The Never Ending Education:
How Universities Must and Can Meet the Educational Needs of Students and Alumni for Life

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University of Massachusetts
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Can Carol Vallone
    throw a party...
Or what?!
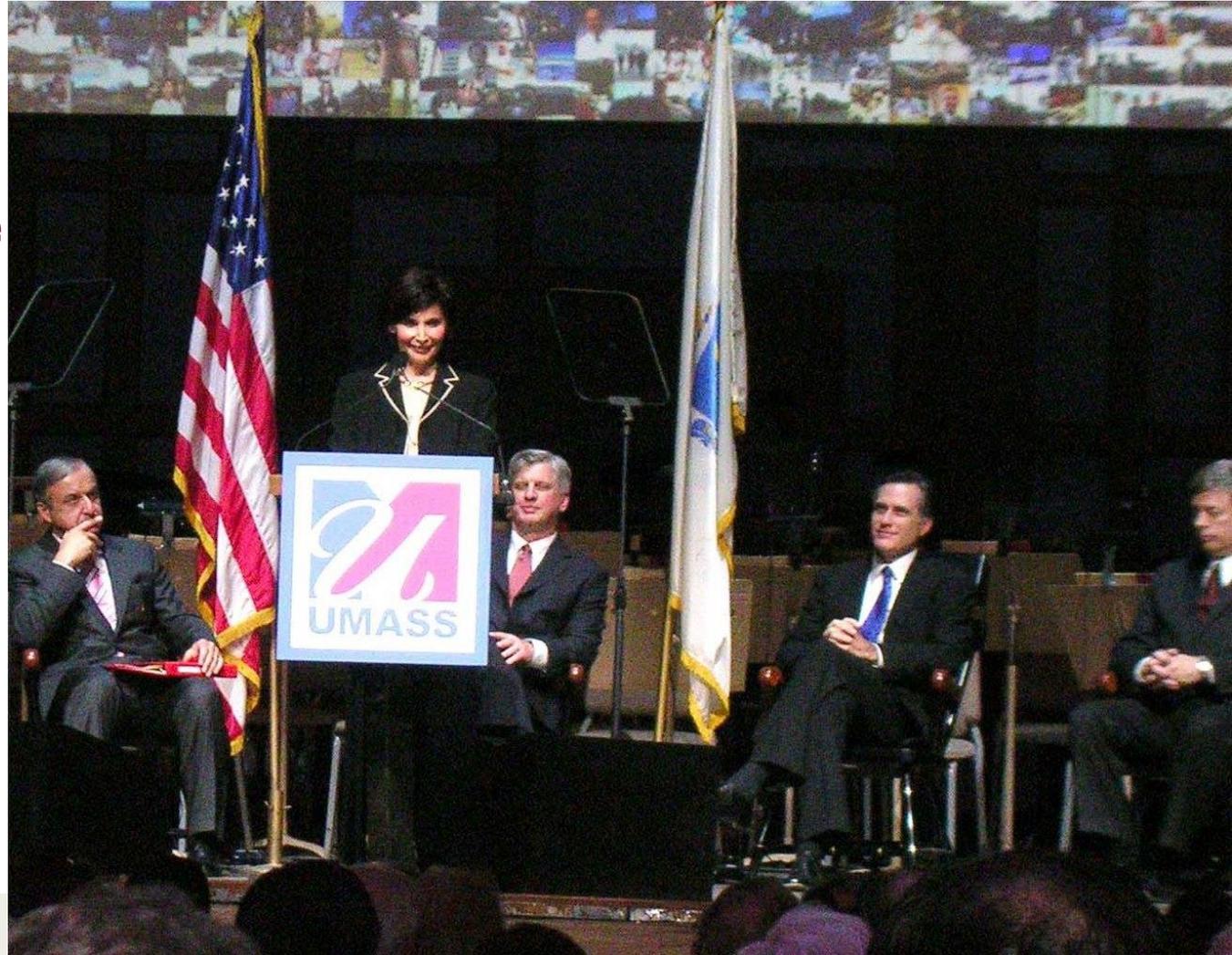
The Three C's

Our present educational systems were designed long before the research was done in at least three areas:

Computing
Cognition
Communications

Educational Environment

Our present educational systems are the stable products of long evolution!
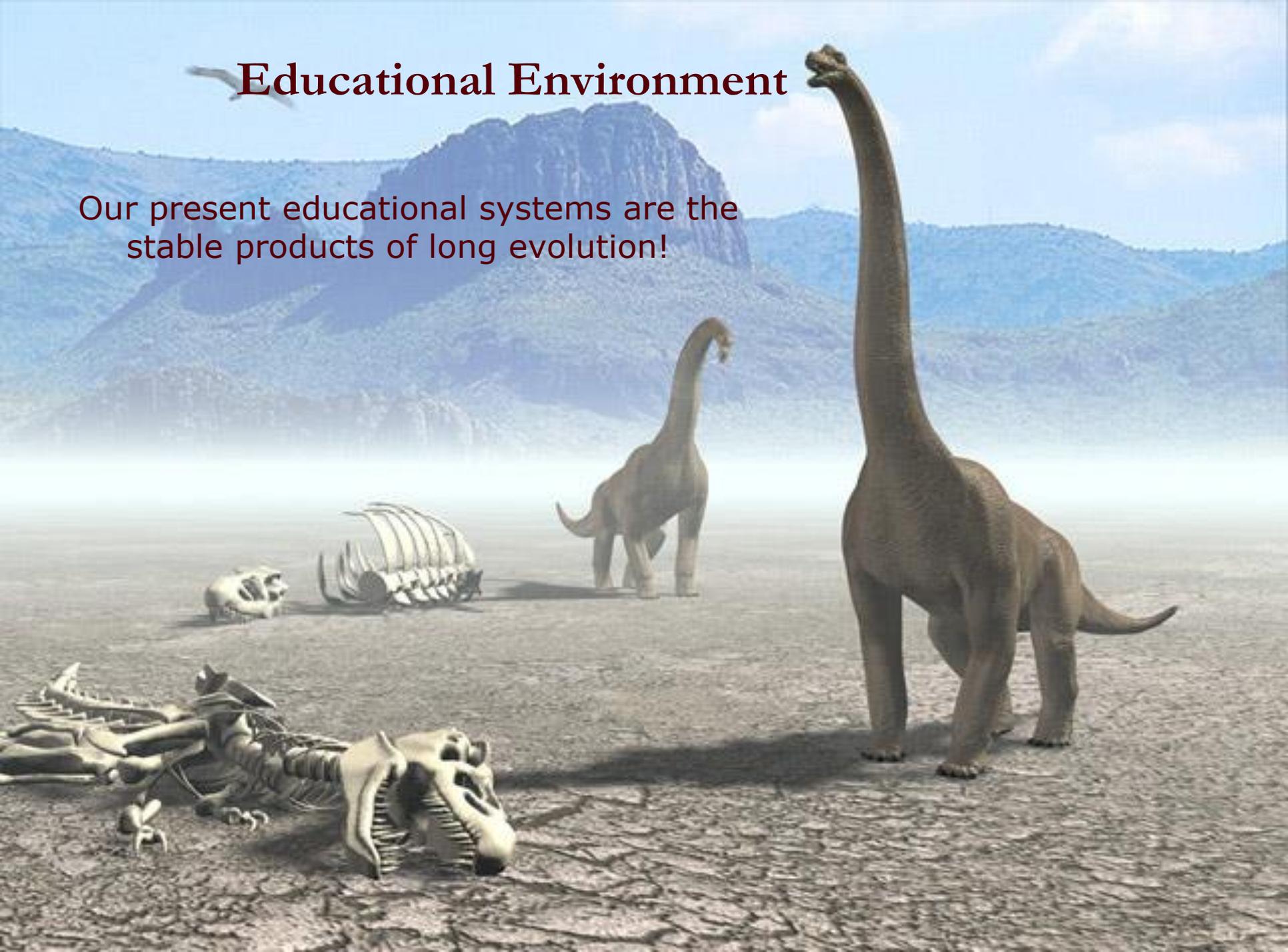
The University in the Convergence of

Computing, Communications, and Cognition

Transforming our educational programs

Studio classrooms and other innovations

Online programs,

Interactive learning in traditional classrooms

Linking communities in different geographies

Providing educational opportunities in underserved areas.

Developing global programs

Transforming our business practices

Enterprise systems – expensive and powerful

Development of Central Shared Services

Transforming our research

Transforming our community service.

The horrible mismatch

People change very slowly

   Both a comfort and irritant!

Technology changes very rapidly

Continuous Education Is the New Norm

- **The old idea of getting a four-year degree and you're "all set", no longer applies. Students continue to need us long after graduation as they:**

    - ➢ Navigate career changes and advances throughout life
    - ➢ Refresh skills in response to technology advances
    - ➢ Compete in a global economy
    - ➢ Comply with regulatory agencies for licensure
    - ➢ Seek enrichment
    - ➢ Follow their personal interests

- **To stay relevant in today's world students must continually learn and respond to change quickly**

Trends Fueling Continuous Education Demand

- **According to the Bureau of Labor Statistics people will change jobs 9 times in a lifetime**

- **Globalization**

  - ➢ Outsourcing

  - ➢ Competition on all levels

  - ➢ Brain drain/gain – professional mobility across international borders

- **Unprecedented access to information and communication technologies**

Graduates Must Be Relevant & So Must Universities

- **Increased competition has forced traditional institutions to respond in unprecedented ways to emerging market demands that include:**

  - ➢ growing numbers of part-timers
  - ➢ adult learners
  - ➢ first generation college students
  - ➢ career changers
  - ➢ degree completers
  - ➢ working professionals

- **Institutions are becoming more entrepreneurial, nimble and market-aware despite embedded resistance to change**

Universities Are Rethinking Fundamental Academic & Organizational Questions

• How will faculty see their teaching roles in ten years?

• How will students move seamlessly among institutions in pursuit of the never ending education?

• Will teaching focus more on engaging learners with content (reflection, experimenting and questioning)?

• Will campuses morph from "halls of ivy" into dynamic links to learning?

• Will campuses restructure and overcome traditional resistance to change?

Universities Are Incorporating New Ideas About Organizational Structure

- **Repackaging academic hierarchy—corporate modeling**
  - ➢ **CEOs instead of Vice chancellors**
  - ➢ **Chief Academic Officers instead of VP for Academic Affairs**
  - ➢ **Chief Technology Officers added to the mix**
- **Adoption of business models that emphasize stakeholder accountability – academic and financial**
- **Marketing assumes a central focus**
  - ➢ **Key component of the strategic planning process**
- **Institutions are developing more intra- and inter-campus collaborations, consortia and partnerships.**

Universities Are Incorporating New Ideas About Faculty, Pedagogy and Product Delivery

- Career faculty members who re-engineer their courses for Web-based teaching find themselves fundamentally rethinking how they teach and engage students.

- The lines between face to face instruction and distance education are blurring or even merging

- Course content is becoming richer, more interactive and collaborative.

- Faculty demand for instructional design and technology support is increasing

- Faculty tenure and promotion will include innovative teaching practices and research about the art of teaching as part of the criteria.

Universities Are Incorporating New Ideas About Market Responsiveness and Competition

- Accelerated programs
- Program development in response to market demand—providing incentives for programs that will scale and sell in key markets
- Reaching out to new and expanded markets
  - ➢ K-20
  - ➢ Corporate and workforce education
  - ➢ Exporting education
- Implementing "industry standard" practices: internet marketing & search engine optimization
- Single sign on
- Academic portals—development of a portal strategy
- "Academic passports"
  - ➢ Credit transfer
  - ➢ Articulation among campuses and institutions
- "e-Portfolios"

Universities Are Incorporating New Ideas About Economic Development and Revenue Streams

- Focus on science and technology
- Commercial venture and intellectual property development
- Workforce development
- Supporting regional development
- Expanding research and development leadership
- Expanding to global markets
- Online education

Universities Are Incorporating New Ideas About Ongoing Engagement with Alumni

- Maintenance contracts

- Continual commitment to their success
  - ➤ Career Services
  - ➤ Continuing Education
  - ➤ Networking
  - ➤ Engagement in their communities

- Key voice in framing the vision and delivering the message: serving on our boards, involving alumni in market research, being the real people in our ads

- We like to remind legislators that the road to Massachusetts' economic and social development is through UMass and its Alumni

How UMass Is Incorporating New Ideas

An Economic Force and Higher Education Resource

- #45 among World's Top 50 Universities by *The Times* of London

- Over 320,000 alumni – 2/3 living and working in Massachusetts

- $1.7 B capital program – both strategic new construction and deferred maintenance

- Winner of "State Strategic Asset" award for economic development by the Mass Alliance for Economic Development

How UMass Is Incorporating New Ideas (2)

A Major Force in Research, Development and Innovation

- **Over $350M in R & D** – #3 in Massachusetts, #4 in New England, top 50 in US, 90% outside Boston/Cambridge

- **Targeted R&D Initiatives** – nanotechnology, gene silencing, bioinformatics, remote sensing, green chemistry, vaccine development and renewable energy

- **Office of Commercial Ventures and Intellectual Property** –over $26M in annual license income, ranking UMass in top 15 US universities

- **Mass Technology Transfer Center** – home to new state-funded center to promote tech transfer from public and private universities to Massachusetts companies

- **High Tech Incubators** – located in Lowell and Fall River, a dozen plus companies, with several successful spin-offs (e.g., Konarka), plans for New Bedford and Springfield

- **Corporate Partnerships** – R&D and license agreements with companies ranging from Biogen and Sepracor to Natick Labs and Raytheon

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How UMass Is Incorporating New Ideas (3)

The UMass Agenda for the Commonwealth: Building the Innovation Economy

Focus on S&T

- UMass Amherst - MassNanotech, a new academic/industry center for nanoscale device fabrication

Develop the Workforce

- UMass Boston – collaboration with Northeastern University and Boston Public Schools for NSF-sponsored Science Education Partnership

Support Regional Development

- UMass Dartmouth - Advanced Technology and Manufacturing Center - Fall River, MA

Expand R&D Leadership

- UMass Worcester – RNAi discovery, widely recognized as one of the most important scientific developments in recent years

Capture Economic Benefits

- UMass Lowell - Nano-Manufacturing Center (with Northeastern and UNH) and proposal for bioprocessing center (with the Mass Biotech Council)
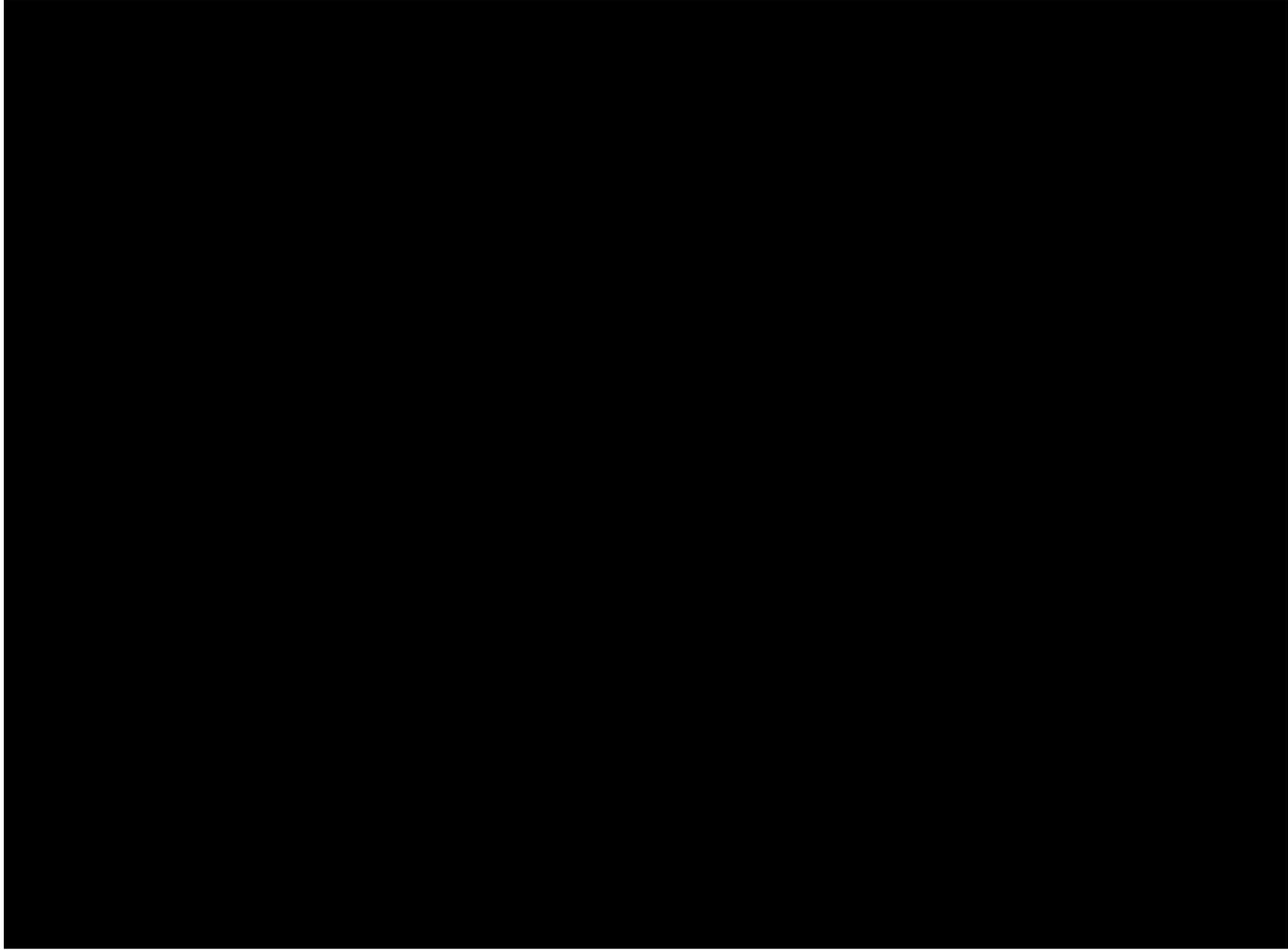
UMassOnline – A Case Study for Supporting "Never Ending Education"

- **The University's Online Education Consortium**
- **Formed in 2001 by President and Trustees with support of Chancellors**
  - ➢ **System-wide collaboration in cooperation with Continuing Education**
  - ➢ **Follows local governance**
  - ➢ **Funded by loans and grants—no direct funding possible under state law**
  - ➢ **Staff of 7**

UMassOnline at a Glance

- **Size**
  - ✓ 2005 enrollments: 17,615
  - ✓ 2005 tuition/fee revenue: $16.5 million
- **Programs**

  50 Programs from five campuses
  - ✓ Undergraduate: 24
  - ✓ Graduate: 24
  - ✓ Non-Credit: 2
  - ✓ Courses: 900+ annually
- **Growth**
  - ✓ Average annual enrollment growth rate: 38%
  - ✓ Average annual revenue growth rate: 54%
- **Degrees**
  - ✓ In AY '04, online 151 degrees, a 200% increase over AY '03.
- **Access**
  - ✓ Students participate internationally and from nearly all 50 states with at least 40% outside Massachusetts.

UMassOnline's Business Model

- **Start-up costs funded by a loan from the UMass Treasurer**

  ➤ **UMOL pays interest and will pay back principal over the next few years.**

- **Distance learning tuition is set and collected by campuses**

  ➤ **92.5% to campus**
  ➤ **7.5% to UMassOnline**

- **Repayment from centrally funded programs may differ to allow recovery of investment**

- **Centrally provided platform in partnership with WebCT**

UMassOnline's Collaborative Model

- **UMassOnline**
  - ➤ **Broad-based marketing**
  - ➤ **Program development investment and support**
  - ➤ **Technology platform and support**
- **Campuses**
  - ➤ **Program specific marketing**
  - ➤ **Course and program development and instruction (Faculty)**
  - ➤ **Admin. support – advising, admissions, registration, libraries, primary faculty support**
- **Some areas of shared responsibility**

Defining Success

Helping to grow the University's total market share

Enhancing the bottom line
- ➢ Additional revenue streams
- ➢ Efficiencies and economies of scale

Building the brand
- ➢ Expanding institutional reach and visibility
- ➢ Establishes university's commitment to technology

Supporting the University's educational mission
- ➢ Broadening access to a UMass education
- ➢ Enhancing teaching and learning
- ➢ Serving alumni

Broadening Access to a UMass Education

➢ **Serving educationally underserved communities**

➢ **Providing degree completion opportunities**

➢ **Affording nontraditional career professionals and workforce development candidates access to higher education**

➢ **Extending access to out of state students**

➢ **Delivering highly targeted educational programs (i.e. autism, hospitality or criminal justice programs) to specific populations across the country**

<u>Facilitating Advancements in Teaching & Learning</u>

➢ **The infrastructure is available to faculty whether they are teaching at a distance or enhancing an on-campus course.**

➢ **UMassOnline's e-Learning infrastructure supports more than 1,000 on campus Web-enhanced courses**

➢ **UMassOnline's e-learning infrastructure benefits "traditional" students, too.**

➢ **Commitment to the concept that online education is about serving learners first and using technology second.**

Expanding the UMass Vision for Teaching and Learning

System-wide Development of Academic Technology Vision & Plan

➢ **Sub-committee on Academic Technology - (faculty, administrators, technology-support staff, and President's Office staff) created a system-wide plan for comprehensive integration of technology in teaching & learning.**

➢ **Plan developed in 5 months—vetted through faculty and administrator committees; approved by Chancellors and President in Spring 2005.**

➢ **Vision for 2015: "The University of Massachusetts is recognized as a leading university in using academic technology to improve teaching, learning, and scholarly interchange, and in evolving its role as a university in an information society."** (<u>Vision and Plan</u>, p. 4)

The Keys to Investment in Continuous Education

➢ **Balance the values & ideals of the institution (what made the university great in the first place) — with innovation, market-responsiveness, & constituency centric programs and services**

➢ **Strategic business planning**

➢ **Establish a solid brand**

➢ **Market relevant products**

➢ **Demonstrate entrepreneurial capability**

➢ **Acknowledge that graduates will never be fully educated — Commencement really is the beginning…**

A Final Thought

The illiterate of the 21st Century will not be those who cannot read or write, but those who cannot learn, unlearn, and relearn.

- Alvin Toffler

Thank You

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