

## FACILITATING CROSS-UNIT AND MULTI-LEVEL EDUCATIONAL PROGRAM DEVELOPMENT

### The Educational Collaborations Committee

#### CONTEXT

The reduction in the numbers of high-school graduates, a rising need for public higher education to deliver increased student success outcomes, and diminished state funding are driving the best public colleges and universities to bring new rigor to academic program planning. These processes are discovering increasing student demand for program pathways that blend multiple disciplines and offer multiple points of access for traditional and post-traditional students along a pathway of credentials.

UB realizes the need to strengthen mechanisms that facilitate cross-School and cross-level program development (from workshops and boot camps to certificate program to baccalaureate to post-baccalaureate degrees).

This document proposes the formation of an Educational Collaborations Committee as the facilitating agent, the principles guiding cross-School or cross-level program design, and the process that would shape cross-unit and multi-level educational initiatives in the future.

#### OBJECTIVE

Establish mechanisms that culminate in shared understanding about cross-school and/or cross-level program design before detailed program proposals are developed including:

- Reaching agreement on the purpose and impact of the program
- Reaching agreement about program contents and their relationship to other program offerings
- Reaching agreement about the roles of all involved units
- Resolving academic policy issues (e.g., credentialing strategy)
- Reaching agreement on pedagogical strategy and access to resources for pedagogical innovation
- Brokering a resource strategy
  - Revenue projections and sharing agreements
  - Cost projections (direct and indirect) and allocation to units
  - Staffing plan by unit (faculty and support staff)
  - Facilities need and plan

#### PRINCIPLES

- Ensuring consistency with university mission, strategic aspirations, academic plans and enrollment plans
- Adhering to highest quality standards for content and pedagogy
- Avoiding program duplication
- Having the flexibility to create multiple options/ tracks for all types of learner where appropriate through stacking and/or blending of content and/or experiential learning modules and/or fast-track options (e.g., 4+1, 3+2, 3+3, etc.)
- Ensuring the program exerts meaningful impact for students and the university as follows:

- Delivers foundational knowledge/skills/capacities in all degree program offerings- thinking, writing, communication, language, cultural awareness, etc.
- Delivers in-demand content knowledge and skills
- Responds to clear educational opportunity/need
- Results in clear student success outcomes
- Enhances UB's reputation for academic and educational innovation
- Ensuring sufficient infrastructures/support services to offer a high-quality learning experience
- Sharing understanding about roles for participating units
- Sharing understanding about the allocation of revenues and costs among participating units
- Sharing conceptual understanding before detailed design to avoid wasted effort

#### THE EDUCATIONAL COLLABORATIONS COMMITTEE (ECC)

- ROLE- the ECC is a coordinating team appointed by the Provost to facilitate rapid cross-unit and cross-level educational program concept development. The group will respond to unit-proposed program ideas and may recommend new proposals for unit consideration responding to emerging educational needs. The ECC will invoke the authorities and resources that can mitigate areas of contention, help position the program effectively within the strategic aspirations and enrollment plans of the university and work with participating units to prepare the program concept description for institutional review and approval. The ECC will be the institution's advocate for streamlining program review processes inside and outside the university
- MEMBERSHIP
  - Sean Sullivan- Convener
  - Andy Stott
  - Graham Hammill
  - Elaine Cusker
  - Katie Darling

***NOTE: The group will reach out for needed expertise from key offices at key points in shaping initiatives (e.g., Enrollment Management, Institutional Analysis, Center for Educational innovation and Resource Planning as well as other offices as needed)***

#### PROCESS

- **Step 1-Form the Program Design Project Team**
  - ROLE-The Project Team assembles the expertise and perspectives to articulate the concept, curriculum, pedagogical approach, projected enrollment, resource strategy and other required elements of the emerging program
  - MEMBERSHIP-Dean-appointed members of each participating unit with the knowledge and backing of the dean to represent unit interests and work with other unit partners to reach shared agreement as needed for the effective and efficient design of the proposed program concept
- **Step 2-Reaching Consensus and Approval of a Letter of Intent**-This document articulates the essential elements of the program concept as agreed to by all involved program participants.

THIS IS NOT A FULL PROGRAM PROPOSAL BUT A SUMMARY OF THE KEY AGREEMENTS AND THE STRATEGIC CASE FOR ADVANCING THE PROGRAM CONCEPT TO IMPLEMENTATION. The letter of intent requires approval of the lead deans of each participating unit and the Provost or his designee and contains:

- Program Purpose and Projected Student Success Outcomes
- Curriculum Plan-Content, Pedagogy, Credentials
- Projected Enrollment
- Resource Strategy-Allocation of Revenues/Costs (Direct and Indirect)
- **Step 3-Submit Approved Concept to Established Program Approval Processes**-Upon approval of the letter of intent by the Provost or designee, the project team will participate in the detailed program review processes run by the Undergraduate Education division and/or the Graduate School

#### EVALUATION

- **A Project Tracking Dashboard**-The dashboard will help the ECC track initiatives from the point of origin to program implementation and will be published throughout the university so everyone understands where all projects are at all times. The ECC will intervene to address situations where program approval is not proceeding consistent with expected timeframes both inside and outside the university (e.g., SUNY and SED). The ECC will develop a persuasive advocacy strategy with external reviewers to streamline program approval
  - **6 Month Reviews of the ECC**-At the first deans' meeting of each semester, the ECC will give a report of its activities and be subject to decanal review and comment about strengths and weaknesses of the entity and this process in follow-up to that deans' meeting
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#### APPENDIX: EXAMPLES OF EMERGING UB CROSS-SCHOOL/LEVEL PROGRAM INITIATIVES

- Undergraduate Law (relationship to CAS)
- Undergraduate Education (relationship to CAS)
- Undergraduate Public Health (relationship to CAS)
- Undergraduate Social Work (relationship to CAS)
- Undergraduate Health Informatics (relationship to CAS and all health science units)
- Undergraduate Information Technology and Management
- Diversity Pathway-from workshop to master's (CAS and all other university units)
- Sustainability Pathway (CAS, Management, Architecture and Planning, Engineering and others to be defined)
- Addictions Master's Degree (CAS, Education, Health science units)
- Data Science, Analytics and Computational Science Pathway (CAS, Management, Engineering)
- Erie County Government Leadership and Organizational development for Local Government (CAS, Engineering, Management, Social Work)
- Genetic Counseling Master's Degree (CAS, Public Health)
- Advanced Manufacturing Pathway (Engineering, Management, Architecture and Planning)
- Other (Graham/Andy?)