

Committee on University College  
Minutes of March 10, 2011

In attendance: Anne Campbell, Gerry Campbell (chair), Acting Dean Robbin Crabtree, Ed Deak, Joe Dennin, Ryan Drake, invited guest Aaron Perkus

Absent: Dee Lippman

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

**Item 1: Review of the minutes from February 10<sup>th</sup>**

Professor Deak moved to approve the minutes from 2/10/2011; seconded by Professor A. Campbell. Vote to approve the minutes was passed unanimously by all in attendance at the time (Acting Dean Crabtree and Prof. Dennin had not yet arrived).

**Item 2: Discussion of the CUC/EPC/ACEC joint meeting of 2/17/11**

Professor G. Campbell distributed copies of notes from the CUC/EPC/ACEC meeting for the committee's perusal and summarized each section of the notes. He noted that he had made changes to the CUC's Motion to Close University College packet in response to a number of suggestions posed during the joint meeting. Specifically, Prof. G. Campbell had changed dates in the packet's timeline of implementation to phases, had moved some of the essential data up front in the revised packet, and had designed a 'better balanced' data table for presentation earlier in the packet, while having pushed the earlier version of the table into the back of the packet.

Professor G. Campbell informed the committee that full minutes of the joint meeting of the CUC/EPC/ACEC meeting would be posted on the Faculty website. He commented that CUC gotten some very helpful suggestions for improving the packet for its forwarding to the UCC and the EPC, the latter of which will be meeting in late April.

Professor Deak asked whether there had been any discussion in the joint meeting about the effect of generating independent entrepreneurial programs within the schools for the sake of both generating and carrying the courses that are there. Professor Deak raised the issue that while incentivizing schools to generate their own revenue, it might bring them into conflict with the fund-raising activities of the Development Office.

Associate Dean Perkus responded that University College had never had contact in the past with the Development Office, nor were their programs subject to vetting through the Development Office. UC budgets, he stated, were always drawn down. He did suggest that what might be required in this respect would be a revenue-sharing model.

Professor Deak added that making schools aggressively entrepreneurial could be advantageous insofar as it would put the focus on schools to generate revenue outside of the budget process.

Associate Dean Perkus said that if the idea of school entrepreneurship were to be approved, ongoing financial expectations for revenue could put undue pressure on the schools.

Professor G. Campbell clarified that Professor Deak's concerns relate to the Center for Continuing Studies.

Professor A. Campbell stated that there was in fact a need for differing categories of entrepreneurship, in that different schools will be subject to different limitations for fundraising.

Professor Deak pointed out that the Center for Continuing Studies might have particular opportunities for fundraising that other schools do not presently have.

Professor G. Campbell stated that the CCS won't preclude schools from generating their own revenue. The Business School, he gave as an example, in the past provided training for UBS Investment Bank.

Professor Dennin said that the CCS could be seen as a place to centralize such forms of training and education and to make use of contacts that certain faculty may have and to build on them. The CCS could potentially have a kind of revenue sharing, though he was unsure how they would do it.

Professor G. Campbell suggested that this issue could be a possible topic for the next meeting's agenda.

### **Item 3: Motion to Close University College**

Professor G. Campbell stated that the present packet (attached) reflects the suggestions from the CUC/EPC/ACEC joint meeting of 2/17/11, and that the background material therein can be helpful to provide context. He asked if there were any questions on the packet.

Professor Dennin asked whether the motion is to be taken as one whole or whether it is broken into six parts.

Professor G. Campbell responded that he believes that all of the steps go together.

Professor Dennin expressed that there could be a danger in presenting the motion this way, as someone will likely move to break it up into different motions.

Acting Dean Crabtree asserted that this could potentially happen at the AC meeting, depending on how they wanted to look at the overall set of issues.

Professor Dennin suggested that the motion *not* be broken up into six different parts.

Associate Dean Perkus stated that #4 in the motion is perhaps the least developed part of it, and that it might be more beneficial to separate it from the other five parts. In that case, if all other parts of the motion were to be passed, little would be lost.

Professor Dennin asked whether the programs mentioned in #4 were still ongoing.

Associate Dean Perkus said yes, but they are making very little money.

Professor Dennin asked whether, regardless of money, the programs were involved in significant activities.

Acting Dean Crabtree noted that #4 is a recommendation that would proceed ultimately as an administrative decision. She said she thought that there remains a belief among the CUC that there should or could be possibilities for incentivizing these programs. Judy Dobai, she said, found that there is a shrinking market for these programs in the region, although the SVPAA believes in this work and he is in favor of having these kinds of programs. She also noted that, as this motion moves forward, there could be a series of instructions at each step (e.g., to UCC or others), along with the delegation of particular tasks to appropriate faculty bodies and/or staff.

Professor Dennin suggested that the committee might propose that the Center for Continuing Studies mentioned in #4 be “investigated” rather than “developed.”

Associate Dean Perkus responded that, if pressed to show data justifying why we should form the unit mentioned in #4, we would have a very weak case to make about profitability. This is not to say, however, that over time and with proper development, that it couldn't thrive; it's just presently somewhat out of step with the other five parts of the motion.

Professor G. Campbell noted that given the resources the University has and where it is located, it is not a stretch to think that the programs in #4 would thrive. If we look for them, they're going to be there. We should be looking for them.

Acting Dean Crabtree voiced her agreement with Professor G. Campbell. Faculty really want there to be support for developing some central point with reference to spearheading non-credit programs that can exploit opportunities in the surrounding community. This hasn't ever been resourced properly in terms of focus, mission, and skill sets. It is still an empirical question, and we should be doing better in this respect than we have been doing. She proposed that the CUC keep #4 in the packet, but rephrase thus: “The CUC recommends that the administration work to develop Continuing Studies as a distinct administrative unit ...”

Prof. Dennin proposed to rephrase: “administration and faculty work to develop Continuing Studies as a distinct administrative unit ...”

Acting Dean Crabtree added that such development should indeed be administratively led, rather than simply led by faculty.

Dean Crabtree distributed an overview statement by Julie Dolan addressing the financial picture in University College. The information was not as clear as it could be, but it was an attempt to get a true picture of net revenue from UC programs. Dean Crabtree said this was never required by UC in the past. Because there was not true cost accounting, the revenue formerly reported by UC was actually much larger than it really was; that is, it only reported tuition minus instructional costs, no other costs were accounted for fully. Staff salaries were not charged against revenues, no cost for registration, billing, advising, and other services were accounted for. Dean Crabtree asked what the role of this language might be regarding the packet and where it might appear.

Professor G. Campbell suggested that the committee take that up after the motion.

Professor Dennin moved to introduce the motion, seconded by Professor A. Campbell.

Professor G. Campbell spoke in favor of the motion, saying that it provides a framework for the big picture so that everyone has an idea of what will be happening with the programs currently contained in UC. The Center for Continuing Studies offers the possibility for growth and builds on strengths of the University. Moving part-time degree programs to the schools limits redundancies, promotes efficiency and will improve quality.

Professor Dennin spoke in favor of the motion, but did note that there was an issue of students transferring to part-time during their senior year. He said he has no problem with them doing so, though the language on this particular issue has nothing to do with administrative structure. Whatever the structure turns out to be, the same question remains about part-time seniors. This is separate from structural issues. How would this get handled? Professor Dennin strongly believed, he said, that students should be allowed to do this, since it could have a positive impact on the students' family budget. While it is not crucial to the motion, it nonetheless keeps coming up in the argument.

Acting Dean Crabtree responded that it is a structural issue because UC is a separate school and some of its programs are available to other Fairfield students, which makes it a structural issue. On the one hand, she said, it is also an Admissions question. What are the expectations we communicate to all of our full-time admitted students about living & learning, about engagement for four years, etc.? The UCC should weigh in on this: whether there are recommendations on students moving between part- and full-time status. That will come in due time, when UCC receives this motion, and again after it passes through all the committees.

Professor Dennin noted that the issue has been in the air in these discussions, including in those of the Budget Committee.

Associate Dean Perkus explained his proposed argument for the closure of UC. Speaking in favor of the motion, he provided the following in support of moving parts of UC to other schools to further integration within the University:

#### Argument for Closure of University College:

1. Be it resolved that University College be closed (claim of policy)
  - 1.1. University College is not fulfilling its mission
    - 1.1.1. The students enrolling in University College are younger than the “adult” students envisioned in the college’s charge (Appendix D.6)
    - 1.1.2. The typical UC student is taking a combination of day, evening and online courses—not a clearly segregated population (Appendix D.6)
    - 1.1.3. The students are often internal students who have migrated to UC:
      - 1.1.3.1. To save money
      - 1.1.3.2. To complete a weaker core
      - 1.1.3.3. To salvage “old” educational credits
    - 1.1.4. There has been a sharp decrease in the number of “casual course taking” students (Appendix D.7)
    - 1.1.5. There has been little to no growth in the non-credit programming (Appendix D.1)
  - 1.2. University College is inefficient
    - 1.2.1. The administrative costs are disproportionate to the revenue generated (Appendix D1)
    - 1.2.2. The parallel scheduling in fall and spring semesters generates too many under-enrolled sections and uses faculty resources inefficiently
    - 1.2.3. Revenues generated are not shared with other schools or departments although their faculty and oversight are utilized
  - 1.3. University College is out of sync with the strategic direction of Fairfield University
    - 1.3.1. Academic oversight had not be consistent with program or faculty review in the other schools
    - 1.3.2. Different admissions criteria sometimes causes un(der)-prepared students to bring down the level of academic rigor in a class
    - 1.3.3. Different Core requirements poses concerns for degree integrity (Appendix C)
2. Part-Time students and degree-programs be moved to CAS and DSB
  - 2.1. Integration of students and programs within the degree-granting areas consistent with strategic direction
  - 2.2. Scheduling and advising efficiencies and competencies will decrease waste and raise level of integration and engagement
  - 2.3. Revenue returned to schools as the number of majors will increase proportionally
  - 2.4. Resources realigned to Deans’ Offices
  - 2.5. School and university curriculum committees will work to align admissions and academic policies and practices to those of the host school
  - 2.6. All online courses will be directly reviewed by UCC
  - 2.7. BPS program will be reviewed by the school curriculum committees with recommendations for either discontinuation, modification, or continuation
3. Non-Credit, non-degree programs would be moved to a newly-established Center for Continuing Studies
  - 3.1. Collaboration and revenue sharing models would be developed

- 3.2. All non-credit initiatives would be developed and supported based on clear mission guidelines and revenue expectations
- 3.3. Staffing would be based on a competency model with contractual review based on concrete performance indicators.

Acting Dean Crabtree spoke in favor of the motion, beginning by thanking the committee for being so deeply engaged with these issues during a time of crisis; it has been collegial, frank, data-driven, and open. The present motion reflects the quality and integrity of that work. She also spoke to affirm what has been said: much of this proposed integration has already been taking place over the past few years. The University should see this through in a concerted way, and it could increase the quality of programs for part-time and continuing students. Even if BPS goes forward in CAS or DSB, a sense of University ownership will be enhanced by this integration. She commended the committee for the hard work to get to this point.

Professor G. Campbell called the question. The motion was unanimously approved by the committee.

Professor Dennin asked whether the concept of a modified core was a new concept.

Acting Dean Crabtree responded that it was not; it has been going on in different programs (e.g., for engineering students, for nursing students, etc.)

Professor G. Campbell stated that he will send copies of the revised packet to UCC, AC, Professor Rick DeWitt, and Professor Irene Mulvey. He asked whether we should include the language from Ms. Julie Dolan introduced by Acting Dean Crabtree as an appendix. She said that since it wasn't clear, she would ask the Finance VP to provide something for EPC, since resource issues are primary within their charge.

Professor G. Campbell noted that further revisions might result from the process.

Professor Dennin asked whether the committee would be presenting the packet to the AC this year.

Acting Dean Crabtree said that CUC might be on the agenda in the final spring meeting, but she was unsure. It was also unclear whether the motion would come to a vote at that time, given other AC business.

Professor Dennin asked if we had any sense of whether the UCC is for or against the motion.

Acting Dean Crabtree said that she had been keeping UCC abreast of the transformation at each stage and that they are anticipating a series of proposals and issues that they can take up and work with next year.

#### **Item 4: Agenda for the next meeting**

Professor Deak stated that he wasn't sure whether the committee should take up the issue he'd raised about entrepreneurship.

Acting Dean Crabtree said that next year the CUC should meet with other faculty committees on this issue – the Advancement Committee, EPC, Admissions and Scholarships, and so on.

Professor G. Campbell said that the next meeting of the CUC would be on April 7<sup>th</sup>.

Acting Dean Crabtree asked whether we should schedule a late April or May meeting.

Professor Dennin stated that it might be too early to decide whether to schedule such a meeting at this time.

Acting Dean Crabtree proposed the idea of brainstorming a future conceptualization of CUC if UCC approves the motion.

Professor G. Campbell agreed that we should. He stated that the agenda for the next meeting would be:

1. Outline next year's work
2. Brainstorm future conceptualizations of the CUC
3. Consider whether to petition AC to get the motion on the May agenda
4. Decide whether to have a late April or May meeting.

Acting Dean Crabtree said that she was comfortable with the AC simply discusses the motion without voting on it at the end of the spring, but that she hopes they would vote on it by early fall; in any event, the General Faculty would not see this motion until the fall semester.

Professor G. Campbell proposed sending the motion to Professor Solomon as well.

Acting Dean Crabtree confirmed that she would send the motion to Professor Solomon as well as to Judy Dobai.

Professor Dennin said that Professor Solomon should be made aware of the motion, but that it does not require his approval. Acting Dean Crabtree reminded the CUC that Dean Solomon was a member of the administrative task that looked at UC issues during the summer of 2010, and that she has tried to keep him, as well as Ms. Dobai and the Sr. VPAA, posted throughout the process.

Professor G. Campbell thanked the committee for their hard work this year.

Professor Dennin moved to adjourn the meeting. Professor A. Campbell seconded.

The meeting was adjourned at 10:55, March 10<sup>th</sup>.

Respectfully submitted:  
Ryan Drake

**Motion to Close University College  
from the Committee on University College (CUC)**

**March 10, 2011**

**ABSTRACT**

This packet contains a six-part motion reflecting a recommendation from the CUC to close University College and relocate its programs as follows:

- Part-time degree programs would be moved to the schools (CAS & DSB), after thorough consideration by school curriculum committees, UCC and other relevant parties.
- Non-credit, non-degree programs would be moved to a newly-established Center for Continuing Studies, which would be a distinct administrative unit.

After introductory material on University College and events leading to the motion, the motion itself is presented, first in a summary form that includes an outline of implementation phases, then in a full version that includes detailed implementation recommendations.

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## **Background on University College**

### **What is University College?**

University College is an academic community of Fairfield University designed to provide opportunities for lifetime learning to adults with diverse educational needs. Its commitment is to a curriculum that enhances personal growth and career development, and to a schedule which allows adults with job and civic responsibilities to pursue higher education part-time. (JofR Appendix 13)

### **History of Continuing Studies at Fairfield University**

- 1972 Center for Lifetime Learning offered its first courses
- 1975 Connecticut Center for Continuing Education became part of the University
- 1979 School of Continuing Education was established
- 1982 Graduate School of Education and Allied Professions merged with School of Continuing Education to form School of Graduate and Continuing Education
- 1987 The School of Graduate and Continuing Studies was separated into two schools: The School of Continuing Education and the Graduate School of Education and Allied Professions
- 2002 School of Continuing Education renamed University College  
(NEASC Report 2007, vii)

### **What does University College include? (see Appendix B)**

University College is an open and rolling admissions portal for both credit and non-credit courses and programs, including any of the baccalaureate programs, at Fairfield University. There are no admissions criteria other than evidence of a completed high school degree (or equivalent). Credit students come to take courses for personal enrichment, to fulfill prerequisites, or to matriculate into degree programs. Once a student has completed 12 credits over two semesters, s/he is eligible to apply for full matriculation into any major at Fairfield. That is, after successful completing of 12 credits, a student can either do a “change of school” into Arts and Sciences or Dolan School of Business and pursue fulltime study (with the regular core requirements and under policies for all regular full-time students) or stay within University College (either fulltime or part-time) and complete any of the degrees in the two previously mentioned colleges with a modified core (Appendix C), reduced tuition schedule, and a combination of day, evening and online courses.

The only degree that University College grants is the Bachelors of Professional Studies (BA/BS). This degree uses a modified core and distributive major (combining several academic areas) concluding with a capstone experience (GS 399). There are a few distinct features to this degree that make it appealing to students. Outside of the major, credits earned (both internal and transfer) may be over 10 years old. A wider range of transfer credits is considered than for transfer into either DSB or CAS. Up to 75 credits can be transferred for outside institutions (compared to 60 for CAS or DSB transfer students). Students have the option of CLEP or credit by portfolio examination. As well, the degree can be earned entirely online. On average, roughly 10 students graduate in this program every year. Typically, over 50% of all degree-seeking University College students take at least one daytime course each semester, and over 30% take two or more daytime classes each semester.

### **What has been working well within University College?**

University College plays a vital role for a certain population of students who would otherwise be unable to earn a degree at Fairfield. The flexible admissions policies and short semester terms allow students to work towards their degree while maintaining employment, family responsibilities, or other commitments to their time. Typically, degree-seeking UC students enroll in two to three classes per semester on a year-round basis (often taking nine classes or more in a year. For example: 3 fall, 1 winter, 3 spring, 2 summer) (see Appendix D.7).



This allows them to make steady progress while maintaining a manageable balance in their lives. If students have the flexibility to take courses in the day, evening or online, they are able to put together curriculum maps in a DSB or CAS major or fulfill the requirements for the Bachelors of Professional Studies program.

### **What's has not been working well within University College?**

Looking only at the fall and spring semesters for the past five years (since summer and winter UC classes are open to all students), there has been a 31% decrease in total credits enrolled and a 50% decrease in the number of credits enrolled by Non-Degree Seeking students. (See Appendix D.7) Much of the growth in University College's revenues can be attributed to the online courses, particularly in the summer and winter sessions. However, after peaking in summer 2008, overall enrollment in online courses has fallen about 30% (see Appendix D.8).

In analyzing the data from the past five years, it has become apparent that while the initial charge for University College (to provide opportunities for life-time learning to adults with diverse educational needs) remains in place, the recent trend in both student enrollment and institution-wide integration raises an important question as to whether the initial University College structure remains viable. The fall 2009 census report on University College enrollment reveals a bimodal population. Of all the registered UC credit-students, 31% are under 23 years old, and 47.6% are under 28 years old. Over 38% are taking at least one daytime course (see Appendix D.6).

If we look at the degree-seeking students from this census file (40% of the entire UC credit population), the number jumps to 41% under 23 years old and 69.2% under 28 years old. Of this group, 70.5% are taking two or more day classes. Thus, the demographics of the UC student population for degree-seeking students have shifted towards that of those typically served in the fulltime residential programs in DSB and CAS (see Appendix D.6).

At the same time, we find that departments (in collaboration with the deans' offices) in the College of Arts and Sciences and Dolan School of Business are doing more and more of the scheduling and are increasingly providing much of the advising for these University College students. The four largest majors (English, Communication, Marketing, Accounting) directly schedule evening and cross-listed courses and provide primary advising to the degree-seeking students. Neither CAS nor DSB, nor their academic departments, receive credit for generating part-time student revenues nor a share of them for program enhancement and other strategic goals (see Appendix D.2 & D.4).

Based on an inventory of this past academic year, 48% of all University College courses are taught by fulltime faculty as overload (see Appendix D.5). These courses are often offered either in an identical format to what they are already offering in the day program (thus potentially cross-listed) or in a special format (one-week / online winter or summer) which is primarily populated by current fulltime CAS and DSB students.

### **Bachelor of Professional Studies in Particular**

Over the past five years there have been 128 unique students who have matriculated into the BPS program, and 61 of these have graduated. Of the 128 students who have matriculated into the BPS, almost half (61) are exclusively Fairfield University students who have never taken courses elsewhere (see Appendix D.6).

Typically, students who move internally do so for one of three reasons:

1. They are returning to Fairfield after a long absence (or dismissal) and wish to complete their degree at Fairfield University;

2. They are not able to meet the GPA requirements in their major, so they are transferring to the BPS in order to salvage their academic credits and proceed toward graduation with a degree;
3. They need to drop down to part-time status (perhaps due to medical issues, scheduling conflicts, financial concerns, etc.) and thus are not able to complete regular degree requirements.

### **Overall Assessment/Reflection regarding the Present State of University College:**

The way it is currently configured, University College presents a liability for the University. As a stand-alone college, it has a dean, an associate dean, a director of distance education and new program development, a full-time academic advisor, a full-time program development specialist for non-credit and special programs, and two fulltime administrative staff members. There has been no growth in the non-credit areas for several years (and the current programs have cleared little profit), and much of the enrollment in the credit area is either generated from “special” semesters (summer, winter, March intersession) or from serving populations already being served by academic departments (day course takers, students in several majors) (see Appendix D.1). While the online formatting of courses has generated substantial revenue over the past 10 years, there is nothing about that format that necessitates it remain within a University College structure. The UCC will be looking into online courses beginning spring 2011, and substantial changes in federal regulation for online programs are emerging. In addition, the separate admissions standards, core requirements and tuition schedule allows UC students to achieve the same degree (say a BA in history) while entering with a very different level of preparation, paying a different tuition and completing a different core (all the major program requirements, however, are identical).

It remains to be settled what the future offerings for “adults with diverse educational needs” ought to be at Fairfield University. Questions regarding admission, tuition, curricular oversight, advising and degree-programs specially designed for this population are all issues that need to be addressed. However, it is clear from the data that there is insufficient market demand to continue to support a school structure in this area.

At the same time, there is evidence that there is ongoing market potential for programming to serve populations seeking enrichment, non-degree career development, post-baccalaureate certificates of academic specialization, and other continuing studies engagements. Such market development requires more emphasis and different staff expertise than is currently provided. Again, such market development and programming would not require an administratively complex structure, but rather a small, nimble, incentive-based one that coordinates closely with enrollment management and marketing, and collaborates with the academic schools.

## Summary of Recent Events Related to the Recommendation to Close University College

### May 2010

- Dean Edna Wilson is laid off; the administration signals a desire to close University College.
- Academic Council forms a Subcommittee to investigate the situation re University College.

### June 2010

- The AC Subcommittee produces a report highlighting important issues and governance matters. A key point is that the administration cannot unilaterally close University College.

### Summer 2010

- Robbin Crabtree appointed Acting Dean of University College.
- Two task forces composed of University administrators explore financial, structural, and enrollment issues in UC. Several academic policy and program issues are identified for CUC consideration.

### September 2010

- The CUC convenes, and the SVPAA addresses the committee, expressing concerns related to quality and efficiency in the delivery of UC programs.
- Acting Dean Crabtree presents an outline of issues produced by the summer administrative task forces and proposes a process designed to lead to the closing of University College and the integration of its programs into the schools (CAS & DSB).

### October – December 2010

- After moving to close the Associate of Arts degree program in UC, the CUC departs from the steps outlined by the administrative task forces to look at the “big picture” regarding the future of UC.
- Alternative organizational structures are considered based on a review of those seen at other Jesuit universities (see Appendix E). The alternative structures are as follows:

	<b>Model A</b> Separate School (e.g. Fairfield)	<b>Model B</b> Distinctive Centers (e.g. Xavier)	<b>Model C</b> Distributed Model (e.g. Seattle)
Part-time degree programs	in University College	Center for Part-time Studies	integrated in schools (e.g., CAS, DSB)
Non-credit, non-degree programs	in University College	Center for Continuing Studies	integrated in schools (e.g., CAS, DSB)
Administrators	Dean, Associate Dean	Director for each center	Responsibilities handled by school administrators

- A joint meeting is held between the CUC, the EPC and the Academic Council Executive Committee to obtain inputs on the types of information that the CUC should include with any proposal it might produce.

## January – February 2011

- The CUC discusses alternative structures, and eventually a consensus emerges for a structure that falls between models B and C, as follows:

	<b>Recommended Structure</b>
Part-time degree programs	integrated in schools (e.g., CAS, DSB)
Non-credit, non-degree programs	Center for Continuing Studies
Administrators	Part-time programs integrated with school administration; Director for Center

- Potential models for the Center for Continuing Studies are identified (see Appendix F). The entrepreneurial nature of the Center is discussed, and the need to clarify relationships to schools, departments and faculty is highlighted.
- The CUC drafts a proposal for the recommended structure, including background information, a six-part motion, and data on University College.
- A second joint meeting is held between the CUC, the EPC and the Academic Council Executive Committee on Feb. 17, 2011 to review the draft proposal. Feedback is received by the CUC, and suggestions from that joint meeting have been incorporated in this packet.

**University College Restructuring Motion  
from the Committee on University College (CUC)**

**SUMMARY DOCUMENT -**

(An elaborated version of the motion with rationale for each part follows this summary document)

**Motion:**

- I. The CUC recommends that University College (UC) be closed officially, with plans for degree completion or transition for all current UC students.
- II. The CUC recommends that each degree-granting program currently housed in UC be transferred to the academic school where its curriculum and faculty reside. The Bachelor of Professional Studies (BPS) should be considered by both CAS and DSB, and these schools should make recommendations concerning the continuation or closure of the BPS degree program.
- III. The CUC recommends that CAS and DSB begin consideration of the best school-based administrative and support structures for part-time for-credit and degree-granting programs and students.
- IV. The CUC recommends that the administration and faculty work to develop Continuing Studies as a distinct administrative unit (i.e., a “Center for Continuing Studies”) for non-credit and enrichment programs only. This unit should be focused on entrepreneurial program development, marketing, and delivery in collaboration with the academic schools.
- V. The CUC recommends that the Undergraduate Curriculum Committee (UCC) begin reviewing all academic policies related to part-time students and their degree programs.
- VI. The CUC recommends that, at the time University College is closed officially and after all related restructuring is completed, the CUC be reconfigured as appropriate and recommended by the Academic Council.

**IMPLEMENTATION PHASES (POSSIBLE TIMELINE):**

**Phase 0:** 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.  
**(2010-11)**

**Phase 1:** All relevant bodies vote to close the school and reassign its functions to other units. All committees and administrators collaborate on motions and recommendations to guide the transition, and the State of Connecticut offers final approval. Timing of this process would determine the pace of the following, which might be:  
**(2011-12)**

**Phase 1A:** UCC begins consideration of academic policy issues. School curriculum committees begin consideration of BPS, BA, and BS programs. 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.  
**(Fall 2011)**

University College begins transition including planning for reassignment of staff, duties, plans for space, and updated webpage and marketing materials (if and as necessary), etc. A Center for Continuing Studies is envisioned, a job description is developed for its director, and a search is authorized (interim director is appointed until authorized and completed). An Acting-Dean of University College oversees remainder of transition.

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.

**Phase 1B:**

**(Spring 2012)** Based on policy changes, DSB and CAS deans and faculties (the school planning committees, curriculum committees, etc.) develop protocols related to absorbing part-time program administration. This semester/phase would be the last opportunity for students to matriculate in programs as they are currently configured.

**Phase 2:**

**(2012-13)** New policies and procedures are in place. The DSB and CAS are staffed and prepared to administrate part-time programs. New part-time students begin admission and matriculation into newly configured programs.

**Phase 3:**

**(2013-14)** All “Grandfathered” students complete UC programs as they are currently configured. Current programs are formally “sunsetting” once all eligible students have completed (or transferred into new programs).

**University College Restructuring Motion  
from the Committee on University College (CUC)**

The following six-part motion proposes what the Committee on University College recommends are the best administrative structures for part-time for-credit and degree-granting programs and continuing studies at Fairfield University. These recommendations arose from sustained and thorough discussion on the CUC along with regular consultation with EPC, AC EC, UCC, and appropriate administrators. These recommendations incorporate a plan for thorough consideration of remaining issues through collaboration among Faculty Handbook Committees, central administrative offices, and the faculties and deans of the schools.

**Motion:**

- I. The CUC recommends that University College (UC) be closed officially, with plans for degree completion or transition for all current UC students.**

**Rationale:**

Context: The Study Abroad Program has been reconfigured as International Programs and disaggregated from University College. 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. The IP unit now reports directly to the SVPAA. At the same time, the SVPAA sought to restructure University College, laid off the Dean, and made a request to the Academic Council that UC be closed in order to move toward more efficient operations for part-time and non-credit programs. This series of events and actions precipitated a wholesale review of the issues, structures, and programs remaining in University College.

Reasons:

1. Over time, University College's population has drifted to include more and more former full-time residential undergraduates looking to take advantage of the discounted tuition rate or easier graduation requirements. 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 ways that no longer require part-time students to have separate services and management.
2. 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.
3. 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, while 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. With realignment of current UC staff and operational resources, the schools (i.e., deans' offices) could absorb this work and do so effectively with increased efficiency.

**II. The CUC recommends that each degree-granting program currently housed in UC be transferred to the academic school where its curriculum and faculty reside. The Bachelor of Professional Studies (BPS) should be considered by both CAS and DSB, and these schools should make recommendations concerning the continuation or closure of the BPS degree program.**

**Rationale:**

There is some continued market demand for BA and BS 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 needs to be reviewed.

The growing number and importance of Fairfield University graduate programs reflects additional changes in the market. 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 mission and Strategic Plan, along with the current student quality and diversity, and the University's stature and trajectory as a whole.

**III. The CUC recommends that CAS and DSB begin consideration of the best school-based administrative and support structures for part-time for-credit and degree-granting programs and students.**

**Rationale:**

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 fully by CAS or DSB; neither school gets credit for generating enrollments or revenues from these programs, and neither school is incentivized to do so. 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, though UC students have the same *major* requirements as other CAS and DSB students. Currently, part-time degree-seeking students are not integrated as members of their academic programs in all routine procedures; 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.

The proposed reorganization of all University College operations would 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 with scheduling of courses, assignment of faculty, and oversight of programs all supervised/supported by the Deans' offices/staffs and department chairs/program directors in these



schools to meet the needs of their part-time students. The same oversight structures would work for DSB and CAS, and staffing resources in these two units should be augmented to facilitate integration.

Several suggestions for issues that CAS and DSB faculty and Deans should consider regarding this transition are included in Appendix A: “Overview of Issues Related to the Transition to Closing University College,” though this list is likely not exhaustive. While UC currently provides centralized administrative support for course scheduling for evening, ASAP I & II, winter interim, spring intensive, online\*, and summer courses, if these activities are to be integrated with the schools, the two schools will need to provide this administrative oversight and managerial support. Staffing resources should be realigned to ensure the schools can manage this work, which is already unfolding with great collaboration (and some administrative redundancy). Support and incentives for departments who provide “extra” revenue-generating courses and programs should be put into place.

(\*Note on Online Courses and Programs: Due to new/emergent Federal Regulations, a wholesale review of Fairfield University’s practices is unfolding. The CUC recommends that, once the implication of these regulations is fully understood, a task force (including significant involvement from UCC) be developed to create a long-term strategic vision for online and distance education at Fairfield, along with a concrete plan and timeline for implementation. Arising from a concurrent set of conversations unrelated to the reconfiguration of University College, the UCC has put online course issues on its agenda for future business.)

**IV. The CUC recommends that the administration and faculty work to develop Continuing Studies as a distinct administrative unit (i.e., a “Center for Continuing Studies”) for non-credit and enrichment programs only. This unit should be focused on entrepreneurial program development, marketing, and delivery in collaboration with the academic schools.**

**Rationale:**

Currently, University College consists of both credit (discussed above) and non-credit programming. Non-credit courses and other 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 is undergoing review in the spring of 2011 and decisions about its future, including where to locate it, will be based on the self-study and external review). There are additional 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 or Office 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, and 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 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. The new structures outlined in this set of proposals arise from an exploration of issues as described throughout these documents related to markets, enrollments, budgets, and administrative redundancies, along with a comparative analysis of administrative structures for part-time and continuing studies at AJCU and other similar and competitor institutions. Ostensibly, the structures proposed here would mostly utilize resources realigned from the current UC personnel and operating budgets and are designed to be as budget neutral as possible. 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 developed collaboratively with the schools. When defining the Director position, former Fairfield UC personnel (e.g., Art McAdams) and those at other institutions could be contacted to identify what works and perceived best practices.

**V. The CUC recommends that the Undergraduate Curriculum Committee (UCC) begin reviewing all academic policies related to part-time students and their degree programs.**

**Rationale:**

The attached Appendix A: "Overview of Issues Related to the Transition to Closing University College," contains a series of academic policy issues and administrative protocols and practices that require review. This will be important regardless of the future of University College or which structures develop for part-time programs. The recommendations in this proposal include a timeline for consideration of these and related issues, such as whether part-time degree-granting programs should have distinctive admissions and graduation requirements, whether one clear set of rules should be developed governing movement of students between part-time and full-time programs, and whether/how evening, ASAP, summer, interim, and online courses should relate to full-time residential undergraduate students' schedules/requirements and full-time faculty teaching loads. These issues should be resolved by UCC and other bodies, and in full coordination with appropriate administrative offices, within the context of a clear roadmap regarding the future of University College and the academic programs currently housed within it.

**VI. The CUC recommends that, at the time University College is closed officially and after all related restructuring is completed, the CUC be reconfigured as appropriate and recommended by the Academic Council.**

**Rationale:** 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 will 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 CUC and the Academic Council (and then through 2/3 vote of the General Faculty). If a distinctive charge cannot be identified, the CUC should be removed from the list of Handbook Committees.

**IMPLEMENTATION PHASES (tentative suggested timeline in parentheses):**

**Phase 0:**

**(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. Academic policy issues are referred to the Undergraduate Curriculum Committee.

**Phase 1:**

**(2011-12)** Assuming all relevant bodies vote to close the school, to integrate part-time BA and BS programs into CAS and DSB, and restructure non-credit programs in relation to a Center for Continuing Studies, all administrators sign off on those recommendations, and the State of Connecticut is appropriately notified and provides all necessary approvals, the process would unfold, more or less, as follows:

University College programs continue to provide educational opportunities for adults who seek Fairfield's academic offerings on a part-time basis, such as the completion of an undergraduate degree or courses to prepare for a graduate program. An Acting Dean would continue to manage all for-credit and degree programs for part-time students until their integration into the CAS and DSB has been completed. UC 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.

A Center for Continuing Studies is established with plans for staffing and marketing/re-branding. A job description should be developed and a search should be conducted for a Director of the Center for Continuing Studies (and an interim director could be appointed until such time a search can be authorized and completed). Resources currently supporting UC staff and operating budgets may be reassigned to other academic units as appropriate throughout the transition. 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. Budget neutral solutions should be utilized as much as possible. 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 and/or adequate time to seek other employment.

A number of academic policy issues should be considered by the UCC (on which all schools are represented by their deans to facilitate optimal faculty-administration collaboration on the development of recommendations) and then routed through other committees as appropriate. 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 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).

Concurrently, 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. In fact, this work had already begun prior to any of the events or actions that precipitated the reorganization of University College.

Every effort should be made in the faculty committees and schools 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.

**Phase 2:  
(2012-13)**

New policies, procedures, and program configurations are in place for new part-time students while current/continuing part-time students move through their programs with current requirements/policies.

The closure of UC 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.

**Phase 3:  
(2013-14)**

Based on careful advising of current UC students throughout the transition, all “Grandfathered” students should be completing UC programs as currently configured. Current programs are formally “sunsetting” once all eligible students have completed or transferred into other programs if they desire.

## APPENDIX A:

### Overview of Issues Related to the Transition to Closing University College

Once the direction is in place for the transition to closing University College, the Committee on University College (CUC) will set in motion consideration of all related issues. The issues listed below, and any other emergent or related issues as raised by faculty committees, other bodies, or administrators can be folded into the discussion any time.

Possible routing procedures appear in bold italics in each area below, though all administrative consultations have not been listed. It is assumed that there will be need for significant input (and/or decisions) from Finance; Undergraduate Admissions and Enrollment Management, Registrar, and other offices in the Academic Division; Marketing & Communications; and, to a lesser extent, Student Affairs and Facilities Management.

Current policies and practices would be in place until new ones are developed through faculty committee review, administrative review, or a combination of the two, as appropriate.

#### **I. Motion related to closure of University College and related recommendations about appropriate homes for part-time undergraduate for-credit and degree-granting programs, as well as non-credit non-degree programs:**

1. See motion, background, rationale, and proposed timeline in UC Restructuring Proposal.
2. Timeline includes “Sunsetting” and “grandfathering” procedures for policies governing current part-time students along with a transition plan that is sensitive to their needs
3. Referral of academic policy issues (as outlined below) to UCC and AC as appropriate
4. Other recommendations for transition period

***CUC → Acting UC Dean → Sr. VPAA and School Deans → UCC → EPC → AC → General Faculty → State***

#### **II. Integration of part-time programs and students into CAS and DSB, and policies/practices related to ongoing administration of these programs, e.g.:**

1. Requirements for part-time students in the schools (admission, matriculation, graduation)
2. Program and department-specific policies, requirements, and guidelines
3. Staffing in College/school offices commensurate with new programs/students
4. Scheduling of courses in evening, interim sessions, and summer
5. Identification and supervision of instructional staff for additional courses in the schools
6. Advising part-time students
7. Integration of part-time with full-time students
8. Rules governing movement between full- and part-time status
9. New part-time program development and oversight

***Various parts of the process could involve all or a subset of the following routing: CUC → Acting UC Dean → School Deans & Sr. VP → school CCs → UCC → EPC → AC → State (if necessary for significant changes to or elimination of any individual programs; outside accrediting agencies might also be involved with certain programs)***

**III. Continuation (and reassignment) or elimination of degree program currently offered in UC:**

1. Bachelor of Professional Studies BA/BS -- ***CUC (and Acting Dean) → School Curriculum Committees → UCC → EPC → AC → State***

**IV. Broader policy issues** (non-exhaustive list, requiring collaboration between faculty committees and various administrative offices):

1. Admissions standards and procedures for part-time students (Rolling? Provisional? Timing of matriculation? Waivers? CLEP, ACE, and portfolios?)
2. Program-specific core requirements versus one University Core Curriculum
3. Policies on exceptions to core requirements (including any exceptions for professional schools or types of students)
4. Registration for part-time students (Same as f/t undergrads or later? Billing or pay upon registration?)
5. Pricing structures for part-time students and financial implications of rules regarding students shifting from full-time to part-time and vice versa; related policies for residency requirements and withdrawal/readmission
6. Formal procedures for post-bac certificate programs (for-credit but non-degree)
7. Revenue sharing and other incentives to departments to serve part-time, returning, and other non-traditional students scheduling needs, e.g.:
  - a. Calculating evening and ASAP courses into faculty loads (University or school-specific rules?)
  - b. Calculating summer and interim sessions in relation to f/t faculty loads (University or school-specific rules?)
8. Policies on online courses: course review procedures, number of online courses p/t versus f/t students may take, faculty development for online teaching, etc. (UCC has this on list of future business)
9. Student services for part-time, evening, and other non-traditional undergrads (dovetails with current efforts related to graduate students and in progress)

***Routing dependent upon the issue. Most of these could be referred to UCC for initial determination in consultation with Academic Council Executive Committee.***

**V. Recommendations on appropriate structures for Continuing Studies** (non-credit, non-degree)

1. Philosophy – entrepreneurial, marketing, revenue-generating
2. Interface with outside vendors, other potential partners, and market populations
3. Collaboration with the schools related to program development, use of schools resources (faculty, curricula), and revenue sharing
4. Interface between facilities and academic units
5. Director qualifications and position description
6. Include input from prior director(s) (e.g., Art McAdams), and contact other institutions (e.g., Xavier) regarding what works and perceived best practices.

***CUC → Acting UC Dean & Sr. VP → (EPC) → other deans and administrators as determined***



**Appendix B: University College Offerings**

	Non-Credit	Credit	
Degree/Certificate	Interior Design Interior Decorating Society for Human Resource Management Certified Financial Planning Continuing Education Units Summer Institute for the Gifted Emergency Medical Technicians Online Computer Certificate Online Leadership Development  (note: other programs have come and gone over the years)	Accelerated Language Program Associates Degree Bachelors Degree <ul style="list-style-type: none"> <li>• Professional Studies                             <ul style="list-style-type: none"> <li>○ Behavioral Science</li> <li>○ Information Technology</li> <li>○ Organizational Leadership</li> <li>○ Liberal Studies</li> <li>○ Professional Communication</li> </ul> </li> <li>• Evening                             <ul style="list-style-type: none"> <li>○ Communication</li> <li>○ Accounting</li> <li>○ Engineering</li> <li>○ Marketing</li> </ul> </li> <li>• Online Professional Studies Degree Completion</li> <li>• Community College Articulations</li> </ul> Certificates <ul style="list-style-type: none"> <li>• Professional Writing</li> <li>• Accounting</li> <li>• Interior Design</li> <li>• Leadership</li> </ul>	Degree/Certificate
Non-Degree	Institute for Retired Professionals Au Pair Jazz Camp Reading Institute EDTOGO Art Lectures Cultural Tours Weekend Immersion Program (language study) Manhattan Art Tours Kaplan  (note: other programs have come and gone over the years)	SELECT Program (recent high school graduates) Visiting Students (Summer) Online Classes Transfer Students Connecticut Works Course takers for enrichment	Non-Degree
	Non-Credit	Credit	

## Appendix C: Core Curriculum

Areas	University College	College of Arts and Sciences
<b>Area I: Mathematics and Natural Sciences</b>	Four courses –at least one math and one science	Two mathematics, one must include come calculus  Two natural science courses
<b>Area II: History, and the Social and Behavioral Sciences</b>	HI 30 plus one 200-level history course.	HI 30 plus one 200-level history course.
	Four courses in at least two of the following disciplines:  AY, EC, PO, PY, SO, CO 100, CO 230	Two courses in AY, EC, PO, PY, SO, CO (100, 230). May be in same discipline. (CO majors must take Area II in discipline other than OC)
<b>Area III: Philosophy, Religious Studies, and Applied Ethics</b>	One PH One RS One PH, RS, or AE	Two PH: PH 10 is required followed by a 100 level course  Two RS: RS 10 is required One additional course in PH (200 level), RS or AE
<b>Area IV: English and Performing Arts</b>	EN 11 EN 12  Two visual and performing arts, one must be a lecture	Three semesters in EN: EN 11 and EN 12 required. The other must be a literature course at the 100 level  Two visual and performing arts, one must be a lecture.
<b>Area V: Modern and Classical Language*</b>  *UC has no core language requirement	Three courses from among the following: HI, PH, RS, AE, EN, AH, MU, SA or MLL	Two semesters at the intermediate level.
<b>Total Credits (assuming @ 8 credits and each science course is 4 credits)</b>	20 courses (60-63 credits depending on science credits)	20 courses (62-64 credits depending on science credits)

## Appendix D: Various Data and Information from University College

### 1. University College 5 year Revenue & Expenditure Analysis

University College 5year Analysis						
Actuals						
Excludes Study Abroad & MFA						
Org	Title	FY'10	FY'09	FY'08	FY'07	FY'06
302160	SCE Non-Credit*					
	Revenues	\$ 430,092.10	\$ 2,071,932.45	\$ 484,613.76	\$ 373,861.17	\$ 433,862.96
	Labor	\$ 147,756.71	\$ 147,791.64	\$ 155,290.39	\$ 169,990.63	\$ 235,167.33
	Expenditures	\$ 92,357.05	\$ 1,285,520.70	\$ (64,007.18)	\$ (65,203.46)	\$ 138,205.88
	Net	\$ 189,978.35	\$ 638,620.11	\$ 393,330.55	\$ 269,074.00	\$ 60,489.75
302580	Tech Voc Program*					
	Revenues	\$ 381,076.20	n/a	n/a	n/a	n/a
	Labor	\$ -	n/a	n/a	n/a	n/a
	Expenditures	\$ 286,501.85	n/a	n/a	n/a	n/a
	Net	\$ 94,574.35	n/a	n/a	n/a	n/a
302230	Accelerated Lang Pgm					
	Revenues	\$ 3,925.00	\$ (1,251.00)	\$ (2,212.00)	\$ (1,692.00)	\$ 13,145.00
	Labor	\$ 1,764.03	\$ 2,046.96	\$ 4,512.76	\$ 1,390.63	\$ -
	Expenditures	\$ 456.40	\$ 281.07	\$ -	\$ -	\$ 700.00
	Net	\$ 1,704.57	\$ (3,579.03)	\$ (6,724.76)	\$ (3,082.63)	\$ 12,445.00
205030	UC Undergrad Credit					
	Revenues	\$ 580.00	\$ 755.00	\$ -	\$ -	\$ 4,890.00
	Labor	\$ 1,656,070.20	\$ 1,736,582.59	\$ 1,529,837.03	\$ 1,652,043.57	\$ 1,443,017.91
	Expenditures	\$ 65,273.82	\$ 61,724.91	\$ 103,166.29	\$ 87,106.57	\$ 95,471.93
	Net	\$ (1,720,764.02)	\$ (1,797,552.50)	\$ (1,633,003.32)	\$ (1,739,150.14)	\$ (1,533,599.84)
205045	UC Grad Comm					
	Revenues	\$ -	\$ -	\$ -	\$ -	\$ -
	Labor	\$ -	\$ -	\$ 112,399.62	\$ 84,933.64	\$ 115,089.34
	Expenditures	\$ -	\$ 2,064.00	\$ 1,991.85	\$ -	\$ -
	Net	\$ -	\$ (2,064.00)	\$ (114,391.47)	\$ (84,933.64)	\$ (115,089.34)
205000	UCA Admin					
	Revenues	\$ -	\$ -	\$ -	\$ -	\$ -
	Labor	\$ 603,067.78	\$ 626,710.50	\$ 546,719.22	\$ 545,733.92	\$ 494,188.51
	Expenditures	\$ 55,017.71	\$ 26,812.48	\$ 33,513.92	\$ 44,633.93	\$ 26,992.76
	Net	\$ (658,085.49)	\$ (653,522.98)	\$ (580,233.14)	\$ (590,367.85)	\$ (521,181.27)
102000	SCE Credit Tuition**					
	Fall	\$ 1,810,364.00	\$ 2,121,405.75	\$ 1,637,812.50	\$ 1,384,035.48	\$ 1,457,290.95
	Intersession	\$ 451,242.00	\$ 493,398.00	\$ 453,033.00	\$ 446,259.00	\$ 285,316.00
	Spring	\$ 1,747,173.00	\$ 1,995,500.00	\$ 1,725,775.00	\$ 1,533,757.00	\$ 1,482,404.00
	Summer	\$ 2,183,770.00	\$ 2,295,495.10	\$ 1,978,420.56	\$ 1,741,916.55	\$ 1,559,829.80
	Overhead Recap G&C				\$ 1,557.75	
	TOTALS	\$ 6,192,549.00	\$ 6,905,798.85	\$ 5,795,041.06	\$ 5,107,525.78	\$ 4,784,840.75
* Tech Voc Included in SCE Non-Credit totals until 2010 when it was separated into its own org						
** SCE Credit Tuition also includes acct's for Study Abroad/Fall and Study Abroad/Spring. Excluded these totals for this ana						
Net revenue for all UC credit enrollment (tuition revenue minus faculty and administration salaries and expenditures)						
Does not include facility costs						
		FY'10	FY'09	FY'08	FY'07	FY'06
	Bottom Line	\$ 3,813,699.49	\$ 4,454,723.37	\$ 3,581,804.60	\$ 2,778,007.79	\$ 2,730,059.64

## 2. Distribution of Majors among UC students

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 BA (35);  
 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).

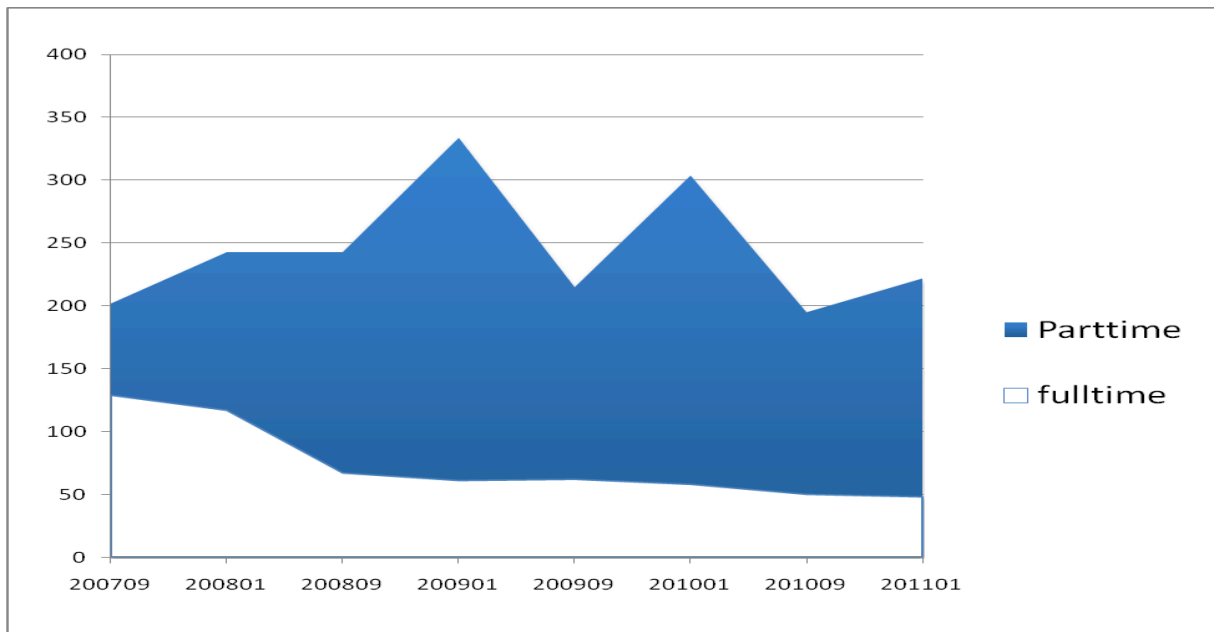
### BA

BA Total Enrollment: **246**

Major Code	Major Name	Enrollment
0000	Major Not Declared	46
COHC	Communication-Human Condition	2
COMM	Communication	6
COMS	Communication-Media Studies	9
COOR	Communication-Organizational	15
ECON	Economics	10
ECWR	English/Creative Writing	1
EJOU	English/Journalism	1
ENGL	English	29
HIST	History	7
INST	International Studies	11
MLLG	Modern Language, German	3
MLLI	Modern Language, Italian	1
MLLS	Modern Language, Spanish	1
PHIL	Philosophy	3
POLI	Politics	19
PSBE	Prof Studies-Behavior Science	3
PSCO	Prof Studies-Communication	2
PSLB	Prof Studies-Liberal Studies	35
PSYC	Psychology	9
RLST	Religious Studies	1
SOCI	Sociology and Anthropology	13
VPAH	Vis/Perf Art History	5
VPCL	Vis/Perf Classical Music	1
VPFM	New Media Film	6
VPSA	Vis/Perf Studio Art	4
VPTL	New Media Television	3

BS		BS Total Enrollment:	101
0000	Major Not Declared		2
ACCT	Accounting	BS in Prof. Studies (part of BPS)	9
BIOL	Biology		5
BUSU	Business Undeclared		5
CHEM	Chemistry		1
COSC	Computer Science		1
FNCE	Finance		19
INBU	International Business		3
INSY	Information Systems		2
MARK	Marketing		10
MATH	Mathematics		7
MGEN	Management- Entrepreneur Con		1
MGHR	Management- Hum Res Conc		2
MGMT	Management		8
MKCO	Marketing-Integ Mkt Comm Conc.		1
PHYS	Physics		2
PSIN	Prof Studies-Info Technology		3
PSLB	Prof Studies-Liberal Studies		3
PSOL	Prof Studies-Organiz Leadership		15
PSYC	Psychology		2
NDS		Undecl. Total Enrollment:	164
0000	Major Not Declared		164

### 3. Presence of University College students in day courses



This chart represents enrollment quantities of University College students (both full and part-time) in day courses.

**Based on an analysis of the 195 degree-seeking University College students who took courses in the Fall 2009 semester, 70% took 2 or more day courses, 76% took at least one night course, and 36% took at least one online course (note these percentages represent an overlap of students).**

#### **4. # 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).

#### **5. University College teaching opportunities beyond load**

Semester Format	Number of sections	Number of sections taught by fulltime faculty beyond load
Fourteen week Fall 2010 (not including AE, CO, AC, FI, MG, MK because these departments/areas schedule courses in the evening as part of load)	28	9
Fourteen week Spring 2011 (not including AE, CO, AC, FI, MG, MK because these departments/areas schedule courses in the evening as part of load)	28	12
Seven Week (ASAP I+II) Fall 2010 Traditional	3	2
Seven Week (ASAPI+II) Fall 2010 Online	23	7
Seven Week (ASAP I+II) Spring 2011 Traditional	6	2
Seven Week (ASAPI+II) Spring 2011 Online	14	5
Six-Week Winter session 2011 Online	14	5
One-Week Intensive Winter session 2011	7	7
One-Week Intensive March 2010	4	3
One-Week Intensive May 2010	7	7
Four week June Day/Evening 2010 Traditional	26	14
Four week July Day/Evening 2010 Traditional	18	6
Six Week Summer 2010 Online	32	19
One-Week August 2010 Traditional	5	5

## 6. Snapshot of University College Attendees – September 2009

### 200909 Census File

#### Summary

- Registered Students for Fall 2009: **755**
  - Part-time 719 95.2% (<12 credits)
  - Full-time 36 4.8% (≥12 credits)
- Age
  - Age 17 and under 14 1.9%
  - Ages 18-22 220 29.1%
  - Ages 23-27 125 16.6%
  - Ages 28-33 59 7.8%
  - Ages 34-40 44 5.8%
  - Ages 41-50 78 10.3%
  - Ages 51-60 63 8.3%
  - Ages 61+ 90 11.9%
  - Unknown 65 8.6%
- Gender
  - Female 438 58.0%
  - Male 294 38.9%
  - Unknown 23 3.1%
- Location
  - CT 695 92.1%
    - Ffld. County 594 78.7% of entire student population
  - NY 25 3.3%
  - International 18 2.4%
  - Northeast region 14 1.9%
  - Unknown 11 1.5%
  - Other 10 1.3%
- Financial Aid 81 10.7%
- Tuition Remission 40 5.3%
- Dependent Grant in Aid 23 3.0%
- Matriculated 226 29.9%
- Degree Breakdown
  - NDS 462 61.2%
    - IRP 88 11.7% of entire student population
    - Au Pair 58 7.7% of entire student population
  - BA 134 17.7%
    - PSLB 22 2.9% of entire student population
    - ENGL 18 2.4% of entire student population
  - CERTS 62 8.2%
    - INDR/INDP 36 4.8% of entire student population
  - BS 61 8.1%
  - CERT 28 3.7%
  - AA 6 0.8%
- Registered Courses
  - Day courses 292 38.7% At least one, regular full-time course
  - Night courses 661 87.5% At least one course
  - Online courses 146 19.3% At least one course
  - Auditors 148 19.6% At least one course
- Groupings\*
  - \*There is some overlap

- |           |     |       |  |
|-----------|-----|-------|--|
| ○ Group 1 | 327 | 43.3% | Non-matric, first time, 1 or 2 courses |
| ○ Group 2 | 135 | 17.9% | Non-matric, previous                   |
| ○ Group 3 | 18  | 2.4%  | Non-matric, full-time                  |
| ○ Group 4 | 195 | 25.8% | Degree-seeking                         |
| ○ Group 5 | 306 | 40.5% | Non-credit courses                     |
| ○ Group 6 | 37  | 4.9%  | Matriculated, credit-bearing courses   |
- - Group 1: Mostly NDS students who live in Fairfield County, 20% “college age” and 20% “mature age.”
  - Group 2: Mostly NDS and CERTS students who live in Fairfield County, 40% are “college age.”
  - Group 3: From this small group, 75% are from Connecticut, half are BA/BS, and all are between 18 and 25 years old.
  - Group 4: Out of the degree-seekers, 85% are from Connecticut, 2/3<sup>rd</sup> are between 17 and 27 years old and almost all are part-time
  - Group 5: From the non-credit students, about 30% are “college age” and 30% are “mature age” and 88% are from Fairfield County
  - Group 6: Made up of NDS students and Interior Design certificate-takers, almost all are from Fairfield County, at a variety of ages, and most are taking only 1 or 2 courses

\*Notes: For the basis of this report, “full-time” is considered 12 or more credits in one semester and “matriculated” relies on the matriculation code give to the Office of Institutional Research by University College staff.

### **Group 1 – Non-matriculated, first time students**

- This group is for students taking 1 or 2 courses for the first time at Fairfield for the Fall 2009 semester
  - There is an even split between “college age” (18-22) and “mature age” (61 and above) students
  - 83% are from Fairfield County
  - 86% are NDS students
    - This number is so large due to some students eventually declaring a major, but they haven’t yet
  - \*The total student number (327) is inflated due to the fact that noncredit students will have “earned hours” value of 0 since they do not “complete” credits
- Registered Students in Group 1: **327**
  - All are part-time
- Age
 

○ Age 17 and under	12	3.7%
○ Ages 18-22	67	20.5%
○ Ages 23-27	37	11.3%
○ Ages 28-33	10	3.7%
○ Ages 34-40	16	4.2%
○ Ages 41-50	34	9.5%
○ Ages 51-60	32	9.8%
○ Ages 61+	71	21.7%
○ Unknown	48	14.7%
- Gender



- Female 211 64.5%
- Male 96 29.4%
- Unknown 20 6.1%
- Location
  - CT 303 92.7%
    - Ffld. County 272 83.1% of entire group population
  - International 18 5.5%
  - Northeast Region 3 1.0%
  - Other 3 1.0%
- Financial Aid none
- Tuition Remission 9 2.4%
- Dependent Grant in Aid 2 0.6%
- Registered Courses
  - 1 course 173 52.9%
  - 2 courses 154 47.1%
  - Day courses 91 27.8% at least one day course
  - Night courses 308 94.2% at least one day course
  - Online courses 33 10.1%
  - Auditors 114 34.9%
- Degree Breakdown
  - NDS 283 86.5%
    - IRP 70 21.4% of entire group population
    - Au Pair 43 13.1% of entire group population
  - CERT 22 6.7%
  - CERTS 15 4.6%
  - BA/BS 5 1.5%
- Visitors
  - High school 9 2.4%
    - 8 are taking MA 0227 - Calculus III: Engineering & Physics Majors

### Group 2 – Non-matriculated, previous students

- This group is for students who have taken a course in the past and are back again this semester, they are also non-matriculated
- Registered Students in Group 2: **135**
  - All are part-time
- Age
  - Ages 18-22 54 40.0%
  - Ages 23-27 19 14.1%
  - Ages 28-33 19 14.1%
  - Ages 34-40 9 6.7%
  - Ages 41-50 17 12.6%
  - Ages 51-61 16 11.9%
- Gender
  - Male 68 50.4%
  - Female 67 49.6%
- Location

- CT 131 97.0%
    - Ffld. County 113 83.7%
- Financial Aid 4 3.0%
- Tuition Remission 15 11.1%
- Dependent Grant in Aid 5 3.7%
- Registered Courses
  - 1 course 40 29.6%
  - 2 courses 45 33.3%
  - 3 courses 45 33.3%
  - 4 courses 5 3.7%
  - Day courses 47 37.8%
    - 1 course 17 36.1% of the number of Day courses
    - 2+ courses 30 63.8% of the number of Day courses
  - Night courses 109 80.7%
  - Online courses 25 18.5%
- Degree Breakdown
  - NDS 76 56.3%
  - CERTS 35 25.9%
    - *Int. Design* 19 14.1% of entire group population
  - BA 17 12.6%
  - BS 4 3.0%
  - CERT 2 1.5%
  - AA 1 0.7%
- Progression
  - Median credit hours completed: 12
  - 26 students have earned 3 or less credit hours
  - 53 students have earned between 4 and 12 credit hours
  - 34 students have earned between 15 and 30 credit hours
  - 22 students have earned between 33 and 164 credit hours

### Group 3 – Non-matriculated, full-time students

- This group is a subset of Groups 1 and 2, for all the non-matriculated students which are full-time
- Since it is full-time, 94% are taking day classes, which is rare for UC students
- Also 50% of the students are BA/BS compared to the more common NDS focus
- \*All of these students are already accounted for in Group 1 and Group 2
- Registered Students in Group 3: **18**
  - All are full-time
- Age
  - Ages 18-19 9 50.0%
  - Ages 20-22 8 44.4%
  - Age 25 1 5.6%
- Gender
  - Male 11 61.1%
  - Female 7 38.9%

- Location
  - CT 13 72.2%
    - Ffld. County 11 61.1%
  - Other 5 27.8%
- Financial Aid 5 27.8%
- Tuition Remission none
- Dependent Grant in Aid 5 27.8%
- Registered Courses
  - 4 courses 13 72.2%
  - 5 courses 5 27.8%
  - Day courses 17 94.4%
  - Night courses 15 83.3%
  - Online courses 5 27.8%
- Degree Breakdown
  - BA/BS 9 50.0%
  - NDS 8 44.4%
  - CERTS 1 5.6%
- Progression
  - Median credit hours completed: 39
  - 8 students have earned 6 credit hours or less
  - 4 students have earned between 10 and 24 credit hours
  - 6 students have earned between 26 and 76 credit hours

#### Group 4 – Degree-seeking students

- 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

#### Group 5 – Non-degree seekers/non-credit certificates

- Students who are non-degree seekers or completing non-credit certificates (Level 04)
  - Tend to be “college age” or “retirement age”
  - Great majority are taking only 1 or 2 courses
- Registered students in Group 5: **306**
  - All are part-time
- Age
  - Ages 17-22 117 38.2%
  - Ages 23-27 29 9.5%
  - Ages 28-33 11 3.6%
  - Ages 34-40 12 3.9%
  - Ages 41-55 45 14.7%
  - Ages 56-65 27 8.8%
  - Ages 65+ 66 21.6%
  - Unknown 56 18.3%

- Gender
  - Female 211 69.0%
  - Male 78 25.5%
  - Unknown 17 5.6%
  
- Location
  - CT 294 96.1%
    - Ffld. County 269 87.9%
  - NY 6 2.0%
  - Other 6 2.0%
- Financial Aid 1 0.3%
- Tuition Remission 3 1.0%
- Dependent Grant in Aid 1 1.3%
- Registered Courses
  - 1 course 117 38.2%
  - 2 courses 140 45.8%
  - 3 courses 46 15.0%
  - 4 courses 3 1.0%
  - Day courses 116 37.9%
    - 1 course 84 27.5%
    - 2+ courses 32 72.5%
  - Night courses 293 95.8%
  - Online courses 16 5.2%
  - Auditors 143 46.7%
- Degree Breakdown
  - NDS 276 90.2%
    - IRP 86 28.1% of entire group population
    - Au Pair 58 19.0% of entire group population
  - CERT 28 9.2%

### Group 6 – Matriculated, credit-bearing certificate students/non-degree seekers

- Group Summary
  - These are “left-over” students that didn’t fit into another category, but they all have common traits
  - All are matriculated
  - All are taking credit-bearing courses (even without a degree in mind)
  
- Registered students in Group 6: 37
- Age
  - Ages 21-29 14 37.8%
  - Ages 30-46 10 27.0%
  - Ages 47-57 9 24.3%
  - Unknown 4 10.8%
- Gender
  - Female 28 75.7%
  - Male 9 24.3%
- Location
  - CT 37 100.0%
    - Ffld. County 28 75.7%



## 7. University College Enrollment 2005-06 to Current

### University College Enrollment

2005-06 to Current (Five Years)

#### ALL STUDENTS

	Students	Total Credits	Avg. Credits
200509	957	4548	4.75
200601	873	4193	4.80
200609	860	3552	4.13
200701	1036	4077	3.94
200709	969	4015	4.14
200801	1044	4313	4.13
200809	1042	4336	4.16
200901	982	4082	4.16
200909	852	3680	4.32
201001	821	3638	4.43
201009	648	3141	4.85

#### FORMER COHORT STUDENTS

	Students
200509	68
200601	107
200609	58
200701	89
200709	62
200801	80
200809	82
200901	118
200909	83
201001	109
201009	64

#### BY DEGREE

	BA	Total Credits	Avg. Credits	Top Major	BS	Total Credits	Avg. Credits	Top Major
200509	104	773	7.43	PSBA (18)	83	567	6.83	PSBS (14)
200601	117	868	7.42	PSYC (20)	87	642	7.38	PSBS (13)
200609	95	717	7.55	PSBA (22)	61	403	6.61	PSBS (14)
200701	119	893	7.50	PSBA (25)	70	482	6.89	MARK (16)
200709	97	667	6.88	PSLB (19)	58	384	6.62	MARK (8)
200801	121	961	7.94	PSYC (16)*	76	526	6.92	MARK (13)
200809	132	974	7.38	PSLB (30)	65	475	7.31	BUSU (13)
200901	164	1191	7.26	PSLB (26)	77	598	7.77	FNCE (13)
200909	133	953	7.17	PSLB (22)	65	520	8.00	BUSU (13)
201001	140	992	7.09	ENGL (17)*	84	675	8.04	FNCE (14)
201009	121	900	7.44	0000 (32)	72	580	8.06	BUSU (10)

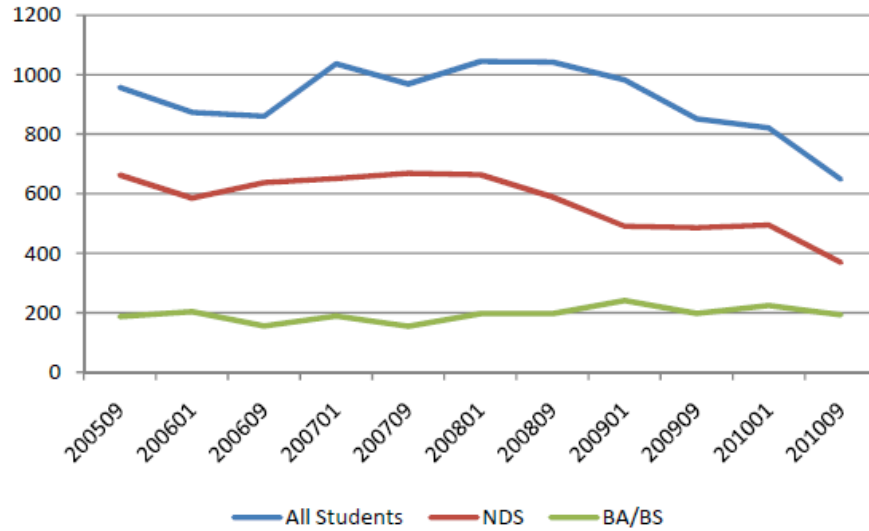
	NDS	Total Credits	Avg. Credits	Courses
200509	663	2692	4.06	n/a
200601	585	2179	3.72	n/a
200609	637	2279	3.58	n/a
200701	651	2427	3.73	n/a
200709	669	2701	4.04	1186
200801	664	2452	3.69	1115
200809	589	2497	4.24	1089
200901	491	1895	3.86	847
200909	486	1824	3.75	817
201001	495	1600	3.23	717
201009	369	1343	3.64	679

\*UNDECIDED tied for Top Major in this semester

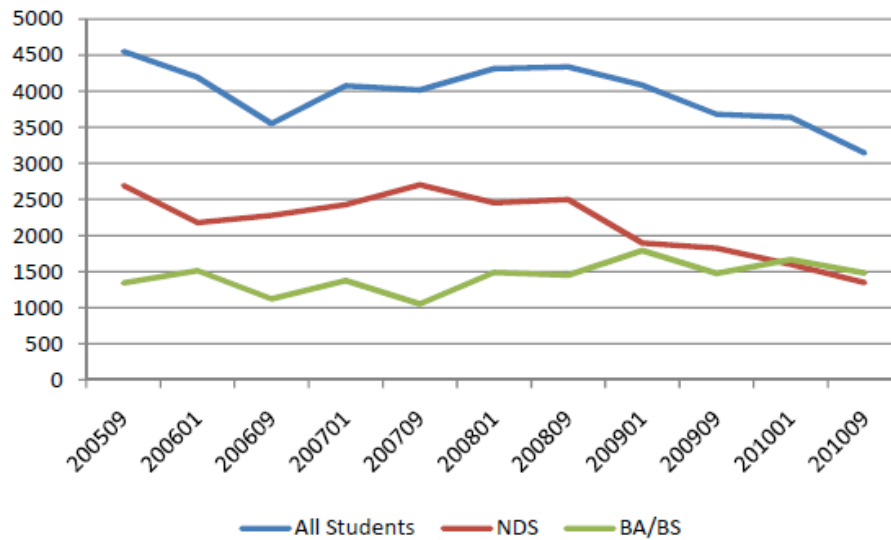
\*\*n/a due to no census file being available

**University College Enrollment**  
2005-06 to Current (Five Years)

**All Enrolled Students**

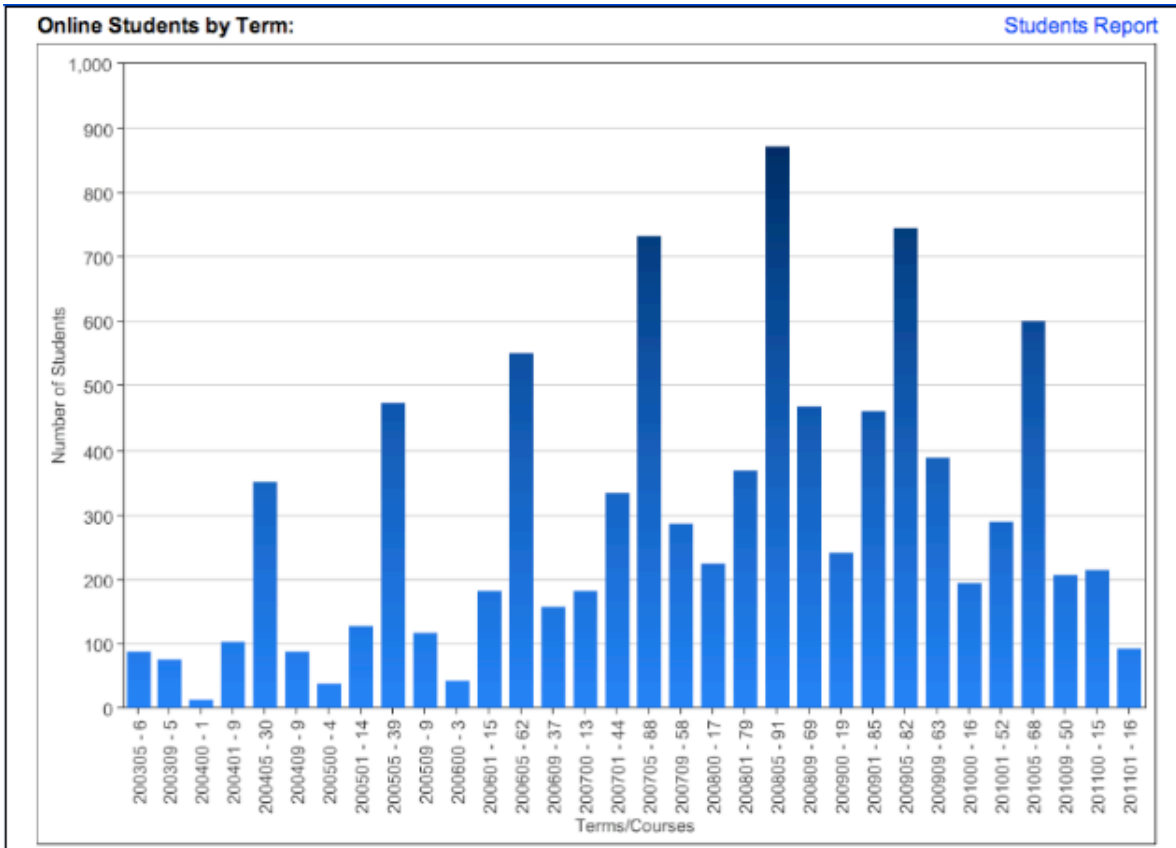


**All University College Registered Hours**





### 8. Online Students by Term




**Appendix E: Alternative Structures for Programs Currently Housed in University College**

<b>A – University College Model</b> (School or College)	<b>B – Xavier Model</b> (Offices, Centers or Division)	<b>C – Seattle Model</b> (Distributed to Schools)
Boston College (9100) Creighton (4100) Fordham (8000) Georgetown (6700) Gonzaga (4400) Loyola Chicago (9600) Marquette (7700) Regis (5600) Rockhurst (3000) St. Joseph’s (5400) Saint Louis (7600) Saint Peter’s (3100) Scranton (4000) Fairfield (4000)	Xavier has: -- Center for Adult & Part-time programs -- Xavier Leadership Center for non-credit/non-degree & consulting  Canisius (3200) John Carroll (3000) Le Moyne (2800) Loyola New Orleans (2700) Detroit Mercy (3100) Spring Hill (1500) Wheeling Jesuit (1400) Xavier (3800)	Holy Cross (2900) Loyola Maryland (3700) Loyola Marymount (5600) Santa Clara* (5300) Seattle (4200) San Francisco (5500)
14 institutions average undergrad enrollment: (5400)	8 institutions average undergrad enrollment: (2700)	* Santa Clara does have a separate Institute for Lifelong Learning  6 institutions average undergrad enrollment: (4500)

<b>A – University College Model</b> (School or College)	<b>B – Xavier Model</b> (Offices, Centers or Division)	<b>C – Seattle Model</b> (Distributed to Schools)
<p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>-- Enables continuation of BPS</li> <li>-- May provide highest level of attention for part-time students</li> <li>-- role of CUC is clear</li> </ul>	<p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>-- Centralized marketing for non-credit / non-degree programs</li> <li>-- may offer greater motivation to increase revenues (e.g., online programs)</li> <li>-- Point person(s) for future CUC to work with</li> </ul>	<p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>-- Already have part-time students in some schools</li> <li>-- Resource neutral; reassignment of UC resources to the schools for appropriate staff augmentation</li> <li>-- Resources allocated to schools</li> </ul>
<p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>-- New Dean would be needed</li> <li>-- Costly administrative structure; revenues do not justify current structure</li> <li>-- Works against integration</li> </ul>	<p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>-- New administrator(s) may need to be hired</li> <li>-- Requires two administrative units in place of one (UC)</li> </ul>	<p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>-- Biggest change from current structure</li> <li>-- Role of future CUC not clear (no point person)</li> </ul>

## Appendix F: Potential Models for a “Center for Continuing Studies” (Villanova & Xavier)




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### Class Start Dates/Events

- **January 21-22, 2011, Friday and Saturday** - Master Certificate in Project Management classes begin
- **January 27-28, 2011, Friday -** Alcohol & Drug Counseling classes begin
- **February, 2011 -** ESL Certificate Program - Business Communication classes begin
- **February 3, 2011, Thursday -** Evening Foundations in Project Management Training and PMP® Credential Prep classes begin
- **February 7, 2011, Monday -** Fundamentals of Fundraising classes begin
- **February 7, 2011, Monday -** Spring 2011 PHR/SPHR classes begin
- **February 21, 2011, Monday -** Spring 2011 GPHR Classes begin
- **Week of March 1, 2011, Tuesday -** CMA Learning System, AFP Treasury, APICS Supply Chain, IIA's CIA Internal Auditing Learning System classes begin

For more information contact us: **610.519.4310** or visit the Office of Continuing Studies Ground Floor Stanford Hall

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## Open Enrollment

### Open Enrollment--Programs for Individuals

Whether you're looking to sharpen your business acumen or taking the first step towards an advanced degree, VSB's Open Enrollment Programs offer you the opportunity to experience a dynamic learning environment.

VSB Executive Education programs are delivered by a unique combination of faculty and practitioners who are recognized both for their deep industry experience as well as excellence in teaching and research.

**Programs Offered:**

- The Mini-MBA
- Finance for the Non-Financial Manager
- Managing Risk Strategically: Fundamentals of Business Risk Assessment
- Technology Trends that Matter: The Effective Use of New Media for Marketing
- Re-thinking Your Business Strategy- A Systems Thinking Perspective
- Creating & Leading High Performance Teams



CORPORATE ADVANTAGE PROGRAM

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Villanova School of Business  
Bartley Hall - Suite

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- The Villanova MBA-Flex Track
- The Villanova MBA-



### Train the Trainer: Taught by Ed Jones

Don't miss out! Register now.

### WELCOME to LEADERSHIP CENTRAL

Xavier Leadership Center brings *Deep Change to you, your team and your organization*, through transformational leadership training and skills-based professional development programs.

It's *leadership* to the Power of

### twitter

XLC Xavier Leadership Center **XavierLC**

Xavier partners with Greater Cincinnati Health Council on Nurse Leader Certificate Program  
<http://tinyurl.com/2e1be...>

XLC schedules its 2010 Fall Programs. Visit [www.xavier.edu/xlc](http://www.xavier.edu/xlc) for full list of programs.

Xavier, the AMA, and AMIG have joined forces to offer 3 NEW courses for ADVANCED MARKETERS. Learn more -

Join the conversation

### Industry Focus

#### Cincinnati Bell chooses Xavier Leadership Center as Training Partner

Sunday, January 4, 2011

Xavier Leadership Center (Xavier University) today announced that Cincinnati Bell (NYSE: CBB) has selected Xavier as its training partner for Cincinnati Bell Academy @ Xavier University, a comprehensive series of leadership development and management training programs to be offered at Cincinnati Bell.

### XLC in the News

12/20/2010  
**Focus: Faculty**  
**XLC Faculty Member publishes new book**  
XLC facilitator John Schuster announces launch of new book, "The Power of Your Past", coming in April 2011. [Download .pdf description.](#)

12/13/2010  
**Focus: Strategy**  
**Industry: Financial Services**  
XLC selected to provide multiple programs on **Situational Influence and Persuasive Communication** for a national Cincinnati-based financial services

### Leadership News & Views

Keep up with what's happening with Xavier Leadership Center and local leaders!

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- XLC News
- MedCon 2010
- GOC 2010

- Program Catalog
- Communication
- e-learning
- Finance
- Human Resources/Training
- Leadership
- Marketing
- Nursing
- Process Excellence
- Project Management
- Sales
- Thinking & Innovation
- Driving Directions
- Hotel Accommodations
- Custom Programs

### NURSING PROGRAMS



The School of Nursing at Xavier University has as its goal the preparation of professional nurses educated to meet the health care needs of diverse populations in an ever-changing highly technical health care environment.

Graduates of Xavier nursing are prepared to practice nursing today and be leaders of tomorrow. The philosophy of the department has always been to prepare nurses to be holistic leaders in healthcare delivery with an educational foundation grounded in Jesuit values. Xavier University's School of Nursing is proud of the innovative programs developed over the years that creatively address changes in the current health care arena.

**Now, we are bringing those programs to Nursing professionals outside of Xavier's traditional student base, through the Nursing Program at Xavier Leadership Center.**

Taught by the School of Nursing's extraordinary faculty, all XLC Nursing Program courses offer XLC's trademark focus on facilitated learning, and help nurses take advantage of the latest advancements and information in the Nursing field.

**The Xavier Leadership Center Nursing Program helps you make a difference.**

#### Course Titles

#### Open Enrollment Programs

- » Nurse Leader Certificate Program
- » Nursing Informatics Board Certification Exam Review
- » The Impact of Healthcare Reform

[The XLC Approach](#)
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## OUR TEAM

With a combination of tested business experts and acclaimed instructors, the Xavier Leadership Center team will deliver an outstanding program curriculum tailored to your organization's needs.

To learn more about our unique team of business professionals and instructors, please review our [XLC Facilitators](#) page.

### XLC Leadership Team

[Len Brzozowski, Executive Director](#)

[Bruce Miller, Managing Partner](#)

[Shelly Wallace, Associate Director](#)

[Marla Phillips, PhD \(Director, Med-XU\)](#)

[Sue Bensman \(Director, Programs\)](#)

[Jenn Stark \(Director, Marketing and Business Development\)](#)

[Amanda Odom \(Marketing and Communications Coordinator\)](#)

### Len Brzozowski



Len Brzozowski is the Executive Director of the Xavier Leadership Center, helping companies across a wide variety of industries develop the leadership skills necessary to succeed in today's dynamic market environment. By engaging leaders from every level of the enterprise, Len helps companies effectively identify and implement solutions to overcome business, interpersonal and organizational challenges.

Len holds advanced degrees in engineering systems and business strategy from Dartmouth College and has worked on a variety of public and private sector management consulting projects with the firms Cresap, McCormick and Paget and McKinsey & Company. His work has involved clients including Georgia Power, Air Products and Chemicals, Macy's, Michigan Department of Education, Burns and Wilcox, The US Department of Agriculture, Stahls' Inc., and Lucas Girling.

Before joining Xavier, Len was a successful entrepreneur, running his company – Robotron Corporation – a global designer and builder of high frequency welding and induction heating equipment and systems. His operating experience includes Europe, Asia, and Mexico. Under his leadership, Robotron was recognized by Crain's Detroit Business as one of the leading technology companies of Michigan, and was named as one of the 50 most innovative small business in the United States by the US Chamber of Commerce.

Len has written and published many articles on the topics of education, leadership, strategy implementation, management and entrepreneurship in The Journal of Bank Research, The Journal of Systems, Synectics, and Cybernetics of the IEEE, Agricultural Economics Research, Small Business Focus and The Year. He has provided testimony to the Joint Science and Technology Committee of US congress on improving mathematics and science education, and is a frequent lecturer to local organizations and businesses on the topics of organizational change, leadership, and systems theory.

## Training Leadership for Every Discipline

Solving most problems requires a conceptual understanding of theory, coupled with a practical implementation experience. This is why we use not only Xavier faculty from all the schools and colleges on campus, but draw from a wide network of experienced business professionals, consultants, coaches, retired executives and industry experts who are drawn to Xavier by their passion to help serve and make a difference. To help ensure your custom program delivers outstanding results, we have more than 100 facilitators from a variety of backgrounds, industries and experiences—not only in Cincinnati, but around the world.

[XLC Facilitators](#)