Cross-Faculty Academic Programs: Removing Barriers, Encouraging Collaboration

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Outline

1. Why are we talking about this?

2. SHARP Inter-Faculty Design Elements
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3. Challenges
4. Creative Approaches and Ongoing Projects
5. Developing Principles to Support Interdisciplinarity
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Why are we talking about this?

- York's commitment to interdisciplinarity manifests within Faculties and programs, but also requires cross-Faculty collaboration
- Many existing programs rely implicitly or explicitly on courses, instructors and students from more than one Faculty
- Our planning documents commit to more **innovative degree combinations, Faculty-spanning curriculum and flexibility** for students to pursue these
- Yet community reports challenges at both undergraduate and graduate levels

Experiences of Academic Planners, Faculty, Students

- Perception that SHARP budget model has accentuated barriers to cross-Faculty teaching and learning (eg. CPRs, budget consultations)
- Students experience inflexible and/or confusing program requirements that limit choice and exploration
- Lack of clear governance for collaborative programs – resulting in last minute planning, collegial tensions over who decides
- Disconnect between resources and costs in some programs – chronic shortage of faculty/students

SHARP Inter-Faculty Design Elements

How does SHARP support Undergraduate Inter-Faculty Programs and course selection?

Revenue (tuition and grant) allocated initially to student's Home Faculty based on major

- If a student has two Home Faculties, the revenue is shared equitably (DM 50/50 or MM 70/30)
- For courses taken outside the Home Faculty, teaching Faculties (Responsible) receive 40% of the average UG arts/science tuition and grant from the Home Faculty.

60% (Home/Major)

40% (Responsible/Teaching)

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SHARP Inter-Faculty Elements In Action

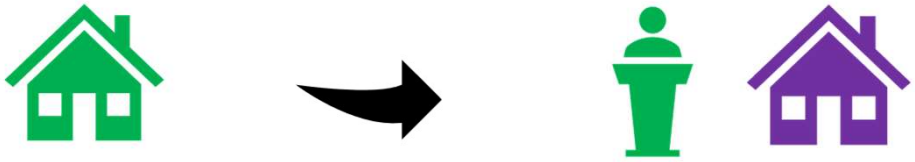
Undergraduate:

- Home Faculty saves teaching cost but is still responsible for student services; desire to encourage Faculties to use each others' course offerings and expertise, not duplicate within Home Faculty
- Responsible Faculty is compensated for teaching costs
- ~25% of student FFTEs migrate back and forth between Faculties annually

SHARP Inter-Faculty Design Elements

Graduate Program Revenue and Cost Allocations

- Graduate Student tuition and grant go to the student's Home Faculty/Program Faculty (based on Nov 1 FTE count)
- Home Faculty is responsible for student support package (except TA-, RA- or GA-ships undertaken in another Faculty)
- Cost of inter-Faculty Graduate Teaching: faculty members can teach or provide service to outside graduate programs
  - Replacement cost for faculty members negotiated by Deans



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Inter-Faculty Teaching Challenges

Graduate:

- Home unit teaching needs vs needs of outside grad program
- Graduate teaching opportunities for faculty
- For Interdisciplinary graduate programs: complexities of course planning, governance, administrative support, and sustained multi-Faculty engagement
- Graduate student experience: narrow course options; navigating inter-Faculty administrative complexity
- Short term course planning

Inter-Faculty Dual Credentials Challenges

Undergraduate:

- Satisfying requirements of two majors can be difficult unless student declares in first year and follows plan to the letter
- Program complexity
- Simplifying/standardizing major requirements would give students greater choice to explore beyond their major, take up minors, and facilitate timely graduation
- Student access to courses in other Faculties

Creative Approaches: Digital Media BA/BSc

Student #1 enrolls in AMPD BA:
100% revenue initially to AMPD

Student #2 enrolls in LSE BSc:
100% revenue initially to LSE

Revenue for Out-of-Home courses is allocated 60:Home and 40:Responsible

Digital Media – Attractive Features

- Shared program landing page
- Common first year courses bringing students together across Faculties
- “Students in the Lassonde School of Engineering will likely choose their electives from Computer Science or other areas of sciences to dig into robotics, virtual reality, graphics and visualization, user interfaces, data mining and artificial intelligence…Students in the School of the Arts, Media, Performance & Design will likely choose their electives from AMPD courses”

Ongoing Projects

- Neuroscience BSc: new Health + Science program
  - Digital Media model, revised
  - 3 participating units; second entry with first year keystone course; shared web presence and co-governance
- Environmental Science BSc
  - Currently Science is Home Faculty for majors; program coordination and most instruction provided by Geography (LA&PS); misalignment of revenues and costs; separate websites; governance challenges; low enrolments
  - Revisioning exercise underway with colleagues from Science, Geography, FES, Lassonde, potentially Glendon; with support from Provost's Office

Creative approaches: AI Masters Programs

- Shared course in “Ethics of AI” to be delivered to students in MA Philosophy, MSc Computer Science, and new Masters of Management in AI
- Developed by Philosophy with OTO funding from Vector Institute, and SSB contribution to teaching costs
- Potential for interdisciplinary AI Masters with common core, feeding into Faculty-specific program specializations

Creative approaches: 4 + 1

- For highly qualified students, admitted to UG degree (Science, Glendon, AMPD) with conditional admit to one-year Master of Management (SSB) designed for students with no UG business/commerce
- Simplicity - no curricular modifications required
- Participation in SSB non-credit learning activities required during UG

Ongoing Work - Interdisciplinary

Science and Technology Studies Grad Program

- Working group co-led by GPD and FGS Dean
- Exploring options:
  - clearly identify core faculty
  - more flexible and personalized required curriculum via “research clusters”
  - sharing common courses with other interdisciplinary programs to enhance sustainability
  - seek agreement among Deans of participating Faculties regarding inter-Faculty teaching resources over 3 year period, to facilitate course planning
  - identify common space to enhance program culture
  - Provost to contribute resources for colloquium

Developing Principles

- As a University we are committed to supporting inter-Faculty collaboration at Grad and UG levels
- Simplify major requirements to enhance student flexibility and timely graduation
- Collaborative programs need structured co-governance
- Inter-Faculty graduate teaching is planned on multi-year basis, considering:
  - student interests and demand for program
  - teaching needs of faculty member's home unit
- Support collaborative program development with (eg) curriculum planners, need and demand analysis, facilitated working groups, shared research and collaborative space

Discussion

- Other challenges?
- Other examples/creative projects underway?
- What resources, agreements, or processes are helpful to facilitate collaboration?
- What can be done to simplify majors?
- What incentives or supports could accelerate progress toward more combined programs and Faculty-spanning curriculum?