in the rest of the country. Acting Dean Crabtree agrees with the trend, but she is encouraging UCC to wait for outcomes from CUC regarding organizational structure. She agrees that online and hybrid courses are important and need to be considered further at Fairfield. Fairfield should look at this more closely through a task force – we need a strategic vision. There are federal laws coming down that could affect us.

Associate Dean Perkus provided a brief overview of the remaining data in the following categories:

3. Changes in faculty role in scheduling courses
4. Any other impacts on faculty time
5. # of cross-listed courses on average in a typical semester
6. Those who routinely accept uc students (including lifelong learners) in their day courses
7. And those who teach overload (would be good to see this latter piece by term)
8. Include the # on average/semester part-time students taking day courses
9. The number on average of full-time uc students who are taking day, evening, or a mix of classes; etc.

Professor G. Campbell noted that the question of which data to pass along for the joint CUC/EPC/ACEC meeting will be considered later in the meeting

Item #3 - Consideration of the UC Restructuring Proposal (attached)

Acting Dean Robbin Crabtree handed out a draft document containing a three part series of action recommendations regarding the restructuring of University College, and a possible timeline for implementation.

The Acting Dean reviewed the recommendations within the context of the previously discussed alternative models, those being:

A model - A separate University College with a full-time Dean

B model - Such as Xavier University with programs in centers

C model - Such as Santa Clara University with part-time students distributed to the appropriate schools.

Professor Gerry Campbell noted that the Acting Dean's proposal offered a C+ dual interim alternative with the closing of University College, the distribution of UC functions to a "Center for Continuing Studies" (CCS), and an "Office of Part-time Programs" (OPP) each with its own director and support staff.

Acting Dean Robbin Crabtree stated that there were two reasons for the interim structure:

First there were faculty concerns with the availability of services to part-time students and enrollees in non-traditional programs, and

Second, there were concerns that the School Dean's staffs might not be sufficient do the required work, and delegate it to Department Chairs.

The Acting Dean assured the CUC members that Senior University Executives had told her that sufficient staff would be there.

Acting Dean Robbin Crabtree outlined the potential timeline:

Close University College sooner rather than later

Work to solve any policy concerns within University committee structure

Have results by end of 2011-12 academic year

Close CCS with all courses and students integrated into schools by end of 2011-12

It was the Acting Dean's understanding that the school Deans wanted control over their own revenue generating programs with a policy of shared revenues

Prof. Gerry Campbell noted that both accountability and revenue generating issues must be formally addressed.

Prof. Joe Dennin asked if OPP is to be closed at the end of 2012 who would want to take the job and why would the University spend time and money to recruit a temporary director?

Associate Dean Aaron Perkus expressed the same concern and noted that an in-between stage might cause more harm than good.

Acting Dean Robbin Crabtree agreed that the Acting Director concerns are valid and reflect the issues of management complexity associated with full integration into the schools. She expressed concern with the ability of the UCC to undertake a timely and full review of academic policy issues. However, the EPC does have the full active participation of the Senior Vice-President for Academic Affairs, while the UCC has the full and active participation of all of the Deans. With the UC proposal being review by both of these handbook committees there would be the opportunity for full faculty and administrative participation.

Prof. Joe Dennin asked if there would be sufficient part-time student support within the schools?

Acting Dean Robbin Crabtree replied that staff growth was needed to handle part-time students. Added staff would also be needed to accommodate the growth of school graduate programs, and the assignment of full-time freshmen students into the school advising and administrative pools.

Associate Dean Aaron Perkus asked if the concern was that the UC structure would be retained temporarily to deal with administrative issues, or should it move more deliberately towards its final structure?

Acting Dean Robbin Crabtree responded that existing staff positions could be moved rather than creating new staffing for the interim. Existing employees could then apply for the new job classifications according to functions, skills, educational background, and competencies.

Prof. Gerry Campbell asked if the UC is retained in 2011-12 will it have an Acting Dean?

Acting Dean Robbin Crabtree replied that if the decision is made for UC to continue into 2011-12 then structure and jobs can be determined at that point. UC is undergoing historical change and could still be in existence in 2011-12. Therefore, an Acting Dean might continue to exist until the final closing of UC.

Prof. Gerry Campbell said that he and Acting Dean Robbin Crabtree could rework the proposal to eliminate a temporary Office of Part-time programs while keeping the Center for Continuing

Studies. A revised proposal will be distributed to committee members by e-mail along with other materials being prepared for the upcoming joint meeting with the EPC & ACEC.

Item #4 - Materials to send forward for the 2/17 joint meeting with EPC and ACEC (3:30-5:00 p.m., Library Conference Room #233)

Prof. Gerry Campbell distributed a list of items to be sent in advance. These included: UC Restructuring Proposal, Table showing structures of Jesuit Universities (A,B,C) & table of advantages/disadvantages, UC Financial Data, other data & information from Associate Dean Aaron Perkus, web pages from Villanova's Office of Continuing Studies and Xavier's Leadership Center.

Acting Dean Robbin Crabtree suggested that a bulleted overview of issues related to the restructuring could also be included.

Acting Dean Robbin Crabtree noted that the Center for Continuing Studies would serve an outreach function and interact closely with the individual schools. The CCS would not own the programs but rather would be a marketer, recruiter, and innovator in looking to establish contracts to create outside business. A revenue sharing model between the Schools and University would have to be developed.

Prof. Gerry Campbell asked the Acting Dean to submit a revised proposal and a bulleted overview of issues by the end of 2/11/11.

Meeting adjourned 10:34 a.m. 2/10/11.

Respectfully submitted:

Gerry Campbell & Ed Deak

Additional Data from Associate Dean Perkus

1. Persistence of teaching opportunities beyond load and/or as part-of-load

A&S	Dolan	UC
Fourteen week fall	Fourteen week fall	Fourteen week fall (land based and online)*
Fourteen week spring	Fourteen week spring	Fourteen week spring (land based and online)*
		Seven week fall (ASAP I+II) (land based and online)*
		Seven week spring (ASAP I+II) (land based and online)*
		Six week online winter session
		One-week intensive winter session
		One-week intensive March
		One-week intensive May
		June day/evening
		July day/evening
		One-week intensive August
		June/July online (ASAP I)
		July/August online (ASAP II)
* restricted to UC students; however, up to two students per school are allowed to enroll subject to Dean's approval and available space.		

None of the UC only courses are offered as part-of-load. Typically, fulltime faculty courses cross-listed with UC are part-of-load while part-time faculty courses cross-listed with UC are given adjunct contracts either by UC or the other sponsoring school.

2. Increased or decreased presence of part-time students in regular courses

Typically, UC students want to take daytime courses, and they are currently restricted from doing so because they only register AFTER the day students; consequently, they are only able to take courses where there are still seats available. There has been discussion to making registration based on class standing (credit hours). If UC students were to register based on credit hours, and not school, there would be a significant demand for day courses; however, if “day” students were allowed to register for online courses during the fall and spring semesters, there would be an equal (if not more) demand for those courses.

3. Changes in faculty role in scheduling courses

This is really a “part-of-load” question in my opinion. If departments schedule evening and online courses as part-of-load, and these courses are open to part-time students, then there would be a greatly enhanced role for faculty in scheduling courses for UC students. Currently, only Communication, Marketing and Management regularly schedule evening courses as part-of-load.

4. Any other impacts on faculty time

The role of advising part-time students, specifically with the different core requirements and registration times/windows would certainly impact faculty time. Additionally, there needs to be sensitivity to this potentially diverse (age/class/etc) population.

5. # of cross-listed courses on average in a typical semester

Roughly 30 UC sections are cross-listed each semester (UC has 5 or fewer slots—these are primarily evening sections of AC, AE, CO, FI, MG, and MK).

6. Those who routinely accept uc students (including lifelong learners) in their day courses

On a space availability basis, all A&S and Dolan courses are open to UC credit students who have met the prerequisites. Auditing populations (life-long learners and au pairs) are allowed to take one or two day courses provided there is space available and the course doesn’t involve a lab/studio or writing intensive.

7. And those who teach overload (would be good to see this latter piece by term)

Overload would only apply to fall and spring are not on contract for winter, March or summer (I believe)

Fall 2010	Spring 2010	Fall 2009	Spring 2009
-----------	-------------	-----------	-------------

LASTNAME	LASTNAME	LASTNAME	LASTNAME
LASTNAME	Schmidt	Eliasoph	Primavera
Schmidt	Eliasoph	Pagano	Vasquez Mazariegos
Eliasoph	McEvoy	Deak	Dallavalle
Zhang	Pagano	Vasquez Mazariegos	Eliasoph
Deak	Larkin	LeClair	Deak
Vasquez Mazariegos	LeClair	Lane	Vasquez Mazariegos
LeClair	Vasquez Mazariegos	Maloney	McCarthy
McFadden	Lane	McFadden	McKisick
Behre	Behre	Behre	Braginsky
Gibson	McFadden	McKisick	Thiel
Bhattacharya	Fine	Torff	Torff
Torff	Gibson	Im	LeClair
Im	Torff	Braginsky	Orman
Braginsky	Im	McCarthy	Behre
McCarthy	Amodio	Harkins	Rodrigues
Primavera	Dykeman	Rodrigues	Newton
Rodrigues	Downie		Pagano
	Braginsky		
	McCarthy		
	Primavera		
	Thiel		
	Rodrigues		

8. Include the # on average/semester part-time students taking day courses

Top 10 Majors of UC students based on GPA 2.0 or over, 30 credits or over, last registered spring 2009 through present: Professional Studies/Liberal Studies (38); English (29); Politics (19); Finance (19); Org Comm (15); Professional Studies/ Org Leadership (15); Soc and Anthro (13); International Studies (11); Economics (10); Marketing (10).

BA			246
0000	Major Not Declared	email	46
COHC	Communication-Human Condition	email	2
COMM	Communication	email	6
COMS	Communication-Media Studies	email	9
COOR	Communication-Organizational	email	15
ECON	Economics	email	10
ECWR	English/Creative Writing	email	1
EJOU	English/Journalism	email	1
ENGL	English	email	29
HIST	History	email	7
INST	International Studies	email	11
MLLG	Modern Language, German	email	3
MLLI	Modern Language, Italian	email	1
MLLS	Modern Language, Spanish	email	1
PHIL	Philosophy	email	3
POLI	Politics	email	19
PSBE	Prof Studies-Behavior Science	email	3
PSCO	Prof Studies-Communication	email	2

*SLB	Prof Studies-Liberal Studies	email	35
*SYC	Psychology	email	9
RLST	Religious Studies	email	1
SOCl	Sociology and Anthropology	email	13
/PAH	Vis/Perf Art History	email	5
/PCL	Vis/Perf Classical Music	email	1
/PFM	New Media Film	email	6
/PSA	Vis/Perf Studio Art	email	4
/PTL	New Media Television	email	3

BS**101**

0000	Major Not Declared	email	2
ACCT	Accounting	email	9
BIOL	Biology	email	5
BUSU	Business Undeclared	email	5
CHEM	Chemistry	email	1
COSC	Computer Science	email	1
FNCE	Finance	email	19
INBU	International Business	email	3
INSY	Information Systems	email	2
MARK	Marketing	email	10
MATH	Mathematics	email	7
MGEN	Management- Entrepreneur Con	email	1
MGHR	Management- Hum Res Conc	email	2
MGMT	Management	email	8
MKCO	Marketing-Integ Mkt Comm Conc.	email	1

PHYS	Physics	email	2
PSIN	Prof Studies-Info Technology	email	3
PSLB	Prof Studies-Liberal Studies	email	3
PSOL	Prof Studies-Organiz Leadership	email	15
PSYC	Psychology	email	2
NDS			164
0000	Major Not Declared	email	164

9.

9 The number on average of full-time uc students who are taking day, evening, or a mix of classes; etc.

Group 4 – Degree-seeking students (from 200909 Census File prepared by Corey Wrinn, Office of Institutional Research)

- Matriculated and non-matriculated leading to AA, BA or BS (no MA/MS offered)
- *30 of these students are already accounted for in Groups 1-3
 - These students are all non-matriculated
- Registered students in Group 4: **195**
 - Part-time 171 87.7%
 - Full-time 24 12.3%
- Age

			<i>Female</i>	<i>Male</i>
○ Ages 17-22	80	41.0%	27	53
○ Ages 23-27	55	28.2%	22	33
○ Ages 28-33	21	10.8%	9	12
○ Ages 34-40	12	6.0%	8	4
○ Ages 41-50	16	8.0%	15	1
○ Ages 51-63	11	5.5%	8	3
- Gender

○ Male	106	54.4%	
○ Female		89	45.6%
- Location

○ CT	166	85.1%
▪ Ffld. County	133	68.2%
○ NY	12	6.2%
○ Northeast Region	11	5.6%
- Financial Aid 72 36.9%
- Tuition Remission 6 3.1%
- Dependent Grant in Aid 9 4.6%
- Registered Courses

- | | | | |
|-----------------------------------------------------------|-----|-------|----------------------------|
| ○ 1 course | 32 | 16.4% | |
| ○ 2 courses | 65 | 33.3% | |
| ○ 3 courses | 70 | 35.9% | |
| ○ 4 courses | 19 | 9.7% | |
| ○ 5+ courses | 9 | 2.1% | |
| ○ Day courses | 105 | 53.8% | |
| ▪ 1 course | 31 | 29.5% | |
| ▪ 2+ courses | 74 | 70.5% | |
| ○ Night courses | 150 | 76.9% | |
| ○ Online courses | 70 | 35.9% | |
| • Matriculated | 163 | 83.6% | |
| • Degree Breakdown | | | |
| ○ BA | 128 | 65.6% | |
| ▪ PSLB | 22 | 11.3% | of entire group population |
| ▪ ENGL | 18 | 9.2% | of entire group population |
| ○ BS | 61 | 31.3% | |
| ▪ BUSU | 12 | 6.2% | of entire group population |
| ▪ MARK | 10 | 5.1% | of entire group population |
| ○ AA | 6 | 3.1% | |
| • Progression | | | |
| ○ Median credit hours completed: 80 | | | |
| ○ 22 students have earned up to 12 credit hours | | | |
| ○ 15 students have earned between 15 and 30 credit hours | | | |
| ○ 40 students have earned between 33 and 64 credit hours | | | |
| ○ 54 students have earned between 68 and 100 credit hours | | | |
| ○ 55 students have earned more than 100 credit hours | | | |

Committee on University College (CUC)

SUMMARY DOCUMENT - For consideration beginning in February 2011

(elaborated version with background and rationales attached)

- I. The CUC recommends that University College be reorganized as a “Center for Continuing Studies” and an “Office of Part-time Programs,” each with a director and small staff.
- II. The CUC recommends that University College be closed officially as a separate school at Fairfield University and the CUC be reconfigured accordingly.
- III. The CUC recommends ongoing consideration of the best administrative structures for part-time for-credit and degree-granting programs.

POSSIBLE TIMELINE:

- 2010-11:** University College operates with an Acting-Dean and with staff maintaining current positions and duties. All students served and supported from Dolan House. Motions related to the future of UC (and the CUC) begin to move through committees.
- 2011-12:** All relevant bodies vote to close the school and restructure it as a Center for Continuing Studies and an Office for Part-time Programs, all administrators sign off, and the State of Connecticut offers final approval. Timing of this change would determine the pace of the following, which might be:
- Summer 2011** University College begins transition including assignment of staff, duties, office space, and updated webpage and marketing materials, etc. A search is conducted for a Director of the Center for Continuing Studies and Director for the Office of Part-time Programs, or interim directors are appointed until such time searches can be authorized and completed.
- Fall 2011** Policy issues begin being considered by UCC. Decisions and recommendations begin moving through other committees and are discussed by relevant administrative offices. Notification of policy changes/recommendations precipitates corresponding changes to protocols in a variety of offices across campus.
- Accounting and revenue sharing issues related to interactions between the Center for Continuing Studies, faculty, departments and schools are addressed by relevant committees and administrative offices.
- Spring 2012** Based on policy changes, DSB and CAS deans and faculties (the school curriculum committees, etc.) develop opinions and protocols related to absorbing part-time program administration. This could be the last opportunity for students to matriculate in programs

as currently configured. If decisions are made to integrate part-time programs with the schools, the Office of Part-time Programs may be closed after Spring 2012.

2012-13: New policies and procedures are in place. The DSB and CAS are staffed and prepared to administrate part-time programs. “Grandfathered” students move through programs, which are “sunsetting” once all eligible students have completed.

Committee on University College (CUC)

For consideration beginning in February 2011

- I. The CUC recommends that University College be reorganized as a “Center for Continuing Studies” and an “Office of Part-time Programs,” each with a director and small staff.
- II. The CUC recommends that University College be closed officially as a separate school at Fairfield University and the CUC be reconfigured accordingly.
- III. The CUC recommends ongoing consideration of the best administrative structures for part-time for-credit and degree-granting programs. This should include discussion, with UCC, EPC, and other bodies as appropriate, of whether part-time degree-granting programs should have distinctive admissions and graduation requirements, whether the College and professional schools should administrate all programs that utilize their faculty and curricula, whether one clear set of rules should be developed governing any movement between part-time and full-time students and programs, and how evening, ASAP, summer, interim, and online courses should count within full-time residential undergraduate students’ schedules/requirements and full-time faculty teaching loads.

Background:

University College in its recent configuration has been an administrative unit overseeing four principal operations: International Programs; auditors, course takers and part-time degree seekers in the College of Arts and Sciences and in the Dolan School of Business; intersession and summer session courses in CAS and DSB disciplines; and a variety of life-long learning and community engagement initiatives. As well, UC has had a collaborative relationship with the College of Arts & Sciences developing and administering innovative low/non-residency graduate degree programs (e.g., corporate cohort MA in Communication and the MFA in Creative Writing). This amalgam was led by a Dean/Associate Vice President with an executive/support staff (two associate deans, an assistant dean, and an executive assistant staff), as well as numerous program staff, extensive office space, and generous operating, travel, and entertainment budgets. Many of these academic and cultural enrichment programs were offered in conjunction with other Fairfield University offices, programs and entities.

The Study Abroad Program was the most self-contained of UC components, working closely with the Registrar, Financial Aid, Marketing and Communications, and Admissions offices. The retirement of Associate Dean Susan Fitzgerald occasioned a reorganization of this program, combining two administrative positions (associate dean and assistant dean) into one: Director of International Programs. A second staff position was converted from Coordinator of International Students to Assistant Director of International Programs. The IP unit now reports directly to the SVPAA.

Meanwhile, the remaining credit- and non-credit programs housed in or facilitated by University College now report to the Acting Dean; many of these are being reviewed for viability based on enrollment, costs and revenues, as well as quality issues. The new structures proposed arise from an exploration of the issues as described below, comparative analysis of administrative structures for part-time and continuing studies at AJCU and other similar and competitor institutions, and serious consideration of the Sr. VP’s

desire to develop a more integrated, streamlined administrative structure for these activities. Ostensibly the two new structures proposed here would mostly utilize resources realigned from the current UC personnel and operating budgets and so be more or less budget neutral. The salary of the Director of the Center for Continuing Studies, which is a new position, would be an investment that would be expected to result in high returns through increased revenues from non-credit/non-degree programs.

Market Context:

As the continuing education unit of the Fairfield, University College offers a wide variety of programs designed for part-time, non-traditional students who may not otherwise be able to obtain a Fairfield University degree. Through its open admissions policy, modified core, and flexible degree completion programs, UC functions as a comprehensive portal for any student to begin his or her degree, take courses as a visiting student, complete a certificate program, audit a class, or participate in non-credit enrichment programming.

Over time, University College's population has drifted to include more and more former fulltime residential students looking to take advantage of the discounted tuition rate or easier graduation requirements. There is an increasing realization that UC degree-granting programs today also may have become a "back door" for students to receive a Fairfield University degree without meeting admissions standards and with alternative curricula that are not effectively supervised by the faculty or the schools. Meanwhile, more and more UC students are choosing to take classes during the day and online, suggesting that there are fewer "typical" UC students being served exclusively in the evening. At the same time, Fairfield has made great strides in increasing both its student diversity and advising capacity in the full-time residential programs.

Given national trends and the growing diversity of Fairfield undergraduates, more of our so-called "traditional" students may seek part-time options. At the same time, there is continued market demand for B.A. degree and degree-completion programs that appeal to non-traditional aged students who are returning to college after a long hiatus, who may be full-time working persons, and/or who seek programs with open enrollment policies and accelerated models for courses and programs. The faculty and administration need to consider carefully whether this market is large enough to justify commitment of increasingly tight university resources, whether this market can generate sufficient revenues to justify programs developed or continued specifically for it, and whether such programs have characteristics that are consistent with current University standards. In particular, the future of the Bachelor of Professional Studies program and the pared down Core Curriculum for all UC students need to be reviewed.

Concurrently, the growing number and importance of Fairfield University graduate programs reflects additional changes in the market. Importantly, institutional services and sensibilities in support of the growing graduate student population at Fairfield dovetail with the need to provide more and better-integrated services for part-time and evening undergraduates.

These various market changes and pressures occur in an economic context in which Fairfield University may not have the resources to adequately support all of its current academic programs at previous levels or for targeted growth. We need to make choices about which revenue-generating programs to support and about which new areas we want to strategically develop. Review of programs and decisions whether

to continue them come within the context of Fairfield's Strategic Plan and its goals, along with the current student quality, student diversity, and the University's stature and trajectory as a whole.

Administrative Issues:

The current UC administrative structure (and the ways UC functions as a separate school) is not cost-effective as overlap and coordination have led to frequent inefficiencies: poorly planned scheduling of courses leading to under-enrolled sections within and between semester terms, transfer of fourth year full-time students to part-time status while they still seek and utilize full time service and academic support, decentralized and uncoordinated advertising campaigns with separate budgets, increased demands on the registrar's office because of different calendars (e.g., ASAP courses), etc. Many administrative tasks currently performed by University College in relation to part-time students are redundant to the other school/College deans' office staff work, and this creates extra steps and a layer of administrative complexity that is not needed.

As well, part-time degree-seeking students are not fully integrated as members of their academic programs; several programs with a large number of part-time students (e.g., English, Communication, Marketing) seek this integration as do the Deans of CAS and DSB.

At the same time, many faculty believe that centralized planning and management are important to maintain the revenue streams from part-time and continuing studies programs, and also to ensure that the work of developing and managing these programs does not fall on faculty or department chairs. Continued examination is needed to determine whether and to what degree the schools (i.e., deans' offices) could absorb this work, and what resources would be needed to do so effectively.

With increasingly tight budgets, a full-fledged school structure for part-time programs and continuing education at Fairfield requires top-heavy staff and considerable operational resources. At the same time, some of the other schools are understaffed relative to their share of the overall academic program at Fairfield University and/or relative to their potential for growth or new revenue generation. Finally, the current University College structure often works against the kind of integration called for in the University Strategic Plan.

The Question of Academic Oversight

Currently, University College for-credit and degree-granting programs that utilize faculty, courses, and curricula in the College and the Dolan School of Business are not administered by CAS or DSB. Neither the faculty in these schools nor the Undergraduate Curriculum Committee (UCC) has provided recent or regular review of academic policies and programs in UC.

The proposed reorganization of all University College operations could, at some point, lead to CAS and DSB taking full and direct responsibility for part-time students within their programs, in imitation of SOE, the SON, and GSEAP. That is, SOE, SON, and GSEAP already have part-time students fully integrated into their schools; scheduling of courses, assignment of faculty, and oversight of programs are all supervised/supported by the Deans' offices/staffs and department chairs in these schools to meet the needs of their part-time students and the curriculum committees in those schools have purview over courses and related academic policies for their part-time programs. Serious consideration should be made

as to whether the same oversight structures could work for DSB and CAS, and whether staffing resources in these two units could be augmented to facilitate integration. As well, reorganization planning should consider future (staffing and budgeting) structures for intersession, summer session, and online course offerings.

In the interim, while these complex issues are the subject of due exploration and planning, an Office of Part-Time Programs would provide educational opportunities for adults who seek Fairfield's premier academic offerings on a part-time basis, such as the completion of an undergraduate degree or courses to prepare for a graduate program. This office would manage all for-credit and degree programs for part-time students until such a time that the question of their integration into the CAS and DSB has been addressed. (For example, if the full integration into the schools of all credit bearing part-time and online courses and programs results from changes in current administrative and academic oversight structures, then it will be necessary to provide professional development for department chairs, faculty, and professional staff around the academic backgrounds and needs of non-traditional and part-time student populations. The Deans' offices, the CAE, the Office of Academic Engagement, and the GSEAP, which has considerable expertise, will be important partners in this work.)

Non-Credit, Non-Degree Programming:

Currently, University College consists of both credit (discussed above) and non-credit programming. What is called Lifelong Learning, or non-credit programming for non-degree seeking students, cultural enrichment, periodic alumni academic engagements, and similar programming continues to be an important aspect of Fairfield's mission. However, the administration of such programs can be done with a streamlined staff and without the current administrative structure of a school.

The current non-credit programming in University College is dominated by external agencies that utilize Fairfield University facilities and brand to market and deliver their content. The relationship with the following agencies is strictly financial, albeit mutually beneficial: SHRM, CFP, SIG, Reading Institute, EDTOGO, Kaplan. Additionally, there are some non-credit programs created by Fairfield fulltime and affiliate faculty that are run through University College (e.g., Jazz Camp, Art Lectures, EMT, WIPS, Leadership certificate). The Au Pair and Institute for Retired Professionals (IRP) programs, administered by University College, utilize credit courses offered by University College, the College of Arts and Sciences, and Dolan School of Business to market seats in already running courses to these auditing populations. The Interior Design program is currently running both credit and non-credit options for students. This program will undergo program review in the spring of 2011 and decisions about the future of this program, including where to locate it, will be based on this upcoming review. There are additionally programs offered to the Institute of Retired Professionals, including a summer institute and monthly seminars.

With disaggregation of part-time for-credit and degree programs from non-credit continuing education programs, a Center for Continuing Studies could function as a point of contact between external populations/program agents and the schools/academic departments for the development of opportunities for course taking, auditing, collaborative program development, and other enrichment engagements with the University. This center would have an entrepreneurial mission designed to develop programming (loosely defined) for the community (also loosely defined) based on principles consistent with Fairfield's

mission and functioning under a clear revenue sharing model through which collaborative programming would be developed and implemented with stakeholders across the campus. The director should have demonstrated ability to assess and respond to the needs of diverse populations and potential partners including corporate and small business, state and local government, non-profit, community based, religious, and educational organizations. This director would work through the deans' offices of each of the schools (perhaps each school would designate an appropriate point of contact) related to any programs that would use the school's faculty or courses. Such a center could provide more structure to the current practice where faculty are as free-agents and programs are developed with no concerted curricular planning, decision-making, or revenue sharing at the department or school level. Moving forward, non-credit and non-degree programs should be built around sound business plans that reflect strategic priorities and provide incentives for success and clear benefits to the University. Such a structure with this mission would continue even if part-time students and programs are fully integrated into the schools.

The Future of the CUC

If UC ceases to exist in its current form, there will be no need for a Handbook Committee on University College. However, lifelong learning, part-time students, and other related issues continue to require some relationship to faculty/shared governance. The CUC could be reconstituted with a new name and charge based on the recommendations of the current CUC members and the Academic Council (through 2/3 vote of the General Faculty).

POSSIBLE TIMELINE:

- 2010-11:** University College operates with an Acting-Dean and with staff maintaining current positions and duties. All students served and supported from Dolan House. Motions related to the future of UC (and the CUC) begin to move through committees.
- 2011-12:** Assuming all relevant bodies vote to close the school and restructure it as a Center for Continuing Studies and an Office for Part-time Programs, and all administrators sign off on those recommendations, and the State of Connecticut is appropriately notified and provides all necessary approvals, the final school closure should be reflected in the Journal of Record, all references to the school should be deleted from University communications vehicles (e.g., marketing materials, web pages, catalogues, etc.), and all school governance documents should be revised accordingly and if/as necessary. Timing of this change would determine the pace of the following:
- University College begins transition to the new structure, with all current UC students following current/old rules and programs. Matriculated students may continue to move toward completion of UC degrees or may matriculate into other schools' degree programs (as is currently the case); new students are recruited and matriculated into any approved degree programs. UC students should be supported through effective admissions, advising, and degree evaluation services.

Searches should be conducted for a Director of the Center for Continuing Studies and Director for the Office of Part-time Programs, or interim directors could be appointed until such time searches can be authorized and completed. Resources currently supporting UC staff and operating budgets may be reassigned to other academic units as appropriate. Some UC staff positions may be phased out or restructured, depending on assessment of current need. Some new staff positions may be created to meet new demands created by restructuring.

A number of academic policy issues should be referred to the UCC as soon as possible (on which all schools are represented by their deans to facilitate faculty-administration collaboration on the development of recommendations). This includes: formalization of recommendations about provisional admission and matriculation for UC students, waivers and exemptions related to age of prior coursework, the alternative core curriculum for part-time students, rules about between full- and part-time student status, and policies governing online courses (e.g., an online course approval process, the number that full- versus part-time students may take any given semester or count for graduation, etc.). Appropriate “sunsetting” timelines and “grandfathering” procedures should be developed in relation to any proposed changes to protect all current UC students. As well, any new policies should be sensitive to the academic needs of part-time students who may be many years out of formal education, full-time working professionals, etc.

Additionally, and following or in tandem with the emergence of new academic policies, a number of related institutional practices will need to be considered. For example, appropriate offices need to consider admissions and matriculation criteria and procedures, financial models (price per credit, revenue sharing), registration and billing procedures, marketing strategies, etc. The academic administrators should discuss potential alternative procedures and practices with appropriate bodies, such as the CUC, EPC, AC, Admissions & Scholarship Committee (re: part-time student admissions procedures); the Budget Committee (re: pricing and financial modeling); and the Academic Support Committee (re: advising and other students support services).

2012-13: Every effort should be made in the faculty committees to develop and approve new academic policies by May 2012. Then, new procedures arising from those policies should be developed by the various administrative offices for implementation by September 2012. This timing will be contingent upon the progress made on proposals for structural and policy changes during the spring 2011 and the 2011-12 academic year.

Notes Regarding UC Staffing Issues

Much care should be taken to ensure adequate staffing for all current UC students and programs through the sunset and transition period. All current staff should be given as much notice as possible if their current position is being phased out with this transition, and given the opportunity to apply for open/new positions at the University or seek other employment.