

as in nearly all of our efforts, success is measured by matriculated students. And we believe that our partnering with BSAD represents a model of how prospective students can take advantage of new ways to matriculate at UVM.

Administrative Services

The Division of Continuing Education operates as a non-profit business and generated approximately 15 million dollars in income-expense activity in FY98. Our forecasts anticipate this gross revenue/expense total to exceed \$17 million in FY99 and \$19 million in FY00. To generate revenue of this magnitude, much of it from new sources, DCE must invest wisely and boldly in projects which will extend our market base beyond the state borders, while finding and exploiting every possible in-state opportunity. Wise and bold investments require accurate data, available on-demand, on such information as enrollment trends, marketing results, reciprocal partnership productivity and current financial data. Wise and bold investments need also, if they are to be successful, talented staff, proper networking equipment, adequate facilities, and responsive partnerships with UVM administrative units. Managing these assets and relationships is the responsibility of our Administrative Services unit.

Working closely with Academic Programs, Student Services, Professional Programs, DLN and Statewide Programs, our Administrative Services unit creates and manages the mechanisms and interpersonal relationships with such UVM offices as CIT, Wage & Salary, FAB, Registrar, Student Accounting, Physical Plant, and the several schools and colleges necessary to facilitate our success. Administrative Services operates in a financial environment unlike most of the rest of UVM in that our unit revenues are never known until after they are earned. To make decisions "on the fly," Administrative Services is connected to such systems as the BANNER Student Information System.

Another area of responsibility for our Administrative Services unit is Personnel and Facilities. One of the challenges we face in this area is that more than 50 of our professional staff are located in expensive rental office space in the suburb of Colchester. We continue to seek suitable space on campus, or will commit to building such space, to house a staff which every day must interact with dozens of UVM units. We also continue to seek inclusion in the University's Master Plan.

Secondly, we wish to call to attention the on-going transition of members of the DCE staff to faculty status. As this transition continues, we believe that a new category of faculty will eventually emerge at UVM: Officers of Continuing Education. We wish to acknowledge the continued support for this evolution by the Office of the Provost and the Extension Faculty, and seek further assistance in our endeavors.

Projection

Academic Programs/Student Services

Non-degree student enrollment in our credit courses has been declining for several years. Our market research suggests one reason is our high tuition rate. Many non-degree students seek to take the occasional university credit course to satisfy some focused intellectual curiosity. In FY91, the in-state tuition for a three-credit course at UVM was \$456; in FY98 it was \$879. By comparative standards, satisfying intellectual curiosity for a Vermont-based audience has become rather expensive.

Market saturation seems to be another constraining issue in Chittenden County, with its population base now at 140,000 and growing slowly. Our data indicates nearly every potential non-degree student in the county is well aware of UVM and its Evening University and Summer Session. Indeed, many thousands of Chittenden County adults have been non-degree students at UVM in previous years and 8,833 are UVM alumni. They do not represent an under-served market and, absent some new educational products, may simply not need an ever constant supply of credit opportunities.

Finally, our market research tells us that public attitudes toward UVM reflect a certain indifference toward our very special knowledge base and unique faculty expertise. Perhaps familiarity does breed contempt, if the public sees and hears nothing about UVM that differentiates its faculty from those teaching at other local institutions. Indeed, our most popular local program, the now phased-out Church Street Center, featured virtually no UVM faculty or courses, but rather a collection of local artists and practitioners who also taught for other area institutions and worked as private entrepreneurs. We came to believe that the cumulative effect of tuition "sticker shock," market saturation, and an undistinguished alternative program had resulted in many local residents losing sight of the fact that UVM faculty are a very rare and special resource.

In response to our declining non-degree enrollment and as a result of our market analysis, Academic Programs and Student Services have devised, developed, marketed, and delivered several new programs and course sequences. Among these are the GAP and Post-Bac/Pre-Med programs. The former provides a "user friendly" means to gain admission to a degree program at UVM. After fulfilling the terms of the individual written contract, a GAP student transitions from non-degree status to that of a regular UVM student. The program has been a great success — nearly 130 students have matriculated with a minimum 3.0 GPA — and we wish to extend its range.

The highly competitive Post-Bac/Pre-Med program boasts more than 50 students in the "pipeline" with nine having completed their program and gone on to a professional healthcare graduate program. Extension of this concept has led to a new Healthcare Management Certificate program that is receiving widespread faculty support and wending its way through the formal approval process. As with the Gerontology Certificate (54 students) approved recently by the Faculty Senate, we believe that a new sequence of existing courses, if marketed appropriately, can generate renewed interest in UVM credit programs.

As an antidote for community indifference, Academic Programs and Student Services have conceived and begun to offer several series of non-credit short courses, taught by regular UVM faculty, and targeted to our local alumni and their neighbors. These highly interactive courses — intellectual conversations, per se — will provide a showcase for some of our best faculty to demonstrate how their research can be understood in practical, real-life terms. Under this broad banner we will include much of the effort carried out by such UVM units as the Center for Research on Vermont and the Center for Rural Studies. The most recent series, which we are about to launch, addresses the concept of "Community" and will feature interesting and unique research perspectives throughout its wide-ranging consideration of the topic. Our careful monitoring of attendees will be used to track any subsequent enrollments in our ongoing credit courses.

We also believe that these lively, relevant short courses would find an interested market beyond Chittenden County. It is our intention to select from among the best of the non-credit series those programs which would lend themselves well to a television format and then produce a series for all of Vermont to be distributed to the home via commercial cable systems. We do not anticipate such a series will substantially increase revenues, but we believe that broadcasting UVM's best faculty into the homes of tens of thousands of Vermont citizens will provide a powerful benefit to communities, tax payers, legislators, alumni, and those families considering UVM as the institution to which they will entrust their children's future education. Funding this kind of ongoing series is a process in which we are presently engaged.

On the table for FY99 is a proposal to begin the market analysis and on-campus negotiation to create two new credit degrees for UVM. The proposal addresses broadened access for non-traditional students statewide (and possibly beyond) by creating and delivering courses leading to undergraduate and graduate degrees through a program of non-traditional design.

Five main elements to such new access will be required:

- 1) design of a new general studies or liberal arts degree;
- 2) delivery of the components of the new degree using a combination of methods, including satellite television, on-line research and contact with faculty, and weekend institutes;
- 3) design of a new Master of Liberal Arts degree;
- 4) articulation with the Vermont State Colleges that will qualify its associates degree graduates appropriately for UVM admission; (and/or)
- 5) determination by UVM that all high quality associates degree graduates may be admitted to the University if they meet other requirements for admission.

In order for UVM to create and sustain a statewide community of learners actively supporting the University, and in turn supported by the University, we must focus clearly on the concept of access to quality academic resources. Every year there are hundreds of students graduating with a two-year degree from Vermont State Colleges. Most of these students are not in a position to leave their communities and move to campus to continue their education. Now, with the technological ability to deliver degrees to these scattered audiences via satellite, VIT, Internet, on-site and in combinations, the University could clearly benefit from a stream of degree students throughout the state. A degree program offered statewide would further the University's mission to serve the entire state, support our investment in a distance learning infrastructure, create political goodwill by providing access to a much sought-after resource, and broaden our community to include students from all corners of the state.

Professional Programs

In FY99, Professional Programs will continue to extend to selected regional and national audiences special access to UVM faculty and other national experts around the social and economic issues which our research suggests as the most likely arenas in which UVM can add value. These arenas represent the "cutting edge" of activity among our own graduates and their peers.

Program format for the dozens of educational activities created by Professional Programs is determined by the subject matter to be conveyed, the expectations of the audience and their geographic distribution. Increasingly, the formats are influenced also by the interests of national associations of professionals who endorse, underwrite and participate in generating both the program content and audience. Indeed, it is these robust working relationships which have drawn our Professional Programs unit onto to "national stage." That is precisely where we want The University of Vermont to be positioned. We believe that high visibility on the national level will attract more interest in our faculty research, academic programs and, ultimately, will help us in placing our own graduates in the workplace. Further, our visibility as a major provider of world-class professional programs will bring luster to the UVM academic degree programs. Many UVM alumni have expressed great pride in the fact that their university is emerging as a leader in national distance learning for their chosen profession.

What has proven specifically interesting to our colleagues in the professions has been our willingness to explore distance learning delivery mechanisms and asynchronous learning technologies. What we produce are "win-win" situations for the associations because we help each of them accomplish their prime responsibility: to provide value-added membership services.

Several predictable problems have emerged as the Professional Programs unit has become more prolific in the creation of new programs for national audiences. First, it is often difficult to enlist commitment from the numerous UVM faculty members who believe that teaching, or presenting research results in a "commercial" conference or televised program, is

valued neither by their own profession or by The University of Vermont. These individuals do not easily recognize the relationship of the UVM incentive system to continuing education activities. This situation can be exacerbated by an overzealous program designer seeking faculty contributions during a time when the faculty member is engaged in activities which she/he does feel are going to be recognized and rewarded by UVM. We believe this situation is rectified by improved communications and the growing number of faculty champions, but DCE efforts to expedite faculty engagement would be aided by explicit support from senior administrators.

Less easily correctable is a major technical problem in bringing our programs to the national audience. While marketing costs can be extraordinarily costly, the core issue surfacing as we get more heavily invested in satellite delivery is simply the absence of any sort of national distribution system for professional education. Even if we reach the student and elicit interest in program content, literally thousands of prospective students are too far from a television receive antenna to make a purchase decision. Moreover, the current technology in place through which we can serve our students is ancient and prone to transmission/receiver breakdowns. What is needed is an entirely new technology which would place a trouble-free receiver in every business site and professional office in the country.

Achieving an organizational embrace for continuing education programs will occur as success is acknowledged by the institution. Faculty from a large number of major US educational institutions have contributed as presenters and paying participants in Professional Programs events during the past several years. A huge percentage return for subsequent programs and thus success breeds greater success. Ideally, recognition by "P & T Committees" of the teaching component of university-based non-credit conferences, videotape productions, and national telecasts would be helpful. Aggregating these significant contributions under some general "service" category is helpful neither to either the faculty member nor those of us trying to effect meaningful change in higher education's accessibility to a non-traditional audience of adult learners.

Within UVM, Professional Programs leadership and faculty are working closely with the Dean's Office in the College of Medicine to enhance and advance physician education locally and on a national scale. Faculty from Medicine, Nursing, Allied Health, Business, Agriculture and other academic units are increasingly participating in the entire range of non-credit activities offered by Professional Programs. As these faculty come to recognize that "streams" of professional programs can be as intellectually rigorous as credit courses, the incentive system employed by UVM will increasingly reward this type of teaching. Again, explicit support for faculty involvement (teaching, research and service) in Professional Programs activities will advance the cause.

Distance Learning Network

The UVM Distance Learning Network is engaged in defining its role and relationship to both the Division of Continuing Education and its constituencies, as well as the University. Simultaneously, DLN has had to design and oversee the construction of a major new technological facility on campus; master several rapidly developing transmission

technologies; and provide faculty development and curriculum redesign for courses taught over the system. Few templates exist for much of the necessary work due to the rapidly evolving nature to the educational products themselves. For example, as teaching on- and off-campus becomes more learner-centered, the mixing of technologies and teaching styles with different types of content and audience levels places significant demands on those responsible for program transmission.

On the delivery front, the statewide delivery of UVM telecourses is hampered by a wide range of receive site situations. Many of the high schools in which the state placed receive antennas are not connected to either the internet or even the telephone system (with more than one telephone line). As courses move from the free Advanced Placement high school programs to high tuition UVM credit courses, the connecting technology must be enhanced. We will urge that the Legislature complete the connection of all high schools to the state's technology network.

In addition to upgrading the technical reliability of its compressed video connections, and working independently with high schools across the state to help them understand and operate their down-link facilities as learning centers, the Distance Learning Network envisions several major new endeavors:

- The transition of academic courses previously delivered in a live broadcast format to courses delivered asynchronously, combining pre-produced video, Web-based materials and real-time instructor interaction. This includes Advanced Placement offerings as well as UVM credit courses.
- The extension of Community Programs short courses into statewide television products using cable television networks and/or video tape. With consultants for cable companies in Vermont, we are currently exploring the financial and technical implications of gaining access to cable carriers statewide for delivery of both open access and pay-per-view programming.
- The development of a partnership with the College Board and a private distribution company to market and sell our AP courses nationwide.
- The integration of distance learning and distributed learning principles into the University's ongoing program of faculty training and development. Working closely with University Training and Development and CIT, the Network is designing programs that are relevant and accessible to all faculty rather than only those teaching a DLN course in an upcoming semester. This results from an ongoing effort to raise standards for UVM faculty concerning the instructional effectiveness of multiple technologies and supports.

Efforts are also underway to collaborate with other New England land-grant institutions to secure a major FIPSE grant to provide regional faculty development services. The DLN was asked to lead this grant process. In addition, the network has taken on leadership in linking all six New England Land-Grant universities to deliver a single course in Natural Resources

originating in turn from each of the New England campuses. Finally, talks are underway to provide DLN support for televised programming into the UVM Residential Halls.

The Network views itself as a critical player in the development of the University's ability to deliver new degree products statewide. The implications of degree candidacy and service requirements to degree students are significantly more demanding than those required by non-degree students enrolling on a one-time basis in a credit course. We envision, over the next year, researching and modeling academic delivery and support systems, and redesigning them appropriate to UVM, so that if and when statewide degree access becomes a reality, UVM is prepared to immediately deliver on all that implies.

Clearly, the Network has many challenges, both technological and cultural. Keeping pace with and mastering new technological developments requires considerable effort, but not as much as successfully addressing the more amorphous issues that influence the acceptance of electronically-mediated teaching and learning. Vermont is a state of small communities, held together as much by a collective sense of isolation as a common sense of purpose. Technologies that are sold on the premise that they bridge distance and minimize isolation run counter to the sense of independence and self-reliance that is the hallmark of the Vermont character. The principal challenge in creating statewide partnerships that this University faces, and by extension the University's Distance Learning Network, is to bring Vermont citizens together around a set of common intellectual and cultural resources without doing violence to the highly localized, small, intimate sense of community that defines the state's self image.

Our efforts in programming, marketing, and indeed our overall outlook, will be to focus on bringing value into the community. Planning must be done at the community level. Programs must address communities as much as individuals. The University will be seen in each community, one at a time, as a community resource, on the ground locally with products and services that speak to the needs of community vitality as much as the training and educational needs of individual community members. The placement and support of downlinks in high schools around the state was a first step in addressing the communities.

Statewide Programs

In FY99, the Statewide Programs unit of DCE will continue to serve as a coordinator between the DCE Regional Centers and those DCE units developing courses and programs for the field. A specific goal during FY99 will be to replicate the University/industry relationship enjoyed with IBM in other organizations across Vermont. These industries look frequently for a single point of contact at UVM that will assist them in finding the appropriate resources within the University to serve their distinct needs.

Among the several entities with whom Statewide Programs is seeking a credit course market is the New England Electric Wire Corporation. NEEW is seeking programs from Vermont Technical College and has expressed interest in extending to their employees the same sorts of programs which DCE is currently delivering to IBM through DLN. By combining our

offerings with those from the Technical College (as we did in winning the IBM contract), Statewide Programs will provide the leadership and responsiveness needed.

Another area in which Statewide Programs is vitally interested is workforce development and support for economic development. A long-time working relationship with the state agencies involved in these efforts has proven an asset in attempts to join those councils already engaged in state and nationally funded work force training projects.

Projection

The Division of Continuing Education is forecast to grow to more than 125 employees, including approximately 12 faculty, by the year 2001. Our realistic estimates of annual gross revenue from the Division's several streams of income should exceed \$20,000,000 in that year. Our success will be measured in how well the Division has enhanced enrollment management (recruitment and retention), graduate placement, alumni giving, and the generation of research funding, outcomes which we see flowing directly from our efforts to improve UVM and community accessibility.

Efforts by DCE in FY99, as in previous years, are taken as part of a long-term strategy to advance the mission of The University of Vermont. Our role also includes helping shape that mission through our special expertise in understanding the marketplace and its evolving needs. Teaching, research, and public service for an audience not in residence in Burlington requires a different relationship with knowledge and many different and often new ways of exchanging information and seeking solutions. Continuing Education professionals are emerging as a new type of faculty within the university. They are the precursors of change and their work is to create a learning relationship between the traditional strengths of a learning institution and the evolving strengths of a learning society.