Re-Imagine University College

Faculty Senate Council
Tuesday, February 2, 2021

Heather Corcoran
Interim Dean of University College and Vice Provost
Professor of Design / Halsey C. Ives Professor of Art
Today

Background and charge
University College today
Re-Imagine process
Learning from research
Resulting school
Planning future programs
Across the campus
Opportunities for faculty involvement
Finding employment still remains a struggle for many in the St. Louis region, specifically low and very-low income residents.

Job training and creation is an important part of the solution for increasing economic mobility for all in the region.
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Skills such as critical thinking, communication, collaboration, and creativity are becoming ever more important to organizations, but they often fall outside of the typical academic curriculum.
Challenge

Design a school of professional studies spanning the campus, featuring educational experiences to help working adults to advance their careers and enrich their lives.
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Designing a Framework

What is the character and culture of the new school? What services and programs will it offer?
UCollege today
University College today

Operated out of Arts & Sciences since 1908
Evening and part-time programs
Arts & Sciences curriculum areas
12 undergraduate certificates
10 graduate certificates
32 undergraduate degrees
12 graduate degrees
University College today

1,400 students per semester in three categories

Faculty composition
Faculty and staff across the university
Graduate students
Practitioners from the community
University College today

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Process
Design Thinking

- Empathize
- Define
- Ideate
- Prototype
- Test
- Implement
Approximately 30 community leaders

Prospective and current students: 21 adults recruited

1.5 hour interview
career path, educational steps, barriers, successes

Composition
6 men and 15 women
10 people of color
Between ages 25 and late 50s
12 current or former UCollege students
3 WashU affiliated individuals (not tied to UCollege)
6 non-WashU individuals
Prototypes

"Try it out" Class Experience
Free or low-cost classes teach transferrable skills like leadership, communication, and facilitation and help potential students get oriented to UCollege and educational opportunities.

Online Tool to Explore Your Own Career Path
This online tool allows students and prospective students to explore their own strengths, skills, potential career paths, and funding options for pursuing a degree or new skills.

Diverse Speakers, Guests, and Instructors
Classes are taught by experienced instructors from diverse backgrounds. Many classes include guests and panels that come from various experiences and industries across the region, and who are at different stages in their careers.

Website for Learning About Career and School Paths
Prospective and current students can access a website for learning about career paths, industry knowledge, and past student testimonials. They can interact with alumni ambassadors to get personal advice.

Career and Industry Guides
Industry-specific guides are available both in and outside of class to support current and completed students in making connections and tailoring their communication about themselves to help advance their careers.

Wide Variety of Course Formats
Courses are offered in a range of formats that students can select based on their own specific scheduling needs.

Partnered Projects with Companies and Organizations
In some classes, projects are centered on group work that mirrors real-world work, and uses real project briefs from partner organizations and companies. Students can bring projects, data, and questions from their own jobs and life into the classroom as well.

Connect with WashU and St. Louis Networks
Students and alumni get connected to regional networks through in- and out-of-class activities for networking, advice, and career path inspiration.

Credit for Self-Directed Projects
Students have the opportunity to develop their own projects based on their lives, current work, or specific interests, and receive course credit for them.
Learning from research
Positions along a career journey

- **Start** (New Sector)
- **Advance** (Same Sector)
- **Switch** (Same Level)
- **Persist + Enrich** (Same Sector, Level Up)
Positions along a career journey

- **Level Up**
  - **Start**
  - **Advance**
  - **Switch**
  - **Persist + Enrich**

- **Same Level**
- **Same Sector**
- **New Sector**
Individual Barriers

Money
I don’t have the money.

Family Responsibilities
I have other responsibilities.

Time
I don’t have time.

Transportation
I can’t get there. It’s hard to park there.

Academic Foundation
I don’t have the academic skills.

Confidence
I don’t believe I can do it.

Belonging
I don’t feel like this is my group, or my place.

Perseverance
It takes too long. I don’t think I can keep going.
Credentials, skills, and networks

Non-degree-granting adult education

Degree programs for adult learners

Unique space for WashU within adult education
Priorities

**Cultivate STL Relationships**
Add new faculty from the diversity of the region and local professional practice. Help adult students build new professional networks. Build network of employers.

**Create Distinctive Experiences**
Find where university strengths match regional need. Scale personalized advising up. Create more flexible and varied course formats, using digital options.

**Align Locally**
Non-profit and business partnerships should focus on workforce development. Neighboring institutions are partners. Join conversation. Connect to incubators programmatically.

**Remove Barriers**
Design inclusively—for the most disadvantaged students first. Find space for continuing ed in the life of our university. Build onboarding experiences, esp. in fields that are more difficult to access.
Resulting School
New School, broad organization

School-wide services
Student services focused on working adult learners
Connecting academic programs and workplaces

Academic Program, divisions

Data
McKelvey School affiliation
Director
GIS

Health
Brown School affiliation
Director
Clin. Research Mgmt

Mgmt & Admin
Olin School affiliation
Director
HRM NPM

Foundational & Liberal Arts Studies
Director
BSIS Assoc degree MLA PEP SWI

OLLI ELP
Bachelor of Science, Integrated Studies (BSIS), Re-Imagined, University College

Applied certificates (or electives, if completed as part of AA program), 15 credits

- Health Admin
- Medical Coding
- Clinical Research Mgmt
- Business Analytics
- Data Analytics
- Interdisc. Data Applications
- GIS
- Management for Startups
- Marketing
- Sustainability
- Creative Writing
- Communications
- Business Foundations

Research areas, Phase 1, 30 credits

Upper-level applications, 18 credits

- In STL For STL: Interdisciplinary study of the history, culture, and contemporary challenges of the St. Louis region, integrating approaches to urban development.
- Psychology and Society: Study of human social behavior from the perspectives of psychology and sociology, with a focus on challenges such as prejudice and inequity.
- Health and Community: Study of social, political, economic, ethical, and organizational issues in health care with emphasis on under-served communities.
- Economics and Data: Study of the modern economy, analytic models, and focus areas including unemployment, poverty, pollution, and government policy.

6 courses, 3 credits each
4 content-related courses (at least one writing-intensive)
Community practice course (group presentation)
Capstone (individual synthesis)

Research core, 12 credits

Intro Stats, Psych, Soc, Econ (Micro), Policy, Design Thinking etc.

Electives, 6 credits

BS Distribution courses, 9 credits

Math/Nat Sci
Hum
Soc Sci

Transfer Policy
Up to 34 units overall may be transferred to the bachelor’s degree with credit awarded to all categories of course work except for the upper-level research area courses (18 credits).
Bachelor of Science, Integrated Studies (BSIS), Re-Imagined, University College

**DRAFT, December 2020  Pat Matthews, Associate Dean; Heather Corcoran, Interim Dean**

### Applied certificates (or electives, if completed as part of AA program), 15 credits

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<th>Health Admin</th>
<th>Medical Coding</th>
<th>Clinical Research Mgmt</th>
<th>Business Analytics</th>
<th>Data Analytics</th>
<th>Interdis. Data Applications</th>
<th>GIS</th>
<th>Management for Startups</th>
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### Program-specific concentration or certificate (see offerings above), 15 credits

### Electives, 21 credits

### AA Distribution courses (courses must also cover numeracy, moral reasoning, creativity, and cultural diversity), 18 credits

### Basic writing requirements, 6 credits

**Transfer Policy**

Up to 84 units overall may be transferred to the bachelor’s degree with credit awarded to all categories of course work except for the upper-level research area courses (18 credits).
Planning future programs
Criteria for future programs

Serves individuals in the St. Louis region
Addresses goals of career advancement, career switch, enrichment
Fits selected sectors that combine needs of the region with strengths of the university
Does not compete with existing university program
Is financially viable in the context of the new school
Has appropriate faculty expertise and leadership
Across the campus
Programs across campus

Engineering
Professional masters programs
Non-credit continuing education

Business
Executive education

Social Work/Public Health
Professional development

Law
LLM
Programs across campus

Engineering
Professional masters programs
Non-credit continuing education

Business
Executive education

Social Work/Public Health
Professional development

Law
LLM

Two searches starting

Director of Student Engagement and Communications

Director of PEP program
University faculty involvement
UC Advisory committee participation

**Advisory Council: Direction of school**
3 industry leaders
1 t/tt faculty member from each school
UCollege leadership team (ex officio)

**Equity and Inclusion: Institutional and systemic barriers**
Regional equity leader (compensated)
2 t/tt faculty members
Program coordinator in each division
UCollege leadership team (ex officio)

**Curriculum: courses and programs**
UC faculty directors
Program coordinator in each division
2 t/tt faculty members from Advisory Council
Teaching and leadership participation

Propose a course
Could fit into an existing degree program or simply be an interest area
Good chance to experiment, work across disciplines, etc.

Larger initiatives
UC partnerships with other schools and departments on campus for new certificates and, in some cases, degrees.
Thanks! Questions?