Pennsylvania's State System for Higher Education

Charge for Academics Working Group

November 12, 2020

Overview

The framework for the Working Groups (WG) includes:

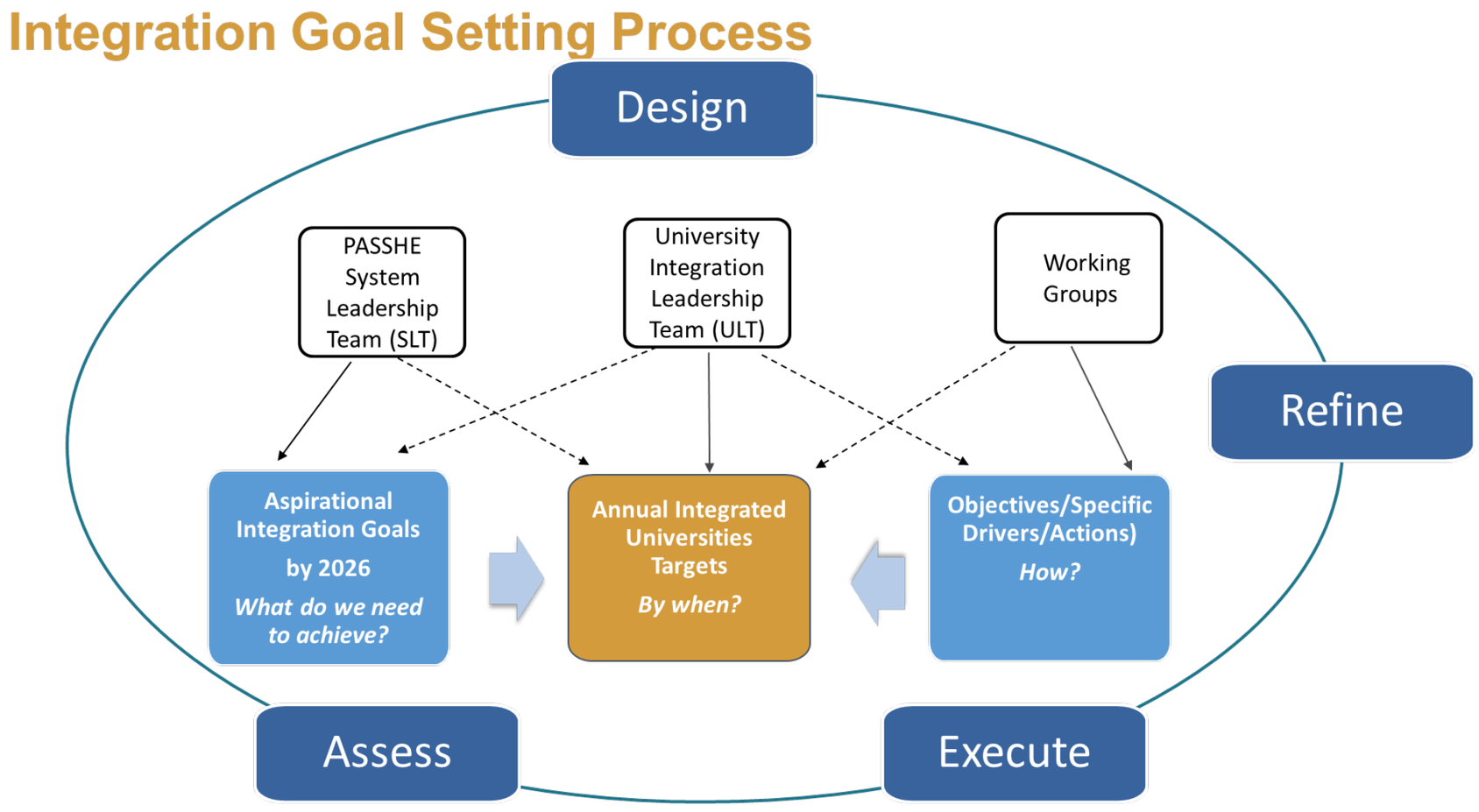
- Integrations Overall Charter – Provides the purpose and organizational structure for the overall Integrations initiative, including Integration Guidelines with Guiding Principles.
- Working Group Charter – Defines the roles and responsibilities of the Working Groups and articulates the purpose, goals, principles, scope, roles, and deliverables with which the WGs are charged.
- Working Group Charge (this document) – Includes specific milestones, questions, and goals to be addressed by each WG specifically.

WG Deliverables and Timing

Timing	Deliverable	Details
11/18/20	**Consultation Plan** – Determine who to consult with, how, and how WG consultation aligns with initiative-level consultation	See *Consultation Plan template* provided on SharePoint.
12/4/20	**Critical Path August 2022 –** Confirm the critical path milestones and define the critical path steps and timing to meet critical path milestones for Fall 2022 (what must be done by August 2022 for successful launch and how long will it take)	See *Critical Path Milestones* and *Critical Path Steps template* provided on SharePoint.
12/11/20	**Aspirational Goals and Annual Targets –** Aspirational goals to accomplish by 2026, and define annual integrated institution targets to evaluate progress	See below and *Goals/Targets template* provided on SharePoint.
1/8/21	**Priority 1 Questions (First Draft) –** Use above to filter, prioritize, and develop draft recommendations for Priority 1 questions (i.e., key questions to define the future state) and accompanying organizational charts and impact analysis	See below, *Priority 1 Recommendations template*, and *Organizational Chart template* provided on SharePoint.
1/15/21	**Priority 2 Considerations for 2022-2026** – Outline considerations for what can be done after August 2022 and how it can be sequenced (i.e., known prerequisites)	See below and *Priority 2 Considerations template* provided on SharePoint.
2/12/21	**Priority 1 Questions (Second Draft)** -- Update recommendations, incorporating feedback from Systems Leadership Team (SLT) on First Draft	See above.
3/12/21	**Priority 1 Questions (Final Draft)** – Update recommendations, incorporating feedback from SLT on Second Draft	See above.

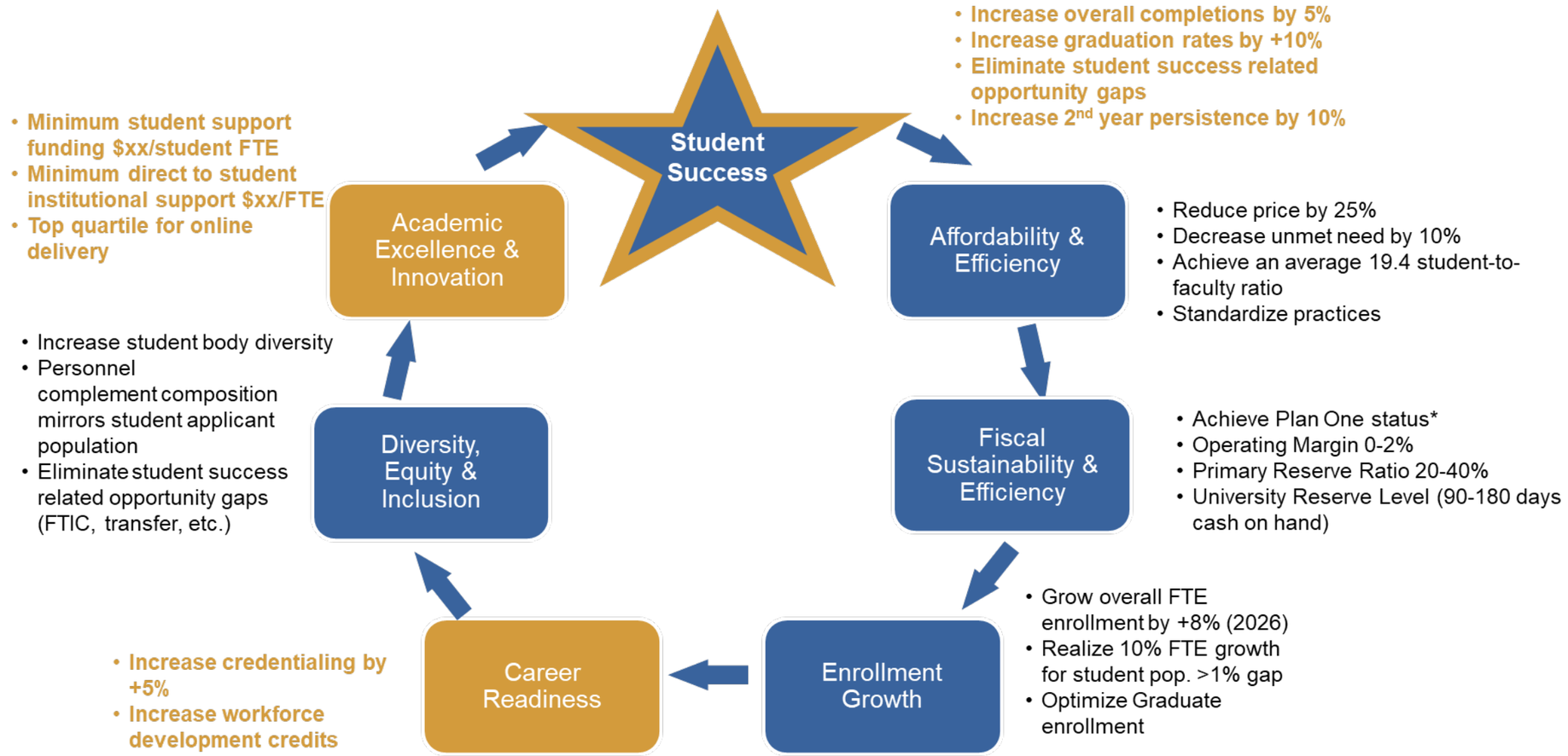
Goal Setting

Related to the aspirational goals provided in the Integrations Initiative Charter, define annual integrated institution targets against which to evaluate progress.



The overall integrations-level aspirational goals are included below and within the Integrations Initiative Charter. Address the highlighted goal(s) applicable to your WG.

Goals Relevant to Academics Working Group



Integration Overarching Considerations

- What is the current resource inventory for the area (people, facilities, technology, policies)?
- What elements can be integrated into a singular structure for performing the necessary functions (and, as an exception, which require joint and concurrent delivery models)?
- What data do we have regarding existing functions in this area? What data will inform decisions?
- What are the qualitative considerations related to integrating this function?
- Have we kept the guiding principles, goals, and objectives in mind in our efforts?
- What input from other working groups is critical to forming alternatives and recommendations?

For Each Recommendation, Assess the Impacts

- People – Student, faculty, staff, governance (e.g., trustees, organizations) – individuals impacted by the change and any know required activities to support the change (classification, side letter changes, training etc.)
- Process – Policy, procedures, contracts, partnerships, etc., that support the current state which would have to be changed to support the recommendation
- Technology – Systems, support, applications that support the recommended changes and if any updates would be required
- Finance – Required funding to implement or lead to a cost savings
- Physical Assets – Physical assets (buildings) that would be impacted by recommendations
- Compliance and Legal – Federal, state, and local laws, regulations, and other requirements that would need to be changed to implement the recommendation
- Community – Known community stakeholders impacted by the recommendation
- Benefits – Anticipated benefits associated with the recommendation – linked to goals and objectives, if possible
- Risk – Known risks associated with implementation of the recommendation

Use the considerations and questions below to discuss, prioritize, and develop draft recommendations for Priority 1 questions to define the future state and impact analysis.

	High-Level Areas of Consideration	Questions to Inform Recommendations
Academics Working Group	• Academic program array (all degree levels and types) • Academic pathways • Academic quality • Curricular/course design including learning outcome and assessment • Common academic calendar • Innovative instructional delivery options • Faculty workload management • Academic supports/consult on impacts to student successes • New markets/increased market share opportunities • Academic synergies with the other integrating region • Non-integrating institutions • Articulation agreements • State System partnership opportunities • Competitive position • Student demand/emerging workforce needs • Inter-campus cooperation and mutual support for academic programs	**Priority 1 Questions – Critical Path (What design assumptions must be determined for the combined function/one University?)** 1. What is the optimal, combined academic program array? Consider the following: • What criteria/curricular modifications should be used in determining programs for inclusion in the program array? • How do we prioritize options/overall array that will enhance educational opportunities for our students? • How does the array create new opportunities for students to complete degrees and certificates? • Which programs offer growth potential (e.g., emerging programs/degrees, market share opportunities)? • What is the recommended plan for programs with low enrollment, low student demand, etc.? • Should individual campuses be associated with certain academic programs where there is strength or a history? • What program and curriculum differences, including general education, must be accommodated or synthesized? What are the criteria for such decisions? • Which expanded online opportunities need to be integrated into this program array? • What specifically will differentiate our program array in the market? 2. See Middle States accreditation requirements assigned to the Working Group, here. • How are programmatic accreditations addressed for the new university? • What other deadlines and time dependent issues need to be addressed by August 2022? 3. What will be the common academic calendar for the next 3 years? 4. What content must be agreed upon to create a new university catalogue student starting Fall 2022? 5. How will new versions of all academic programs/credentials be reviewed and approved following CBA Article 31?

	High-Level Areas of Consideration	Questions to Inform Recommendations

	• University Research Grant Function	6. As a common academic affairs function, what structure and resources are required to support academic administration and supports going forward (e.g., within each institution and more centrally)? More specifically, what college/school, and academic department structures must be established?
		  • As a common academic function, what needs to be consistent across all campuses and what can vary (e.g., program design, student experience, faculty supports)?
		  • How will we achieve operational efficiency/sustainability across the array?
		  • How will library resources be organized and managed to create access and efficiency?
		7. Contract considerations:
		  • How will new versions of all academic programs/credentials be reviewed and approved following CBA Article 31?
		  • What structures and policy/contract changes are required to manage our faculty workload from a common entity perspective?
		8. What policies, rules, and procedures specific to Academic Affairs must be aligned?
		9. How will the ROTC structure and programming be organized across the three campuses?
		
		<u>Priority 2 Considerations – Implementation Considerations and Any Known Prerequisites</u>
		
		• For these combined programs, what is necessary to integrate student outcomes, grading rubric, and assessment tools?
		• How should a common number system for all courses be determined?
		• What specific academic supports are required (co-remediation, learning support courses)?
		• How do we ensure academic supports are accessible, equitable, and cost effective?
		• What are the key quantitative and qualitative factors that should be measured post-integration to confirm optimal outcomes are being achieved? How often should those measurements occur (e.g., semester, mid-semester, annually, etc.)?
		• How will special academic programs and traditions be organized and implemented (e.g., alternate work assignments, faculty professional development, Honors programs).