

Boston University Metropolitan College
& Extended Education



Annual Report

2007/08



August 1, 2008

Provost David Campbell
One Silber Way

Dear Provost Campbell:

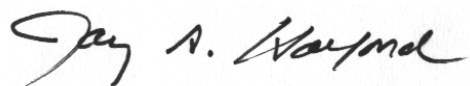
I am pleased to present the 2007-2008 Annual Report for Metropolitan College & Extended Education. A year-in-the-life of MET is jam-packed with events, data, developments, milestones, highlights, and challenges. I hope this report begins to convey the range and depth of our accomplishments, which reflect the cumulative efforts of the faculty and staff who commit themselves to this dynamic college.

As you will read, this has been a year of self-analysis and transparency, as we opened up the organization to many different studies, surveys, reviews, and audits. At the same time, it was a year of unprecedented financial growth—and promise for the coming year and beyond. While past performance does not guarantee future success, the people, programs, and plans we put in place are annuities for that future. By generating an annual reckoning of this past year, and reflecting on all of the specific efforts made and successes achieved, the years ahead seem a little less daunting.

MET's formula is simple: our driving mission is to provide access and opportunity to students ready at key points in their lives for the challenge of our educational programs, to use continuous innovation as the means of allowing Boston University to reach new audiences, and to measure our success not just in dollars, but by the academic quality of our programs and the achievements and recognition of those students who benefit by that focus on excellence.

I am grateful for the opportunity to participate in this truly unique and important academic enterprise, and for the support of the University's leadership in making our success possible.

Sincerely,

A handwritten signature in black ink that reads "Jay A. Halfond". The signature is written in a cursive, flowing style.

Jay A. Halfond
Dean
Metropolitan College & Extended Education

Metropolitan College & Extended Education

Annual Report 2007–2008

Introduction

Few colleges anywhere spend as much effort as Metropolitan College & Extended Education defining and reinventing themselves in the context of new challenges and opportunities. Few colleges are as academically inclusive and pedagogically experimental, as open to new areas and approaches, and as interconnected within their parent institution. Few work as hard to innovate and deviate from the status quo, while, at the same time, revering traditional academic values. MET enjoyed a year of growth and opportunities to question—from a position of strength—what we have accomplished and where we might still be vulnerable. Rather than being self-congratulatory or complacent, this was a time for openness and analysis, in order to prepare for a still-uncertain future. This year at MET, like preceding years, is best characterized by looking back at the careful and calculated steps that brought us to this point, our annual performance, and the plans and preparations we have put in place for the year ahead. We do so in our role as a college, as citizens within a university, and as actors in a larger society where we face uncertainties and opportunities we try our best to understand.

A Year of Reflection

Among multiple ways in which this was a year of self-analysis and transparency, Metropolitan College & Extended Education served as the first case study for review by the University's Board of Overseers. An External Review Committee was formed with four overseers and four members of MET's Advisory Board to consider the following questions:

- How should MET fit into the strategic plan of Boston University? In particular, what is the value of MET's portfolio of programs to the University, and how can this value be enhanced in the future? Further, what part should MET play in the overall growth of the University?
- How sound are the strategies for individual MET programs? What metrics should be used to assess the quality of these programs?
- How should MET expand its commitment in the local metropolitan community?
- What role should MET play in the University's international initiatives, both those that bring students to Boston and those for students abroad?
- How can MET ensure the quality and reputation of distance education going forward? What are the proper strategies for growth and expansion, and in what areas?
- Who are MET's primary peers/competitors, and what can we learn from their strategies and performance? Are MET's efforts consistent with best practices in extended education and distance learning?

The review committee met over five months, interviewed faculty and key administrators (inside the College and throughout the University), attended classes and online demonstrations, and even participated in MET's Town Meeting and Faculty Colloquium. The members asked

probing questions about MET’s scope and future, how best to organize for our range of programs and responsibilities, and whether we have the structure and resources we need to further our success. They mobilized us to produce data analysis that looked at the profile of our students and our finances. Their work culminated in a discussion at the May meeting of the Board of Overseers.

This external review raised penetrating questions about how MET can contribute further to the University’s mission. To what extent should other BU colleges be encouraged to develop online courses, distance education degree programs, and blended/hybrid courses? And, if so, what responsibilities might MET assume in the development of these courses and programs? What role is MET likely to play in the exploration, development, and oversight of campuses abroad that offer BU academic degrees? And in what ways can MET provide leadership in promoting experiential learning and other forms of pedagogical innovation? The reviewers lauded our programs and people, and concluded that MET has even greater opportunities for growth and value to the University.

The Enrollment Story

Over the past decade, MET’s overarching strategy has been to reduce our dependency on traditional-age students; to elevate academic standards and instructional quality; to attract a growing number of mature, part-time learners; to raise the size, scholarliness, and leadership role of the full-time faculty; to develop new programs and new modes of delivery, particularly at the master’s degree level; to sustain our presence in the liberal arts and undergraduate education; and to develop sophisticated outreach, customer relations, and retention efforts. In short, MET has continued a longstanding mission of access and opportunity through a concerted effort to elevate quality and ensure ongoing innovation, relevance, and diversification. This strategy has been borne out by the enrollment patterns over these ten years.

The size and composition of the Metropolitan College student body has changed dramatically:

	1997-98	2007-08	
Overall course enrollments	15,268	20,756	+35.9%
Course enrollments (MET students only)	10,984	18,568	+69.0%
MET classroom enrollments (excl. online)	10,984	11,182	+1.8%
MET online course enrollments	0	7,386	

Note: These totals included the School of Hospitality Administration until 2001, and reflect a strategy begun in 1998 of actively reducing non-MET enrollments of other BU students taking MET classes.

Despite, or likely because of, higher standards and a focus on older, more sophisticated students, MET’s enrollments increased significantly over the past decade—thanks in large part to the introduction of online distance learning, which MET pioneered for the University.

Even after divesting the School of Hospitality Administration, MET’s *full-time* student population is at 658 students, comparable to a decade ago. The proportion of male students at MET decreased slightly over this period—from 59.1% to 56.6%. Validating our strategy, the average student age increased from under 30 to 33. MET’s international population grew from 306 to 466—52.3%—despite the impact of 9/11 on the nation’s foreign students. MET has

become much more of a graduate school, particularly with online programs providing the major impetus for growth (53.7% of MET's graduate students are enrolled through distance education).

Over the past decade those at the prime age for part-time learning (the 25- to 34-year-old population) declined in the Boston region at an even greater rate than nationwide. Recent high school graduates—the baby boom echo—rose 23%. These will become MET's demographic in the coming years. In contrast, the Northeast's high school graduates will decline by one percentage point per year through 2021. As the traditional-age college cohort declines, MET's primary target population will grow in the decade ahead.

MET is truly a university-within-a-university. In breadth and size, MET's graduate population is surpassed by only 13 regional institutions in their entirety. In contrast, student numbers at Northeastern University's School of Professional and Continuing Studies declined by two-thirds over the last decade. Harvard Extension School has seen flat enrollments locally in recent years, while growing its numbers through distance learning—a situation replicated at University of Massachusetts in Boston. Boston College's Woods College of Advancing Studies has experienced enrollment declines over the past several years.

Within Boston University, Metropolitan College has emerged as BU's second largest college in headcount and fourth largest in student FTEs. MET enrolled 52.8% of BU's part-time students and 12.8% of BU's students overall. Metropolitan College now has the University's largest share of graduate students, and 30.2% of BU's master's degree students. Since the advent of distance learning seven years ago, MET's part-time graduate enrollments have more than tripled (while MET's full-time numbers rose only 1.5%).

As a result, the *majority* of Boston University's master's students (51.9%) now participate part-time, and within a few years a majority of those will do so online. In fall 2007, 42.5% of BU's part-time master's students attended online. MET, through distance learning, has changed the graduate educational landscape at Boston University.

Over the course of this past year, MET student course enrollments grew 5.7%. Compared to the corresponding semester the prior year, MET student headcount increased 5.3% this past summer, by 5.1% in the fall, and by 1.7% in the spring. New graduate and non-degree students grew 1.9% in 2007-08, suggesting that in the year ahead we are likely to see at least stable enrollments overall.

This past winter, we conducted our first systematic student survey in a decade. We received 1,310 responses—an impressive 35% rate. Demographically, 53% were thirty-one years old or more. Only 13% were non-US citizens. The majority of “Metropolitan” College's students (53%) now live *more* than thirty miles from campus. Almost half have household incomes of at least \$75,000.

Reflecting our shift towards graduate education, two-thirds of our students already had bachelor's degrees and are now pursuing master's degrees. MET attracts predominately degree-seekers—only 4% of the respondents were taking individual courses or pursuing a certificate. More than one-third (and two-thirds of those over thirty) depended primarily on their employers for financial support, and one-quarter relied on loans and scholarships.

When asked for reasons for being at MET (respondents could check all that applied):

- 94% said for personal satisfaction
- 89% to improve income potential
- 85% to improve job skills
- 84% to learn a new field of knowledge
- 82% to facilitate a career or job change
- 58% to meet job requirements

Ninety-two percent of the respondents indicated their satisfaction with their academic experience; 91% would recommend MET to a neighbor, friend, or colleague; and 92% praised the quality of the faculty. Almost half of the students believed they learned of us on the Internet, and another quarter from a friend or colleague—and 59% enrolled within three months of their initial contact with us.

Distance learning has changed MET’s demographics towards older, wealthier students (69% of those online are 31 or older, and 46% have household incomes of \$100,000 or more). Interestingly, online students are even more likely (97%) than on-campus students (91%) to stress personal satisfaction as a primary motivator in their academic pursuit. Older students are slightly more satisfied than younger students with the quality of their educational experience with us.

Thus, over the course of the past decade Metropolitan College has not only grown, but changed the fundamental characteristics of its majority audience. MET students are now older, more advanced and accomplished, more likely to be furthering their education for intrinsic reasons as well as practical consequences, and, most importantly, satisfied with the academic environment we have created for them.

Finance, Administration, and Human Resources

Metropolitan College & Extended Education had an unprecedented fiscal year. The contribution margin (revenue minus expenses) rose \$6.6 million—16.8% over FY07, and \$2.8 million more than promised. This was accomplished by modest growth in enrollments, tuition increases, and renegotiated contracts with marketing partners to shift a far greater share of revenue to the University.

Over the past five years, MET has increased the contribution margin 67% to the current level of over \$46 million. Next year we should reach a \$50 million contribution to the University—equivalent to the annual return on a billion-dollar endowment.

	FY04	FY05	FY06	FY07	FY08
Income	50,339,423	56,279,617	64,928,259	72,666,607	80,461,029
Expense	22,744,206	26,954,448	31,150,680	33,176,524	34,339,514
Margin	27,595,217	29,325,169	33,777,579	39,490,083	46,121,515
% contribution	54.8%	52.1%	52.0%	54.3%	57.3%

This analysis understates MET’s financial contribution, since distance education revenue is attributed to the home of the academic program. MET runs the Distance Education office as a cost center, though the technology fees have now made this operation self-funding. When including the revenue for online programs throughout BU, distance learning generated \$32.1 million this past year, \$13.7 million in contribution margin. That margin has grown dramatically:

FY05	\$0.1 million
FY06	\$8.5 million
FY07	\$13.3 million
FY08	\$13.7 million
FY09	\$15.4 million (projected)

Metropolitan College & Extended Education underwent an exhaustive internal audit of all information and financial systems, as part of a regular cycle of formal compliance reviews. After a thorough process, we received and have now addressed several technical recommendations involving part-time employee payroll, vacation and sick-time tracking, credit card monitoring, revenue collection for special events, and information technology systems. With the number and complexity of programs that we administer, this ongoing scrutiny ensures the integrity of our systems.

We enter our upcoming academic year with 150 full-time positions—36 faculty and 114 staff. Four faculty and 29 staff vacancies were filled this past year. At this point, we have four faculty and five staff positions open. Our academic community is split between three shared locations on Commonwealth Avenue—755, 808, and 1010—along with off-site staff at various locations. MET can barely house current numbers; as we look forward, simply accommodating MET’s people will be a challenge. Based on the future size of the College’s programs—and this is as much a consequence of strategic decisions as market realities—we need to forecast the instructional and staff needs to adequately support this enterprise.

Academic and Scholarly Initiatives at the College Level

This past year, Metropolitan College created an Educational Technology Research office that focuses on emerging technologies to enhance teaching. A virtual laboratory was created for Information Security and Project Management, and a video collaboration system was integrated into *eLive*, our new venture for offering academic programs with courses that blend in-class and online sessions. The initial goal for eLive was to repurpose robust materials developed for distance learning courses so that classroom contact hours could be reduced to attract students from a wider geographic radius. This interaction between distance education and eLive proved to be mutually beneficial: the hybrid course is a fertile environment for testing new tools that can be integrated into the purely online course as well. Our first public eLive programs were the Digital Forensics graduate certificate within Computer Science and then the Innovation & Technology concentration in the Master of Science in Administrative Studies program.

We are now at the threshold of new opportunities for blending instructional technology into the learning process. eLive is being developed as an alternative to pure distance learning so that programs can be offered on campus or on site (and even abroad) with reduced face-to-face time and ongoing student/faculty collaboration and interaction through various technologies. During the coming year, MET will begin to formulate a plan for the emerging infrastructure to support eLive, with the expectation that this can be used to enhance local programs, reach a

wider audience (who do not have the time or the proximity to be on campus for the typical 42 contact hours), and develop customized programs at corporate and overseas sites. Staff will be recruited to integrate technologies that can span disciplines as well as discipline-specific tools, and administer the ongoing operations in eLive courses. We will determine how this operation intersects with the office of Distance Education, and what role this venture might play in the development of blended programs throughout Boston University.

Metropolitan College achieved approval for two new graduate degrees. In conjunction with the College of Communication, MET developed an online *Master of Science in Health Communication*, now marketed by Compass to launch this fall. As MET's entry into the health care industry, this program is an important opportunity to expand our disciplinary competencies. Historically, this has been MET's *modus operandi*: to identify a niche and launch a new program that then justifies ongoing investment in full-time faculty expertise. Through this approach, MET is never limited by existing faculty capacity or academic structure.

The second new degree, a *Master of Science in Leadership*, will replace management degrees offered off-site at military bases and in Brussels, starting in the fall of 2009. In working with the School of Management to ensure the University's AACSB accreditation, we designed this degree outside the definition of "management" in order to be excluded from review. (This will allow us to focus on enhancing the full-time faculty size and scholarly productivity required for our other management programs.) This ten-course program will consist of a six-course core and a flexible set of courses for specializations in project management, international relations, or other areas that might be particularly attractive at a specific locale.

The full faculty also adopted a substantially revised MET Constitution, a Faculty Expectations document, and a statement on the Merit Review process to clarify its components and provide faculty feedback. The Academic Policy Committee also approved a new graduate certificate in Interactive Multimedia & Game Engineering and an undergraduate certificate in Criminal Justice. Beyond the standard faculty committees exercising academic governance, we held four Faculty Council meetings, three Town Meetings of all faculty and staff, and two Colloquia on intellectual topics critical to the College.

The College received recognition through several grants—a Grant for Undergraduate Teaching and Scholarship to study the integration of PC tablets in the Science & Engineering Program, Information Assurance Scholarships from the National Security Agency, student activities support for Gastronomy students from the Julia Child Foundation, and scholarships to support adult undergraduates reentering higher education from the Bernard Osher Foundation. Through MET's leadership, Boston University was recognized as an Academic Center in Information Assurance Research by the Department of Homeland Security and the National Security Agency.

MET sponsored two academic conferences in 2007-08: the annual conference in Project Management on May 23, 2008, and a student conference on Information Assurance and Cyber Security on December 14, 2007.

MET welcomed four new full-time faculty members (two in Administrative Sciences and two in Computer Science), along with our first Executive-in-Residence; two additional faculty members will join us this fall (in Criminal Justice and in Gastronomy). MET also hosted two visiting scholars in Computer Science. Unfortunately, we were unable to fill three of our faculty lines for the coming year.

Boston University conducted a Faculty Climate Study, and the comparison of MET's full-time faculty with those throughout the University is telling. Metropolitan College's faculty are more *satisfied* overall at BU (91% compared to 69%), and if given the choice, more likely to still choose to be where they are (73% vs 64%). MET's faculty are also more *satisfied* with their inclusion in their department (87% vs 74%) and within their college (70% vs 61%). However, our faculty are notably more *dissatisfied* with compensation (62% vs 55%) and workload (73% vs 45%), opportunities to collaborate across the University (57% vs 29%), and time available for scholarship (71% vs 46%).

MET's faculty continue to maintain a grade distribution more dispersed than a decade ago, when more than half of the grades were A or A-. Now, even though we are teaching students with stronger academic and professional backgrounds, and increasingly at the graduate level and online, the proportion of A/A- grades was 42.6% last year. MET's graduation rate of 86.9% for on-campus programs is also reassuring, and matched by retention rates of our online programs.

Academic Programs

Actuarial Science

Enrollment in this rigorous program has declined somewhat in recent years—likely in part to a new program at Columbia University—to a current 65 students while shifting towards more part-time students and more international diversity. These master's degree students are MET's youngest graduate group—with an average of only 1.8 years of work experience. From our student survey, Actuarial Science students, not surprisingly, were most likely to be seeking skills for their first job. Thirteen countries were represented among the twenty new students this past year. To help make the program even more appealing and integrated into professional credentials, the department received approval for several courses to count in lieu of external examinations from the Society of Actuaries. Our graduates continue to achieve impressive job placements in the major insurance and financial services corporations.

Administrative Sciences

MET's management programs grew 88.7% in the last decade, mostly from the advent of distance learning, while we continue to elevate academic standards. Face-to-face enrollments grew 5.6% during this period. Undergraduate enrollments stabilized over the last several years. Administrative Sciences faculty this past year taught 246 classes, with 7,521 enrollments (36.5% of MET's total), and drew 259 foreign students from 28 countries—making this department among the most global at Boston University. About two-thirds of MET's management students participate online, and 411 are enrolled in Project Management. To put this in comparative perspective: only two area business schools (Harvard and Babson) have more graduate management students than MET.

As one of the first dozen institutions awarded global academic accreditation by the Project Management Institute, MET has seen a dramatic growth in enrollments in project management programs, especially online. Because of our interdisciplinary capabilities and practical focus, MET has been especially well-positioned to respond to this growing professional need. In fact, students in Project Management have the greatest amount of work experience (a mean of 12.1 years) in any MET program.

The eight core courses developed for the online management degrees have demonstrated their versatility. Initially, the strategy was to pair these eight with a professional designation to produce a specialized management degree. We found, however, that by developing additional online courses we could efficiently create a variety of degrees—in Project Management, International Marketing, and Banking & Financial Services Management—and recognize additional professional designations. The Administrative Sciences department has been able to raise the incoming grade point averages of new online students, while still being sensitive to exceptional cases for those with significant work experience since their undergraduate degrees.

A new undergraduate certificate in International Business was introduced with the Centro de Estudios Universitarios (CEU) in Madrid, Spain. Three non-credit courses are offered in Spain by our faculty, and in their fifth year participating CEU students spend a semester full-time on the Charles River Campus as part of the Abroad@BU program. One of our first two eLive initiatives—the concentration in Innovation & Technology—was launched this past year. And in cooperation with Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM) in Mexico, Administrative Sciences co-mingles graduate students through an online student exchange, an important experiment in inter-institutional global distance learning.

We spent considerable time this past year working with the School of Management to collaborate on a strategy for meeting the accreditation standards of the AACSB, without causing any diminution of enrollments or revenue. Our approach will be to create a new degree to replace management degrees on military bases and overseas; to restructure the undergraduate managerial studies degree; to determine the full-time faculty coverage needed in those programs included among those reviewed by the AACSB; and to focus our efforts on ensuring that our full-time faculty meet established scholarship standards. With several new faculty lines and a greater focus on faculty research productivity, we will be prepared for the next AACSB self-study in 2011.

Advertising

The on-campus master's program in Advertising has matured into a stable academic program with 153 course enrollments in twelve courses this past year, taught almost entirely by faculty from the College of Communication. Five graduates of this program recently started their own firm.

Applied Social Sciences

Criminal Justice. With the advent of the online Master of Criminal Justice (MCJ) program in 2002, course enrollments reached their peak in 2006 at 3,333 and declined to 2,970 this past year. Both on-campus and online Criminal Justice enrollments decreased in 2007-08. One factor that should raise enrollments in the coming years will be the addition of a tenth course requirement in the MCJ program. The MCJ program launched BU into distance learning by providing a high level of student satisfaction and academic quality that established the confidence and threshold for other programs.

The Criminal Justice programs also serve a Boston-based role—particularly now that we have added an undergraduate certificate in Criminal Justice. MET's faculty also provided pro bono instruction for eighty members of the Massachusetts Association of Minority Law Enforcement Officers (MAMLEO) preparing for their examinations.

The *Prison Education Program* continues to provide undergraduate liberal studies at four regional correctional sites, by enrolling 236 students in 61 courses this past year. These large

enrollments allowed us to add four new courses. The Prison Education Program also completed the second year of a preparatory program, funded by the Lynch Foundation, to allow those without enough academic credits to take four courses on a probationary basis. The majority of students have now completed this sequence, and only two have failed to meet the academic standards for continuation. With this influx of new students, PEP will now raise admissions standards to calibrate enrollments within our budgetary and instructional capacity.

PEP also depends on the contributions of many who teach without compensation or donate textbooks for classes, as well as an increasingly cooperative Department of Corrections staff, who provide important administrative support for our efforts. In the coming years, we need to secure external funding from other sources and engage in more research on student success and recidivism, in order to promote the efficacy of prison higher education.

Psychology. The faculty coordinator received a curricular development grant to develop a new course in business and organizational psychology. Another new course in neuropsychology was also developed.

Urban Affairs and City Planning. MET's urban affairs programs joined the Association of Collegiate Schools in Planning, perhaps to move towards certification. Several of the courses served as symposia for weekly guest lecturers from the Boston public policy elite. These programs benefit from an advisory board of community and professional leaders.

Arts Administration

At its fifteenth anniversary, this program is among the highest regarded in its field. In 2007-08, we welcomed 34 new students from ten states and four countries, bringing the total student count to 85. Those in the Master of Science in Arts Administration have the College's highest undergraduate grade point average (3.38), and, according to our student survey, tend to be younger, less affluent, and most likely to be seeking personal satisfaction (100%) and a career or job change (95%) from their master's program. Given the artistic backgrounds and non-profit goals of the students to bring art to communities, these results are not surprising. With this population of students, we find we can expand international, intensive courses even beyond Barcelona and London.

Biomedical Laboratory & Clinical Sciences

This undergraduate major with two certificate options represents an important collaboration with the School of Medicine and, with about fifty students, continues to be one of MET's largest undergraduate programs. Seventeen of the students have come from the Community Scholars Program. Many others come from MED's CityLab Academy, where students can begin to take MET courses towards their undergraduate degree. Now that we will be including this major within our Boston Medical Center agreement, enrollments are likely to continue to rise. As a capstone, students worked at externships at Biogen Idec, Beth Israel Deaconess Medical Center, Genzyme Corporation, Millipore, Wyeth, and other institutions and corporations.

Computer Science

This past year, the faculty and administration engaged in thoughtful analysis and discussion about still-declining enrollments in information technology programs, and what we can do to address that decline. The fundamental paradox is that enrollments in computer science

programs continue to decrease across the country while jobs in information technology increase. Degrees nationally have decreased 14% these past three years and 70% (93% for females) since their peak. While the proportion of university degrees earned by women continues to grow, computer science and information systems are the one area where the gender gap has widened—from 27% female one decade ago to now only 21% (no better than in the early 1970s). Women hold only a quarter of the jobs in the IT industry. Many studies and theories are emerging on why young women are opting out of particular scientific and technical areas, despite comparable math scores.

We contracted with both Eduventures and Compass to pursue market research on these perplexing questions. We learned of the incongruity between advanced degrees and salaries in this industry, as well as employer preference for specialized, on-the-job training over full degree programs. IT companies are less prone to value and fund part-time master's degrees, and as alternative opportunities expand, women are now more likely to self-select out of IT careers, even in favor of other scientific areas, for personal and workplace factors.

Similar to other institutions, MET's Computer Science course enrollments peaked in 2001—and, over the past decade, declined 12.9% overall, and 63.4% in face-to-face classes on campus. Going online was critical in sustaining our computer science programs and resources. Over this past year, student headcount dropped 14.3% and course enrollments by 11.3%—even more for those taking classes on campus. While the online Master of Science in Computer Information Systems has slightly more local students than other online programs, we are not diverting local students to distance learning. Changing marketing partners from Datamark to Compass did, however, cause a dip in new online students.

Tyngsboro Computer Science enrollments, in contrast, grew 8.1% to 161; though with the recent sale of that site this program faces a precarious future. The New Hampshire Commission for Postsecondary Education approved continuing the decade-long Master of Science in Computer Science program for Liberty Mutual employees in Portsmouth.

Reflecting national trends is not, in itself, comforting. We must continue to identify strategies to gain market share even in a seemingly depressed market. Students continue to praise our programs and faculty. In our recent student survey, Computer Science students were more likely to recommend BU and commend their faculty. Their demographics also reveal that they tend to be older and more affluent than MET students on average. The quality of Computer Science instruction has risen significantly over the years: now the department's course evaluation average (on a 5-point scale) is 4.33 (exceeding the College average of 4.28). We are working with Compass to restore and grow our online MSCIS numbers within the next two years, especially as we envision a more global appeal for distance learning and this program in particular. At the same time, we will continue to experiment with strategies to attract more students, especially women, in the region.

The Computer Science faculty continues to do what they do best—engage in ongoing curricular innovation and offer exceptionally strong programs in response to the dynamic nature of technology and the changing needs of industry. We have worked collaboratively on outreach strategies and the invention of new ways of delivering academic programs. One major initiative has been eLive: blending in-class and online activities for our local programs. Another will be Alumni Career Enrichment in Information Technology (ACE IT), which will invite alumni to return to update their skills at half of the standard tuition. We have the classroom capacity to

welcome back graduates whose knowledge is otherwise at risk of becoming obsolete. The Computer Science department also introduced a new Graduate Certificate in Interactive Multimedia & Game Engineering, and celebrated this with a distinguished public lecture by Dr. Ian Lane Davis, founder and CEO of Mad Doc Software, a leader in video game technology.

Computer Science's faculty members continue to play pivotal roles in our national recognition in information assurance and project management. To stay current, the department maintains a tradition of hosting faculty seminars and conferences, and participating actively in corporate visits and presentations. Additionally, the Computer Science department coordinates all information technology for Metropolitan College & Extended Education, here and at all locales (and supports the IT needs for the School of Hospitality Administration).

Our goals for the coming year and beyond are to restore enrollments on- and off-campus, introduce more eLive courses (and develop a plan for creating an operation to develop blended courses), explore corporate and global opportunities, and continue to develop specialized courses in critical new areas.

Distance Education

With online enrollments increasing by about twenty percent, the Distance Education office has continued to expand over the course of this past year by recruiting additional instructional designers and student services managers. We worked with Sargent College to introduce a new doctorate in Occupational Therapy, within Embanet's portfolio of BU programs. We negotiated a master agreement with Compass that includes Health Communication (COM/MET), the Master of Science in Computer Information Systems (MET), and potentially the Master of Fine Arts in Art Education (CFA). To provide academic oversight for the growing phenomenon of distance learning, we launched the Provost's Faculty Advisory Board for Distance Education, which provides ideas and feedback on our policies and practices. This council sponsored a survey of BU's colleges and found that the majority were interested in developing online and hybrid courses in their fields of study.

Since the inception of distance learning in 2001, the annual growth rate of MET's online enrollments has declined, appropriately, from 82.3% in AY05, to 54.8% in AY06, to 31.7% in AY07, and now to 10.9%. Most of MET's online programs are beginning to level off. MET's set of management programs will likely see growth, particularly as Embanet reaches out more to those overseas. Having migrated the online MSCIS from Datamark to Compass as our marketing partner, these enrollments are likely to return to their previous level and beyond. With the introduction of Health Communication this fall, we should see further growth in total online enrollments. This joint program with the College of Communication should draw about one hundred new students this coming year, and continue to grow thereafter.

As a result of our distance learning model, MET's full-time faculty course coverage since 2001 increased overall from 27.6% to 44.1%. Currently, 63.6% of those enrolled online are taught by full-time faculty. Thus, our online pedagogical model provides a basis for exposing more students to full-time faculty. (However, online students sometimes lament that the instructional chain of command within their courses makes the full-time faculty member too remote.) Before distance learning, 1,726 graduate course enrollments were taught by full-time faculty, whereas 7,038 enrollments benefited by full-time faculty coverage in 2007-08.

Thus far, Distance Education has built 119 online courses (56% for MET). Comparing the direct costs of development and instruction to the enrollments generated, the cost/student is highest in those two programs (Undergraduate Degree Completion Program and the MSCIS) with the greater course development in relation to the number of students taught.

The major challenges in the years ahead will be to attract and train qualified staff, particularly for instructional development, to keep up with the growth of distance learning; and to find suitable space to house staff. As BU's programs all migrate in-house for course development and support, and as new programs are added, the instructional designer corps plays a key role in our ability to develop high-quality distance learning programs. Distance Education will introduce a tiered system for those developing and supporting online programs, so that we can build a structure with multiple levels of responsibility and opportunities for advancement. We also want to cultivate at least one other marketing partner to ensure that we have adequate options given the vicissitudes of for-profit corporations.

A recent 2008 study from the Sloan Consortium highlights the uniqueness of our model for distance learning in a national context. Most of what is called "distance" learning occurs at community colleges for their regional students. Much of the remainder is delivered to military or through for-profits, and rarely with the level of investment and focus on quality that we provide. Our model of attracting accomplished, older students beyond our region—and offering them a rigorous, engaging, and interactive setting—has proved to be our niche. Only 8.9% are within driving distance of Boston. MET teaches students online in 49 states: 18.1% live in the West, 11.0% in the Midwest, 35.6% in the Northeast, and 30.7% in the South.

Attracting more online students overseas is our next frontier: currently 4.6% come from outside of the United States. Boston University is able to attract a truly new audience (often in programs that could never populate if we insisted that students reside in Boston), who are very satisfied with the level of instruction, support, and community we provide.

International Initiatives

Metropolitan College hosts international students through on-campus, intensive, one-semester programs via BU Global, and through certificate and degree programs at our site in Brussels, Belgium. Our staff also serves as a catalyst for developing international partnerships, exploring new ventures for the College and University, and recruiting students for on-campus degree programs.

Boston University in Brussels recruited the largest number of registrants in more than a decade. This past spring 84 students produced 137 course enrollments. The average student age is 30, about one-fifth are enrolled full-time, and also about one-ninth are supported by their employers. Always a melting pot of many nationalities, the student population is shifting towards those from Turkey, India, and Eastern Europe. Direct outreach has proven to be the best form of marketing—attending fairs and recruiting events, and sponsoring open houses, business seminars, and cultural programs. The Master of Arts in International Relations has been slow to materialize, with only six matriculants thus far. In the coming year, the major challenge will be phasing out the Master of Science in Management and introducing the Master of Science in Leadership.

BU Global achieved the highest enrollment level in its seven-year history with 157 students overall (76 undergraduates through Abroad@BU and 81 postgraduate students in a

variety of diploma/certificate programs). Twenty-seven of these students stayed for additional semesters, in many cases for a full academic degree. Twenty-nine students continued for internships arranged in the Boston area. Fifteen students had been recruited by a global agent network established and maintained by BU Global. Eight of the 16 Humphrey Fellows enrolled in diploma or certificate programs through BU Global. In total, BU Global generated over two million dollars in tuition revenue (30% more than FY07). In the coming year, two new diploma programs—Sustainable Economic Development via Tourism and IT Project Management—will be introduced.

BU Global Collaborations produced a customized Abroad@BU summer program for students from Bologna University, repeated this current summer. A partnership with KOITA continues to attract Korean executives for a one-week summer program. We are working with a business school in Bogota, Columbia, to integrate online programs from the Center for Professional Education into a finance master's degree; a business school in Paris to send graduate students to the spring International Marketing diploma program; and a school in Azerbaijan for Abroad@BU. We continue to work with ITESM in Monterey, Mexico, to exchange online graduate students and host undergraduates.

Over its history, MET has played pivotal roles in promoting foreign enrollments on the Charles River Campus and hosting American graduate degrees at international sites. We also participated in the exploration of major new ventures for Boston University in the Middle East and Asia.

Liberal Studies

Metropolitan College offers liberal arts courses on campus, with the cooperation of faculty in the College of Arts & Sciences, and online, with faculty from the College of General Studies. The online Undergraduate Degree Completion Program, now with a new faculty coordinator, reached 660 course enrollments this past year and continues to grow. We have added additional courses each term to provide an earlier entry point for incoming students and increase the frequency of course offerings. As a result of faculty discussions, we added a Writing Facilitator to provide guidance to students across the curriculum.

Lifelong Learning

The Lifelong Learning office administers the Master of Liberal Arts in Gastronomy, the Evergreen Program, and various culinary, wine, and food studies programs.

Gastronomy course enrollments have jumped from 115 to 144 this past year, allowing us to expand course offerings and introduce new areas of food studies. To take this unique program to its next level, MET engaged Warren Belasco—Professor of American Studies at the University of Maryland, Baltimore County, and a leading scholar of food studies—to work with faculty, students, and staff on a recommendation for the future course of this program. His report referred to our program as “a pioneer in the study of food history and culture” with “an estimable track record upon which to build.” He proceeded to make several recommendations for the curriculum (adding core courses and concentrations, and revising the thesis requirement), student advising, faculty development, and marketing. The tracks will be History and Culture, Communications, Food Policy, and the Business of Food. Professor Belasco will also join us as a visiting professor this fall, and teach a blended course for MET.

Evergreen. About two thousand senior citizens attended lectures and audited Boston University classes this past year, a significant increase over the prior year and a function of the movement of the baby boom generation into their sixties. This intergenerational approach not only benefits those in the local community but brings a perspective to the otherwise traditional-age classroom valued by faculty and undergraduates.

Culinary and Wine Programs. Ninety-three seminars in various aspects of food and wine attracted 3,254 attendees (55% over the prior year). Twenty-six students completed the Certificate Program in Culinary Arts. The Wine Studies program grew to 173 participants. The Academic Policy Committee approved academic credit for this sequence of wine programs, to further integrate the academic study in the MLA in Gastronomy with hands-on, practical training in food and wine. *Cooking Up Culture*—which illustrates foreign cultures through culinary demonstrations by chefs—brought 1,231 local youngsters to campus, a 31.4% increase.

Military Programs

The student count on the two military bases in North Carolina, Cherry Point and Camp Lejeune, has been cut by more than half over the past decade (with 245 course enrollments in 2007-08). The Master of Science in Computer Information Systems has been pared down, in favor of project management. The Master of Science in Business Administration will soon be replaced by the new Master of Science in Leadership. Deployments to Iraq and Afghanistan exacerbated this decline. Even though tuition is discounted for the military, BU's programs are the most expensive on their bases, with limited tuition assistance. However, Henderson Hall (begun just after 9/11, across from the Pentagon in Arlington, Virginia) now has 159 enrollments, growing 17.4% the past year. Also, Hanscom Air Force Base enrollments continue to materialize—with 152 course enrollments, versus 122 the year before, half of whom are civilians working for defense contractors. Thus, even with deployments, MET has been able to stabilize overall enrollments at military bases—while providing high-quality education (six-hour Saturday and Sunday classes held on alternative weekends) to those at various locales.

Professional Education

The Center for Professional Education (CPE) is MET's incubator for focused, career-oriented certification programs, often conducted in conjunction with a professional organization or designation, and increasingly online. These programs attract a growing number of older students, many of whom are career-changers.

	Students	Course Registrations	Revenue (estimates)	Expenses
Cert. Mgt. Accounting	77	105	\$75,016	\$22,111
Commercial Real Estate	417	720	\$445,019	\$204,366
Cert. Financial Planning	249	584	\$481,863	\$250,265
Cert. Financial Planning (online)	696	2,786	\$1,222,266	\$374,433
Interpreting	82	284	\$169,375	\$169,972
Paralegal	210		\$553,472	\$299,147
Paralegal (online)	403		\$840,000	\$187,000
Prof. Fund Raising	83		\$143,000	\$63,899
Prof. Investigation	20		\$78,910	\$137,735
Publishing	42	147	\$62,147	\$87,014

Overall, the Center returns about 42% (almost two million dollars) of its revenue in contribution. This margin has tripled in just two years. The two longstanding programs—*Financial Planning* and *Commercial Real Estate*—both have solid local enrollments. The Financial Planning program online has plateaued. The *Paralegal Studies* program increased both in its classroom and online versions, and finds wide appeal both in a part-time format for working adults and in an accelerated, full-time version for recent liberal arts graduates. The online version of a program does not seem to harm its local, classroom counterpart. Twenty-two of the 105 registrations in the *Certified Management Accountant* (CMA) program are from a contract with Johnson & Johnson. The *Community, Legal & Medical Interpreting* program is our break-even, community service venture, offered now in four languages (Mandarin, Portuguese, Spanish, and Vietnamese). The magazine track in *Publishing* will be eliminated, leaving only book publishing. We will be expanding the popular *Professional Fund Raising* program to one hundred contact hours next year.

In the fall, CPE will be launching *Information Technology for the Legal Profession* (online) and *Genealogical Research* (classroom), and creating online versions of the Professional Investigation and Fund Raising programs. Beyond next year, we anticipate a program for Certified Retirement Management Analysts, Global Trainers, Executive Coaching, and Professional Selling.

Sargent Center for Outdoor Education

During the course of this past year, Sargent Center for Outdoor Education (SCOE) underwent several changes—in personnel, organizational structure and focus, and programs. The *School Program*, for example, integrated stronger science and environmental education into the curriculum. (The pressures of standardized tests and school budgets have made it difficult to recruit classes for the School Program.) *Common Ground* served about one thousand new freshman during their orientations on the Charles River Campus, demonstrating that SCOE’s skills are transportable and valued in Boston as well. Wine in the Woods was a successful first effort to use the greater Peterborough community for fundraising, by celebrating the local foods, wines, and talent in the region. SCOE hosted the annual regional conference of the Association for Experiential Education in April.

In all, Sargent Center met over eleven thousand participants through an array of activities (an overall increase of 10.8%, with only Adventure Camp experiencing a decline):

School Program	3,754
Conference/Corporate Programs	4,184
BU Programs	2,811
Adventure Camp	634
TOTAL	11,383

Even with a plethora of programs and participants, it is difficult for revenues to exceed expenses—particularly as fuel and food costs rise, systems need replacing, and residential capacity is limited during the peak times of the year. Sargent’s activities generally cover direct expenses, before folding in plant maintenance and fringe benefits.

As Sargent Center for Outdoor Education approaches its centennial in 2012, the staff looked at the key strategic issues and opportunities to plan for the years ahead. The foundation

programs. At the next level, SCOE continues to be increasingly more relevant to the BU community, as a component of orientations, classes, and retreats. Finally, SCOE has served as a natural setting for scholarly work. Reinforcing these educational and scholarly functions will be key to SCOE's future relevance and sustainability. One plan is to introduce a four-course graduate certificate for those serving in junior instructional roles at Sargent, which will integrate the work and learning experience and provide an instructional and mentoring role for the senior staff. A way to raise money for ongoing renovations is through a conservation easement to protect the land by seeking donations that pay for this easement.

Few urban universities have natural resources as vast as we do. In the coming year, we should engage the School of Education and others in a discussion on how best to use Sargent Center, as both a location and source of expertise—and, more broadly, on the value of experiential education in BU's portfolio.

Science & Engineering Program

With National Science Foundation support, the Science & Engineering Program had a 41% yield on those admitted, higher than BU overall for those receiving any aid. SEP welcomed its largest class in the past six years. A mathematics placement test was introduced for all incoming freshmen. SEP received additional grants—to fund a PC Tablet laboratory for interactive math classes and a University Grant for Undergraduate Teaching and Scholarship to develop course materials for this lab. BU's Science & Engineering Program is an important alternative pathway for those entering undergraduate science majors.

Student Academic Affairs

With the growth of graduate programs, particularly for students remote to Boston, in-house financial aid counseling has become even more crucial in student services. Likewise, distance education has made the process of adjudicating academic honesty cases more complicated. Fortunately, MET's Academic Conduct Review Board heard far fewer cases this past year—only seven compared to twenty the year before.

Metropolitan College continues to find ways to maintain our longstanding commitment to undergraduate education. We modified admissions criteria for the online Undergraduate Degree Completion Program, as we saw that a 64-credit requirement excluded those on the cusp. We developed several additional courses to allow some students to start their coursework earlier. In part because of this program, the number of CLEP test takers rose 20.0% in 2007 (compared to 0.7% nationally) to 126 in total for those seeking to receive academic credit for their knowledge of particular subjects.

On the Charles River Campus, the Community Scholars Program—through which we award half-scholarships to qualified graduates of six community colleges—has continued to grow, requiring ongoing student counseling. In the coming year, we will be introducing two new scholarship programs that will expand the advising role of Undergraduate Student Services:

- Half-scholarships will be internally funded for deserving parents of Boston school children as our part in Step Up, the consortium of five Boston universities to support local public education. By simultaneously pursuing their bachelor's degrees, these parents can be role models for their children.

- The Bernard Osher Foundation awarded MET \$50,000 to provide scholarships for undergraduates older than twenty-five who are re-entering their bachelor's program. This fall, these funds will be offered to incoming Executive Degree Completion Program students. MET will be eligible to apply for a one-year renewal and then for a one million dollar endowment to support these scholarships in perpetuity.

As a premier, cohort, accelerated bachelor's program, the Executive Degree Completion Program experienced one hundred percent retention this past year. We continue to attract an impressive group of accomplished, mature adults who value the cohesive community and the instructional caliber of this unique program—and with the introduction of Osher scholarships this intensive program will be even more accessible.

Summer Term

Summer 2007 enrolled a record number of registrations, despite the disruption caused by a single case of measles on campus. Fortunately, the initial 5000+ students without measles immunization was reduced to about 150 to allow students to continue their studies. Student registrations grew to 11,088 in summer 2007, an increase of 3.4%. (Summer Term's financial margin grew 7.3 %.) The Graduate School of Management's summer enrollments rose 28%. College of Arts & Sciences courses attracted 46.8% of the total enrollment. Of the 6,019 students taking summer courses, 22.4% were visitors. Of these 1,347 visiting students, 155 came from abroad to attend Summer Term.

Our catalogue of 612 courses allows us to be the largest summer academic provider in the greater Boston area. An advisory board administers a curriculum development fund to seed new courses. Summer Term is an important venue for introducing new courses and approaches to teaching. Sixty-eight new courses were added in 2007.

Rising juniors have the greatest participation rate in summer courses: 24.4% of BU's undergraduates enrolled the summer before their junior year. Overall, 16.2% of BU's students took a summer course in 2007 (not including those who enrolled online or through other summer programs outside of Summer Term). One reason for increased BU participation in Summer Term has been the decline in the number of non-BU courses transferred from other institutions over the past five summers—from 1,752 in 2002 to 1,079 in summer 2007.

A large increase in summer high school student enrollments also contributed to the 2007 success: 536 high school students participated in *Summer Challenge* (406), *High School Honors* (94), or *Research Internship* (36) programs. This is more than a fourfold increase over the past five years. These programs provide a preview of college life and particularly Boston University, and will be especially important in the years ahead as the applicant pool for incoming BU freshmen is eroded by the decline in high school graduates nationally. Looking back over the past five years, of those students who participated in a high school program at BU, 144 (13.1%) eventually matriculated.

The Summer Study Internship Program provides a twelve-week combination of in-class and work experience. Students visiting from other universities earn ten credits by taking two six-week summer courses and a full-time Boston-area internship (along with an on-campus seminar) for the final six weeks. Our numbers grew from 32 to 36 students this past summer.

Overall, Summer Term 2007 saw a stable number of BU undergraduates, 5.8% growth at the graduate level, and 4.5% more visitors from high schools and other universities. Summer

Term *per se* attracted \$24,022,685 revenue, with a contribution margin of \$18,491,539, not including the nine million dollars of summer tuition generated (in “unit 32”) for courses not administered by Summer Term. The growth of distance learning degrees with year-round student populations has greatly increased the University’s summer income.

Summer 2008 introduced 68 new courses (and retired others), including several with experiential and overseas components. Given recent success, the goal is to sustain this enrollment level and experiment with new offerings as the pressures for recruiting high school and college age students intensifies.

External Efforts

Development and Alumni Relations

Over the course of the year, we made a total of 124 individual visits to alumni, with 21 events and 10 trips drawing an overall attendance of 1,010. Given the size and diversity of MET’s alumni population, we will finally hire an alumni officer to free up the time of the development officer to focus on key alumni. Though we had the largest number of donors ever (over 900), total donations remained stable. With a new alumni relations officer coming on board, we are committed to increasing donor participation and amounts. Alumni, though, often have enormous value as conduits for business development—and in the coming year we plan to tap those connections even more for corporate partnerships.

The year’s highlights include a large reunion held in Tel Aviv, Israel, in October; a \$50,000 grant from the Osher Foundation for undergraduate scholarships; a well-attended Wine in the Woods event at Sargent Center; and alumni gatherings in Virginia, California, Arizona, Georgia, South Carolina, New York, and Florida. We continued our annual MET Night at Agganis, with about four hundred attendees at a BU-Harvard men’s hockey game. MET’s graduation speaker was alumnus S.D. Shibulal, co-founder and COO of Infosys Technologies Limited, one of India’s largest IT companies. MET’s Advisory Board met in October with the President of Boston University, and participated in an external review of Metropolitan College conducted by the University’s Board of Overseers.

In a recent survey Boston University conducted of all alumni, 93.5% of MET’s alumni respondents rated their experience at BU as “excellent” or “good”; 97.0% rated BU’s reputation as “excellent” or “good”; and 90.5% summed their attitude towards BU as “excellent” or “good.” MET alumni ranked enhancing facilities and recruitment of faculty as the highest priorities.

Marketing

MET’s Marketing department engaged in 413 projects last year (down from 450)—half of which were advertising in nature (print and online ads, direct mail, transit and other posters, etc.). The Marketing department also plays a key role in working with the marketing partners for the University’s online degree programs. Increasingly, Marketing has introduced new technologies into outreach efforts—online information sessions and webinars, along with e-mail marketing, press releases, and newsletters.

Web traffic increased 19.3% across Metropolitan College & Extended Education. We monitor “pay-per-click” campaigns to measure success in encouraging those who see our sponsored sites and click through for more information. All of our programs experienced more

“clicks” than in the past, and the click-through/conversion rates (where the visitor took action to delve deeper and provide contact information) increased everywhere.

Key objectives in the coming year are to launch a much needed new website and a new advertising campaign for Metropolitan College.

Student & Corporate Outreach

Student & Corporate Outreach interacted with about twelve thousand prospective students—5,043 through phone calls and 7,132 via e-mails. Outreach held 38 events on the Charles River Campus with total attendance of 291, and hosted 17 webinars for another 177 attendees. Outreach met another 267 prospective students at 31 college and community fairs, 190 at 25 events with community partners, and 454 through corporate visits and education fairs. Outreach experimented this year with invitations to prospective students to attend campus events (MET Night at Agannis, among others).

Community outreach efforts drew 26 Community Scholars (from area community colleges) and 77 Boston Medical Center employees. We held our annual reception with Mayor Thomas Menino to recognize those Boston city employees enrolled at Boston University, and once again celebrated those BU employees receiving MET degrees this year. We arranged to join the Massachusetts Campus Compact and applied for, and received, an Americorps*VISTA grant to support our new Parents’ Scholarships for parents of Boston school children qualified to return to MET for their bachelor’s degree. The main objective will be to recruit ten parents annually to receive a half-scholarship towards their MET undergraduate courses.

Though enrollments grew at the Tyngsboro campus this past year, this site has been sold, forcing us to look for an alternative location—in collaboration with the Schools of Management and Social Work—to maintain continuity in graduate programs north of Boston. In the meantime, we have revamped our course schedule to ensure that a student can take the entire MS in Computer Science by staying on a prescribed track. We completed an on-site academic program at Kronos in Chelmsford.

Over one thousand employees from 65 Preferred Educational Partners inquired about online programs in 2007-08 and 128 students enrolled. Now with a new outreach director in place, business development will play a key role in efforts to secure direct corporate enrollments. America’s corporations spent about \$109 billion on learning and development—but less than a third of this goes to universities. MET’s students receive perhaps more than thirty million of support through tuition reimbursement. In fact, MET would be a far different enterprise without the support of students’ employers. Our goal is to build even closer ties to corporations to recruit their employees directly.

Of this year’s 1,308 Metropolitan College graduates, 23% had been in contact initially with a member of Outreach. This office has become our professional face for all those considering a return to college.

Some of the Big Questions

Predicting the future impact of economy and demography presents unique challenges for Metropolitan College & Extended Education. With the rising cost of fuel, we are likely to see greater individual and institutional acceptance of distance learning for part-time, non-residential students. America’s workers already commute an average of an hour daily. As Robert Putnam

noted in *Bowling Alone*, “for every extra ten minutes you commute you have 10% less time for family and community.” Attending an academic program through MET is already the equivalent of another half-time job beyond the 1,800 hours that Americans typically work annually. Our future students are likely to demand even greater efficiency and convenience in instructional delivery, without sacrificing the sense of structure and community. Our challenge will be to find creative and effective ways to do so, as we compete nationally and even globally for part-time students.

In a recession, rising unemployment and corporate changes in tuition reimbursement policies could negatively impact the flow of working adults into degree programs. The weak dollar suggests that the flow of those studying in the United States should grow in the near term. But emerging economic powers, particularly China and India, will need to develop an indigenous higher education system that will keep a growing number in-country. At the same time, as the technology for distance learning improves and online pedagogy gains greater acceptance, we are on the threshold of perhaps the first opportunity ever to create a student academic community that truly reflects a broad socio-economic and global range.

MET’s diversified portfolio is constructed to benefit from both a strong and a weak economy. MET is more susceptible to demographic than economic changes. Those in MET’s target population will be rising as children of baby boomers move into their twenties. More and more, higher learning is being pursued later in adulthood. About half of all Americans do not complete their bachelor’s degree by the time they are twenty-four. The student majority on the nation’s campuses is now older than twenty-one. Consequently, 38% of all students attend part-time (31% in Massachusetts). Adding to the increasing competition for part-time students are the for-profit institutions expanding dramatically in various parts of the country as they gain credibility and respond to markets that traditional universities relinquished.

An even greater uncertainty will be the educational consumption of the baby boomers themselves, now moving into their sixties. Those with a college education are twice as likely to work beyond traditional retirement age, and will be seeking educational opportunities (not necessarily degrees) that promote new careers and lifestyles. In the coming years, the number of workers 55 and older will grow at four times the rate of the overall labor force, according to the Bureau of Labor Statistics. Others will be integrating learning into their leisure lives. Author Marc Freedman writes in *Encore*:

All across the country, a leading edge of baby boomers is breaking fresh ground in the search for purpose and contribution in the second half of life. Recognizing that adult lives now frequently outlast initial careers, they are taking this emerging reality and infusing it with new significance. These women and men are organizing their lives in stark defiance of traditional expectations for the period beyond midlife work. Eschewing retirement ... they are instead opting for work. But they are renegotiating this relationship in order to work in new ways, on new terms, and to new ends.

MET is more a “do tank” than a think tank. We haven’t the answers for how future behavior will change, but we do have a history of being a leader in introducing important programs, courses, and formats with lasting value. MET pioneered the University’s first computer science program and taught many technical subjects for the first time at BU, along with creating still-unique programs such as the Science & Engineering Program, Gastronomy, Telecommunication, Arts Administration, and Actuarial Science. We are at the forefront of the

academic study of Project Management. MET has a track record in effectively running campuses and sites throughout the region, nation, and even abroad. MET has a faculty and staff who embrace new ideas with a courage and propensity to experiment and change. In recent years, we have demonstrated that higher academic standards only broaden our horizons and opportunities. But the single major lesson learned is the unrelenting, tenacious nature of innovation—the risks of inaction and complacency can be far greater to a school like Metropolitan College. We might not have the power or expertise to forecast the future, but we have demonstrated the ability and willingness to help create it.

**Metropolitan College & Extended Education
Annual Report 2007-2008**

Table of Contents for Appendices

Enrollments: MET Only vs Total Students.....25

Enrollments: Online vs Face-to-Face.....25

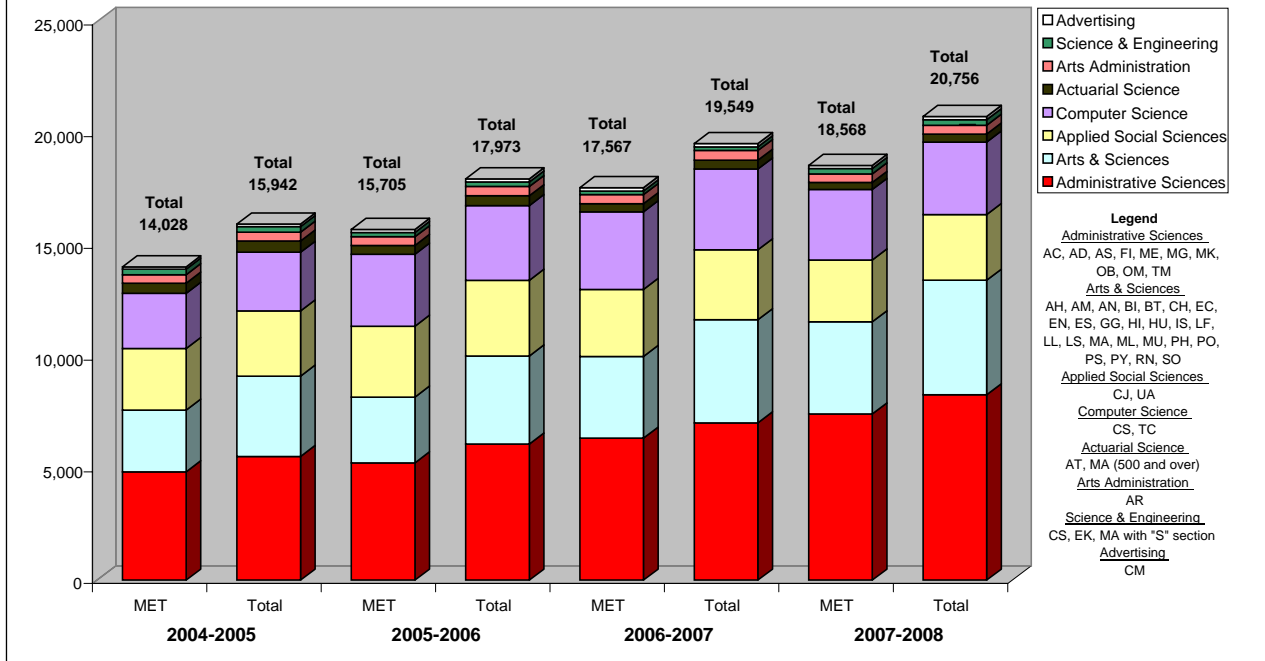
MET Student Headcount.....27

MET Full-Time vs Part-Time Faculty FTE.....27

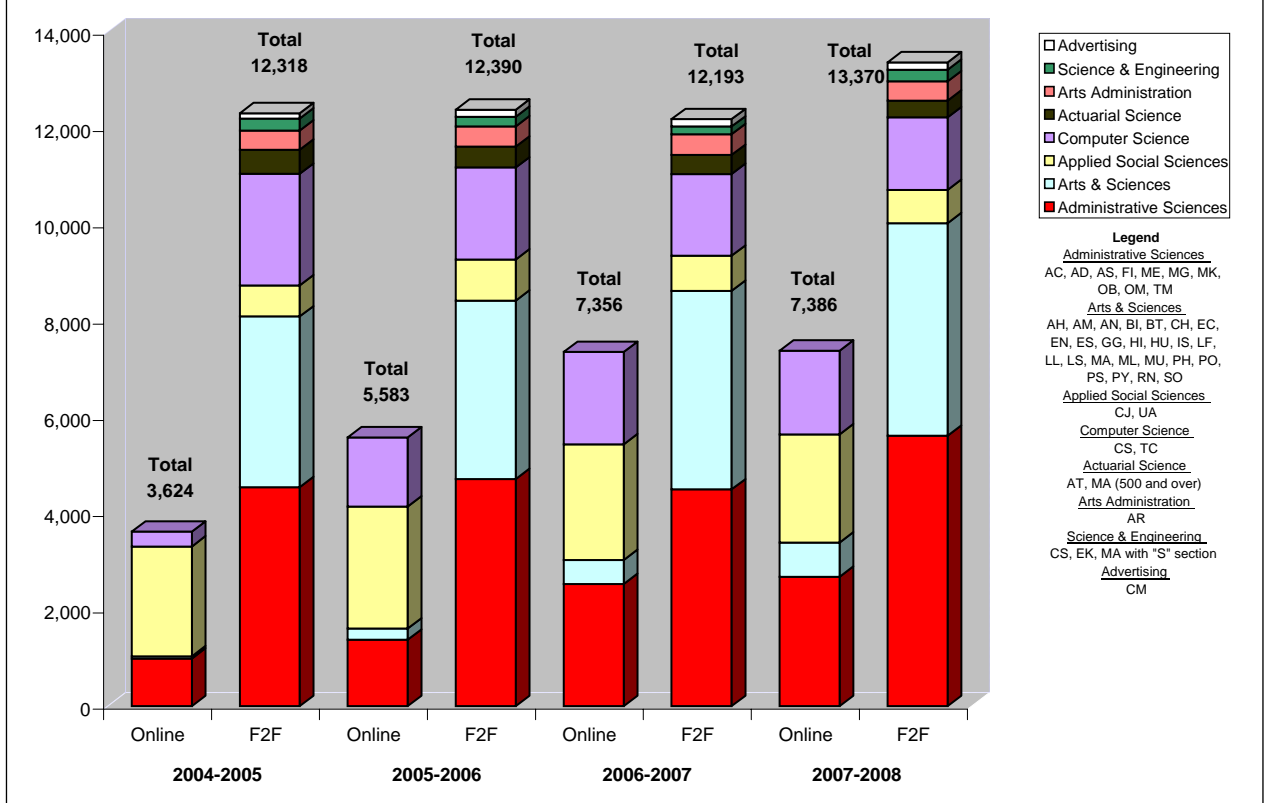
MET FY08 Annual Report Financials.....29

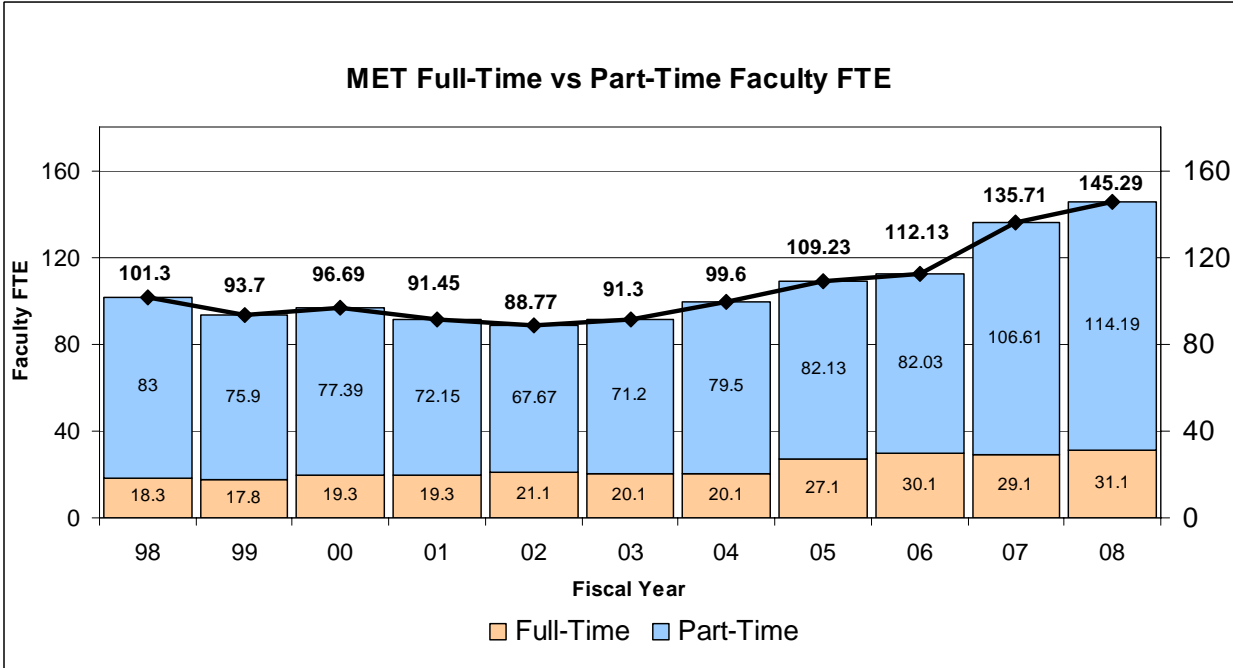
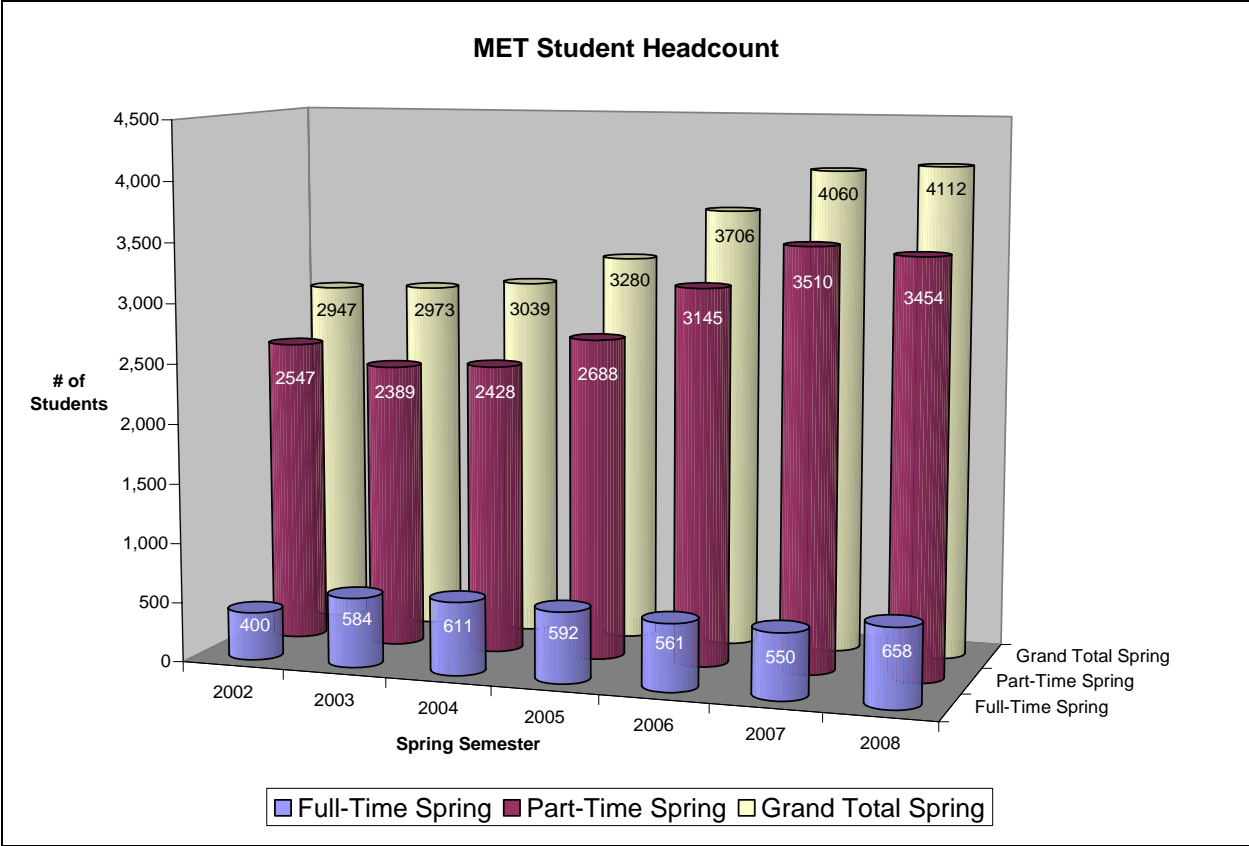
Publications, Exhibitions, Presentations, Grants, Honors, Press—Faculty31

Enrollments: MET Only vs Total Students FY05 - FY08



Enrollments: Online vs Face-to-Face FY05 - FY08





Note: Starting FY07, online program facilitators are included in the part-time FTE.

MET FY08 Annual Report Financials

	FY2004 Actual	FY2005 Actual	FY2006 Actual	FY2007 Actual	FY2008 Actual	FY2008 Budget	FY2009 Budget
MET FY08 Annual Report Financials							
FY08--Final Close							
BU Global (1)							
Income	0	0	0	0	0	0	0
Expense	253,759	287,598	470,606	431,021	492,934	553,309	508,294
Margin	(253,759)	(287,598)	(470,606)	(431,021)	(492,934)	(553,309)	(508,294)
Center for Professional Education							
Income	1,999,642	2,439,466	3,322,490	4,000,983	4,056,053	3,888,000	4,694,000
Expense	1,520,968	1,868,186	2,673,376	2,462,094	2,216,377	2,448,595	3,128,746
Margin	478,674	571,280	649,114	1,538,889	1,839,676	1,439,405	1,565,254
Lifelong Learning							
Income	611,575	565,725	658,409	850,545	681,365	651,899	594,000
Expense	510,386	453,108	551,172	738,818	609,129	547,563	489,914
Margin	101,189	112,617	107,237	111,727	72,236	104,336	104,086
Non-Credit Programs (Subtotal of CPE and LLL)							
Income	2,611,217	3,005,191	3,980,899	4,851,528	4,737,418	4,539,899	5,288,000
Expense	2,031,354	2,321,294	3,224,548	3,200,912	2,825,506	2,996,158	3,618,660
Margin	579,863	683,897	756,351	1,650,616	1,911,912	1,543,741	1,669,340
Distance Education (2)							
Income	133,879	300,590	427,653	914,061	1,035,976	1,020,800	1,309,800
Expense	961,022	1,288,293	1,717,513	1,474,818	1,190,214	1,494,520	1,754,444
Margin	(827,143)	(987,703)	(1,289,860)	(560,757)	(154,238)	(473,720)	(444,644)
Metropolitan College							
Income	27,167,371	32,044,986	37,968,745	42,881,858	48,924,842	48,033,652	52,888,636
Expense	12,948,873	16,040,176	18,246,390	20,535,499	22,196,205	23,026,153	21,433,566
Margin	14,218,498	16,004,810	19,722,355	22,346,359	26,728,637	25,007,499	31,455,070
Sargent Center							
Income	1,726,281	1,601,023	1,625,015	1,694,440	1,740,108	1,753,574	1,802,571
Expense	1,130,794	1,033,326	1,154,938	1,177,550	1,166,102	1,188,391	1,257,967
Margin	595,487	567,697	470,077	516,890	574,006	565,183	544,604
Summer Term							
Income	18,691,890	19,327,828	20,925,947	22,324,720	24,022,685	24,071,103	24,642,395
Expense	4,105,615	4,525,090	4,996,528	5,345,188	5,538,137	5,716,514	6,139,098
Margin	14,586,275	14,802,738	15,929,419	16,979,532	18,484,548	18,354,589	18,503,297
MET Admin Overhead/Reserves							
Income	8,785	0	0	0	0	0	0
Expense	1,312,789	1,458,672	1,340,157	1,011,536	930,416	1,252,010	1,304,288
Margin	(1,304,004)	(1,458,672)	(1,340,157)	(1,011,536)	(930,416)	(1,252,010)	(1,304,288)
GRAND TOTAL							
Income	50,339,423	56,279,617	64,928,259	72,666,607	80,461,029	79,419,028	85,931,402
Expense	22,744,206	26,954,448	31,150,680	33,176,524	34,339,514	36,227,055	36,016,317
Margin	27,595,217	29,325,169	33,777,579	39,490,083	46,121,515	43,191,973	49,915,085

Footnotes:

- (1) BU Global program revenue and expense are booked to the hosting departments.
- (2) Distance Education program revenue and expense are booked to the hosting departments.
- (3) Reflects an increase in contribution margin of 16.8% over the prior fiscal year, 6.3% greater than the 9.4% increase projected earlier.

PUBLICATIONS, EXHIBITIONS, PRESENTATIONS, GRANTS, HONORS, PRESS

Full-Time Faculty

Publications

- Arakelian, A., **Braude, E.** “Facilitating Security Education in an Online Environment.” *Journal of Security Education*, Volume 2, Issue 3, 2007: 33-40.
- **Becker, K.**, ed. *Journal of Transnational Management*. Volume 12, Issues 3 and 4; Volume 13, Issue 1, 2007.
- **Becker, K.** “The Impact of Ecommerce and Information Technology in Developing Countries.” *Proc. International Association for Development of the Information Society*, Algarve, Portugal. Ed. Kishnamurthy. 2007: 230-235.
- **Braude, E.** “Cumulative Subgoal Fulfillment in Software Development.” *Proc. 11th IASTED International Conference on Software Engineering and Applications*, Cambridge. Ed. Smith. 2007: 480-485.
- **Halfond, J.** “What if a Revolution Is Occurring that the Surveys Didn’t Notice?” *Journal of Continuing Higher Education*. Spring 2008.
- **Halfond, J.** “Seeking Community in the Online Classroom.” *Journal of Continuing Higher Education*. Winter 2008.
- **Halfond, J.** “American Higher Education in a Flattened World.” *CAEL Forum and News*. August 2007.
- **Halfond, J.** “Extending Education Across Generations.” *Our Town Brookline*. August 2007.
- Hodgson, J.P.E., **Warburton, R.D.H.** “Approximating Solutions to the Linear Differential Delay Equation.” *International Journal of Pure and Applied Mathematics*. Volume 44, Issue 2, 2008: 211-218.
- **Kalathur, S., Chitkushev, L., Jacobs, S., Zlateva, T., Temkin, A.** “A Course on Computer and Network Security: Teaching Online versus Face-to Face.” *Proc. 5th World Conference on Information Security Education*, West Point, NY. June 2007.
- **Kanabar, V.** “Project Titanic: How Your Project Will Sink Due to Poor Communications.” *Proc. 2007 Project Management in Practice Conference*, Boston University, Boston, 2007: 35-42.
- **Kanabar, V., Chitkushev, L.** “Reengineering the Curricula Framework for Graduate Computer Information Systems Program.” *Proc. 3rd International Workshop on Computer Science and Education in Computer Science*, Borovets, Bulgaria. June 2007: 67-76.
- **Lee, J.Y., Hoff, W.** “Activity Identification Utilizing Data Mining Techniques.” *Proc. IEEE Workshop on Motion and Video Computing*. Austin, TX. February 2007.
- **Mastrorilli, M.E.** Submitted 4 out of 5 chapters of dissertation to committee for review, December, 2007. Defended the dissertation Spring 2008.
- Nobre, H.M., Brito, C.M., Lencastre, P., **Becker, K.** “Relationship Branding: Personality-Based Approach.” *Proc. 36th EMAC Conference: Flexible Marketing in an Unpredictable World*, Reykjavik University, Iceland, 2007: 173-176.
- **Nolan, T.** “Depiction of the CSI in the Popular Culture: Portrait in Domination and Effective Affectation.” *New England Law Review*. Volume 41, Issue 3, 2007: 575-589.
- **Ranalli, D.** “Carl Siembab, Remembrance.” *The Exhibitionist*, *boston.com*. March 8, 2007.

- **Ranalli, D.** “Provincetown’s Venerable Dune Shacks: Will They Survive?” *Maverick Arts Magazine*. Issue #343. Summer 2007.
- Rimey, R.D., Hoff, W., **Lee, J.Y.** “Recognizing Wide-Area and Process-Type Activities.” *Proc. International Conference on Information Fusion*, Quebec, Canada. July 2007.
- **Shtern, V.** “Integrating Security Related Coding Techniques into Programming Practice.” *Proc. 11th IASTED International Conference on Software Engineering and Applications*, MIT, Cambridge, MA. November 2007. Paper 591-101: 101-106.
- **Sullivan, J.D.** “The Economics of End Stage Renal Disease.” *Health Care Economics for Non-Business Majors*. Duke Publishing.
- **Sullivan, J.D.** “Has Economics Overshadowed Our Clinical Approaches to EPO?” *Nephrology News & Issues*. 2007.
- **Temkin, A.** “Teaching Cryptography to Continuing Education Students.” *Proc. 5th World Conference on Information Security Education*, West Point, NY. June 2007.
- **Warburton, R.D.H.** “An Optimal, Potentially Automatable Ordering Policy.” *International Journal of Production Economics*. Volume 107, 2007: 483-495.
- **Warburton, R.D.H.** “Three EOQ Extensions Using the Lambert W Function.” *European Journal of Inventory Research*. 2008.
- **Warburton, R.D.H.**, Ben Jazia, M. “An Optimal Replenishment Policy for an Inventory with Decaying Items and a Ramp in Demand.” *Journal of Information and Optimization Sciences*. Volume 28, Issue 1, 2007: 67-80.
- **Warburton, R.D.H.**, Disney, S.M. “Order and Inventory Variance Amplifications: The Equivalence of Continuous and Discrete Time Analyses.” *International Journal of Production Economics*. Volume 110, Issue 1-2, 2007: 128-137.

Presentations/Lectures/Panels

Kip Becker

- “The Impact of Ecommerce and Information Technology in Developing Countries.” International Association for Development of the information Society (IADIS), Algarve, Portugal, December 2007.
- “The Future’s Not What it Used to Be! Brand Name, Technologies and Climbing Student Expectations.” Tata Interactive Learning Forum, Tata Global Symposium, Boston, November 2007.
- “Podcasts In Support of Teaching.” Center of Excellence in Teaching, Boston University, May 2007.
- “Teaching and Learning with Technology.” Organized and Presented. Symposium for Metropolitan College with Tata Global and Apple, October 2007.
- “Ecommerce as a Path to Development.” BU Global International Trade seminar, presented to representatives from Ramkhamhaeng University of Thailand, International Trade, 2007.

Eric Braude

- “Neural Networks as Classifiers for Amyloidogenic Light Chain Sequences.” Evans Day Symposium, Boston University Medical School, 2007. Co-presented with Bodi, K., Prokaeva, T., and Seldin, D.
- “Cumulative Subgoal Fulfillment.” Charles River Associates, 2007.

Robert Cadigan

- “Assessing Prisoner Readiness for College Work: Evaluating an Admission Examination System.” American Society of Criminology, Atlanta GA, November 2007. Co-presented with **Mendlinger, S.**
- “Providing College Education to Incarcerated Women.” American Society of Criminology, Atlanta GA, November 2007. Co-presented with **Mendlinger, S.**

Lou Chitkushev

- “Internet Security.” Keynote Speaker. 4th Information Security Matrix Forum, Athens, Greece, May 14-15, 2007.
- “Cyber Terrorism.” Ministry of Information Technology, Government of Republic of Macedonia, Skopie, January 2007.
- “Medical Networks: Privacy, Security and Performance Issues.” Medical Informatics Lecture Series, Medical School, Boston University, Boston.

Jay Halfond

- “Project Management in Higher Education.” Project Management Institute Global Congress, Atlanta, GA, October 6, 2007.
- Commissioner, “Commission on Lifelong Learning.” American Council on Education.
- Member, Editorial Board, *Journal of Continuing Higher Education*.

Vijay Kanabar

- “Reengineering the Curricula Framework for Graduate Computer Information Systems Program.” Borovets, Bulgaria, June 2007. Co-presented with **Chitkushev, L.**
- “Digital Forensics.” Invited Keynote Speaker. Information Systems Security Association (ISSA), Boston College, Chestnut Hill, March 7, 2007.
- “Teaching with Technology: Use of Podcasts.” Boston University: Center of Excellence in Teaching, April 22, 2007. Co-presented with **Becker, K.**
- “Podcasting and Screencasting: Multimedia Publishing and other Initiatives at Metropolitan College.” MET Colloquium, April 26, 2007. Co-presented with **Becker, K.**
- Panel, “E-Learning: The Future’s Not What it Used to Be! Brand Name, Technologies, and Climbing Student Expectations.” Tata Interactive Learning Forum, Boston, November 1, 2007. Co-presented with **Becker, K.**, et al.
- Panel, GAC Program Process and Open Discussion. 2007 Project Management Institute Academic Forum, Atlanta, GA. Co-presented with **Warburton, R.D.H.**, et al.
- Panel, “Project Communications and the Role of Project Manager.” 2007 Project Management in Practice Conference, Boston. Co-presented with panelists from Monster Worldwide, PSG, Wipro Technologies, and Boston University Administrative Sciences Faculty.
- Session Chair, “IA and Forensics.” Colloquium for Information Systems Security Education, June 5, 2007.

Susan Kryczka

- “Measuring Student Satisfaction in an Online Environment—Boston University Online.” Association for Continuing Higher Education (ACHE) Annual Conference, Roanoke, VA, October 29, 2007.
- Panel, “International Cooperation and Major Trends in Distance Education.” US-China Forum on Distance Education, University of Maryland/University College, Adelphi, MD, July 1, 2008.

Daniel LeClair

- “The American Settlement House Model Retooled as a Community-Based Crime Prevention Strategy.” Annual Conference of the European Society of Criminology, Bologna, Italy, September 28, 2007.
- Panel Convener, “Student Suggestions on Preventing Plagiarism in Online Educational Settings”; “Assistive Technologies for Inclusive Online Courses”; “The Role of Professor: Archetype, Anachronism, or Work-In-Progress.” 13th Sloan-C International Conference on Online Learning, Orlando, FL, November 7-9, 2007.

Richard Maloney

- “Promotion, Tenure, Sabbatical, and Merit: Winning the Faculty Development Game.” Panel Creator and Moderator. Association of Arts Administration Educators, 2007 Annual Conference, Chicago, IL, June 2, 2007.
- Panel, “Keeping the Arts in Arts Management Teaching.” Association of Arts Administration Educators, 2007 Annual Conference, Chicago, IL, June 2, 2007.
- “Greek Music and Culture.” Concert and Lecture. Bennet-Hemenway Public School, Natick, MA, April 30, 2007.

Mary Ellen Mastrorilli

- “Women and Reentry: Look Who’s Coming Back to the Neighborhood.” Invited Lecture. 12th National Workshop of Female and Juvenile Offenders, Baltimore, MD, October 23, 2007.
- Training Session, “The Female Offender.” Span, a nonprofit agency that works with offenders recently released from prison.

Thomas Nolan

- “Police Experiences in Race and Gender: How Far Have We Come?” Annual Conference, American Society of Criminology, Atlanta, GA, November 16, 2007.
- Panel, “Police Violence and its Control: International Perspectives.” Annual Conference, American Society of Criminology, Atlanta, GA, November 15, 2007.
- Panel, “Police Knowledges: Policing and Law Enforcement/Police Culture.” Annual Conference, American Society of Criminology, Atlanta, GA, November 16, 2007.

Daniel Ranalli

- “The American System of Public Support for the Arts.” Universitat Pompeu-Fabra, Barcelona, Spain, January 2007.
- Lecture at St. John International University, Torino, Italy, March 2008.
- Member, New Hampshire Degree Licensure Evaluation Team for new degrees from St. John International University.

Carla Romney

- “It’s Not Just Biotech, It’s Using Biotech to Teach Thinking.” Fralin Biotechnology Conference at Virginia Tech, Blacksburg, VA, July 19, 2007.
- “Inclusion of Students with Disabilities in Laboratory Science.” National Science Foundation Joint Annual Meeting of the Education and Human Resources Directorate’s Division of Human Resources Development, Washington D.C., August 13, 2007.
- “Inclusive Laboratory Science Education.” National Science Foundation Joint Annual Meeting of the Education and Human Resources Directorate’s Division of Human Resources Development, Washington D.C., June 17, 2008.
- “Boston University School of Medicine’s MobileLab Program.” Mobile Laboratory Coalition Annual Meeting, Rockville, June 28, 2007.
- “Houston, We Have a Problem... Medical Mystery in Space.” Bridgewater State College Conference on Health and Biotechnology, Bridgewater, February 7, 2008.
- “It’s Not Just Science, It’s Using Science to Teach Thinking.” National Science Teachers Association Meeting, Boston, March 30, 2008.
- “Mystery of the Crooked Cell Workshop.” Pittsburgh CTSA and SEPA, Pittsburgh, PA, April 21, 2008.
- “STEM STARS—Supportive Teaching and Advising Builds Relationships for Success.” 27th Annual Conference on the First Year Experience, San Francisco, CA, February 17, 2008.
- “It’s Not Just Biotech, It’s Using Biotech to Teach Thinking.” National Association of Biology Teachers, Atlanta, GA, November 28, 2007.
- “Tablet PCs to Enhance Mathematics Teaching and Learning.” Hewlett-Packard Technology for Teaching Worldwide Higher Education Conference, La Jolla, CA, February 18, 2008.
- “Inclusive Biotechnology Laboratory Experiences.” National Association of Biology Teachers, Atlanta, GA, November 29, 2007.

Robert Schudy

- “Communications Management and Quality Assurance in a Small Globally Distributed Enterprise.” 2008 Project Management in Practice Conference, May 23, 2008.

Enrique Silva

- Presentation of doctoral research. 2007 Conference of the Association of Collegiate Schools in Planning, Milwaukee, WI.
- “The Paradoxes of Citizen Participation in the Americas.” 2007 Urban Affairs Association Conference, Seattle, WA.
- Session Chair, “Urban Protests in Latin America.” 2007 Biennial Gathering of the Latin American Studies Association, Montreal, Canada.
- Organized Metropolitan College's first appearance at the Annual Conference of the Massachusetts Municipal Association, Boston. Exposed MET College to professionals and prospective students working in the field of municipal administration.

Anatoly Temkin

- “Teaching Cryptography to Continuing Education Students.” 5th World Conference on Information Security Education, West Point, NY, June 19-21, 2007.

- “Fundamentals of Calculus.” Invited Lecture. The Times Squared Academy for Engineering, Mathematics, Science and Technology, Providence, RI, April 2007.
- Speaker, “College Colloquia.” Brandeis University, Sponsored by the John Hopkins University Center for Talented Youth, October 27, 2007.
- Speaker, “Helping Students to Devise Solutions to Problems in Mathematical, Natural, and Engineering Sciences.” BU CET, March 1, 2007.
- Keynote Speaker, 2007 Career Symposia at Brandeis University, Sponsored by John Hopkins University Center for Talented Youth, May 6, 2007.
- Reviewed proposal: Trevino, R. “A Pre-MBA Analytical Primer.” University of Chicago Graduate School of Business. Wiley-Blackwell Publishing.

Barry Unger

- “Where Are The Biotechnology Business Opportunities Today?” Invited Lecture. Red Herring Magazine National Conference on Entrepreneurship, Technology, and the East Coast, Boston, MA, June 28, 2007.

Roger Warburton

- “Inventory Resonances in Multi-Echelon Supply Chains.” 19th International Conference on Production Research, Valparaiso, Chile, July 2007. Co-presented with Hodgson, J.
- “When is Domestic (U.S.) Manufacturing Competitive?” Sponsored by the Aarhus School of Business, University of Aarhus, Denmark, March 8, 2007.
- “Solving the Supply Chain Equations: Surprising and Useful.” Sponsored by the Aarhus School of Business, University of Aarhus, Denmark, March 9, 2007.
- “Is the Sky the Limit? The Quantity vs Quality Debate.” TATA Learning Forum, Boston, MA, November 1, 2007.
- Panel, “Academic Issues in Project Management.” PMI Conference, Atlanta, GA, 2007.

Exhibitions/Concerts

Richard Maloney

- “Planctus Mariae” (with Cappella Clausura). St. Mary’s Chapel, Boston College, Chestnut Hill, MA, March 18, 2007.
- “Graecia Magna: Early Greek Sacred and Secular Music” (with Ensemble Trident). The Center for Arts in Natick, Natick, MA, May 6, 2007.
- “Graecia Magna: Early Greek Sacred and Secular Music—A Benefit Concert” (with Ensemble Trident). The Greek School and Cultural Center, Watertown, MA, May 18, 2007.

Daniel Ranalli

- “Recent Acquisitions.” Provincetown Art Museum, Summer 2007.
- “Daniel Ranalli: Photograms.” artSTRAND Gallery, Provincetown, MA, July 2007.
- Photographic Resource Center, Boston, October 2007.
- “The Monument.” Hudson Walker Gallery, Fine Arts Work Center, Provincetown, MA, July 20-August 8, 2007.

Press

Daniel Ranalli

- *Art New England*. Rand Brown, S., Consoli, G. “Provincetown Preview.” Review and reproduction. June/July 2007.
- *Slowlight*. Review of “Photograms.” 2007.
- *Cape Cod Magazine*. Polites, T. “Have Art Will Travel.” May 31, 2007.
- *Provincetown Art Guide*. Review and reproduction of “Monument” show at Fine Arts Work Center, 2007.
- *artSTRAND*. “Hopper Portfolio.” Reproduction of work included in limited edition portfolio, 2008.

Grants

- “Activity Mathematics.” Lockheed Martin, \$100,000. **Lee, J.Y.** (Obtained at his previous university and continued until December 31, 2007.)
- “Continued Development of Information Assurance Scholarships Program and Capacity Building.” National Security Agency, \$69,477. **Zlateva, T.** (PI), **Chitkushev, L.**, Homer, S., **Kalathur, S.**, **Temkin, A.** 2006-2007.
- “Information Assurance Scholarships and Capacity Building.” National Security Agency, \$160,881. **Zlateva, T.** (PI), **Chitkushev, L.**, Homer, S., **Kalathur, S.**, **Temkin, A.** 2005-2007.
- “Development and Implementation of a Bridge to College Program for Prisoners with a High School Diploma or GED.” The Lynch Foundation, \$180,000. **Cadigan, R.** 2008.
- “Imagining Boston: An Architectural Landscape.” Summer Term Academic Advisory Board. Grant awarded to develop curriculum for course to be implemented Summer 2009 for MET departments of Urban Affairs and City Planning. **LeClair, D.** 2008-2009.
- “Inclusion of Tablet PCs in SEP’s Mathematics Courses.” Hewlett-Packard Foundation, \$74,000. **Romney, C.** (PI), **Torres-Ardila, F.** April 30, 2007.
- “Infusion of Tablet PCs into a Science & Engineering Program Mathematics Course.” Grants for Undergraduate Teaching and Scholarship (GUTS), \$2,000. **Romney, C.** June 20, 2008.
- “Research Studies for Mortality and Risk for Insured Population.” MIB Group, Inc, \$23,726. **Horwitz, L.** 2007.
- “Research Studies for Mortality and Risk for Insured Population.” MIB Group, Inc, \$18,945. **Horwitz, L.** 2006-2007.
- “Research Studies for Mortality and Risk for Insured Population—Summer Extension.” MIB Group, Inc, \$16,259. **Horwitz, L.** 2006-2007.
- “Scholarships for Science & Engineering Program Students.” National Science Foundation, \$500,000. **Romney, C.** 2006-2011.



Boston University Metropolitan College

755 Commonwealth Avenue
Boston, Massachusetts 02215

