Utah System of Higher Education
New Administrative Unit Proposal
Cover/Signature Page—Abbreviated Template

Institution Submitting Request: Utah Velley University
Proposed Unit Title: Innovation Academy
Sponsoring School, College, or Division: Academic Affairs
Sponsoring Academic Department(s) or Unit(s): Academic Affairs
Proposed Effective Date: January 1, 2024
Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

x	New Administrative Unit
☐	New Center
☐	New Institute
☐	New Bureau
☐	Conditional Three-Year Approval for New Center, Institute, or Bureau

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Name:

Date:

Section I: The Request

The Office of Academic Affairs at Utah Valley University requests approval to create an Innovation Academy for the creation and implementation of multidisciplinary curriculum effective January 1, 2025.

Section II: Program Proposal

Administrative Unit Description/Rationale

Present a brief description of the unit. Describe the institutional procedures used to arrive at the action being proposed. Briefly indicate why a new administrative unit is justified. Are similar units offered elsewhere in the USHE or the State? State how the institution and the USHE benefit by the proposed unit.

Description:

The Innovation Academy will provide multidisciplinary academic curriculum through the Integrated Studies Program (IS prefix courses and B.A./B.S. degrees) and the multidisciplinary curriculum sandbox (courses and multidisciplinary certificates). Currently, any multidisciplinary curriculum developed at UVU must exist within a single department, which is not optimal since all contributing departments are not part of the approval process and the final curriculum needs to be housed under a single unit, which creates disparities of control and potentially resources. If multidisciplinary curriculum is created, vetted, and implemented through the Innovation Academy, the processes will be more inclusive of the entire University, more efficient, and more equitably resourced.

Innovation often occurs at the intersection of disciplines. Providing support and simple processes for creating, vetting, and implementing multidisciplinary curriculum will benefit the university and provides an avenue to respond to interdisciplinary workforce needs, impacting our students and the region.

Other Universities within USHE that have similar units:

Institution	Credential	Oversight Unit	Oversight Role
University of Utah	Bachelor of University Studies	Office of Undergraduate Studies (within the provost office)	Vice Provost for Student Success
Weber State University	Bachelor of University Studies	Office of Academic Affairs	Not available
Utah State University	Interdisciplinary Studies BA, BS	Office of the Provost	Not available

Purposes:

1. Provide a home for the **Integrated Studies program** that will more easily allow recruitment and participation of students and faculty from departments across all of campus. This program offers IS courses and grants B.S. and B.A. degrees in Integrated Studies; this is the only Bachelor-level degree that would be offered through the Innovation Academy.

2. Provide a path for new multidisciplinary certificates and courses to be developed, vetted, approved, and assessed through a **multidisciplinary curriculum sandbox**. Specifically, the sandbox would be a resource to help faculty build multidisciplinary courses and certificates. It would provide a path to approve and implement courses without selecting a single department to house it. This will ensure that faculty from each contributing department participate in the approval process and assessment of the curricula. The Associate Provost for Academic Innovation will not be part of the official approval process but will act as a facilitator to provide assistance and resources to help ensure data-informed decisions. Since this curriculum sandbox would be a resource, it is not mandatory, so faculty may choose to develop multidisciplinary curricula outside of this process using the existing processes.

Anticipated Advantages:

Clear Curriculum Ownership: Assigning ownership to a single department for multidisciplinary courses can be challenging. Housing Integrated Studies and a curriculum sandbox within the Innovation Academy removes this issue, allowing shared responsibility and fostering a neutral space for cross-departmental programs.

Inclusive Approval Process: The Innovation Academy's multidiscipline sandbox would ensure an inclusive process, bringing all relevant departments into the approval process. Currently, a single department would house new curriculum, which restricts the formal input to that department during approval processes.

Equitable Financial Distribution: With the Innovation Academy's support, both the Integrated Studies program and the curriculum sandbox can access distributed funding, reducing strain on individual departments and supporting diverse collaborative projects.

Protection from Departmental Influence: Interdisciplinary programs housed within a single college and, certificates or courses housed within a single department risk gradually aligning more closely with that department's focus. In the Innovation Academy, the Integrated Studies program and the sandbox can maintain a broad interdisciplinary approach that resists this drift.

Comprehensive Curriculum Development Support: Faculty developing multidisciplinary programs often face logistical and administrative challenges. The Innovation Academy's sandbox provides a repeatable support system, offering resources like administrative assistance, advisory board contacts, and best practices, empowering faculty collaboration across disciplines to develop innovative courses and certificates.

Important Information:
1. Curriculum may only be developed by faculty.
2. Faculty may work outside the curriculum sandbox to develop multidisciplinary curriculum. This resource would be offered to help facilitate the process.
3. The Multidisciplinary Sandbox is not part of the Integrated Studies program; it would be a separate resource within the Innovation Academy.
4. The Associate Provost for Academic Innovation oversees the Integrated Studies Program and the Multidisciplinary Sandbox. Any change in the Multidisciplinary Sandbox processes would be advised by the Provost, AAC, and the University Curriculum Committee.

Curriculum Development and Approval Processes for the Multidisciplinary Curriculum Sandbox

Courses and Certificates within the sandbox shall be developed by faculty from at least two departments (see definitions below).

1. A brief curriculum idea form shall be submitted to the Innovation Academy and disseminated to all relevant deans for approval of the idea before developing the curriculum proposal. Approval of the idea does not equate to an endorsement of the final curriculum proposal. These criteria include but are not limited to the following:
   - Employer relevance and/or primary learning goals – Which jobs are aligned with this course or certificate? What is the feedback from advisory board(s). The Innovation Academy may provide access to additional external advisory boards as needed to obtain this information.
   - Faculty workload - Is there sufficient faculty and/or talented adjuncts to teach the proposed course(s) without relying on (significant) overload?
   - Mission alignment – Is the curriculum aligned with our role as a regional institution within USHE?

2. Once the curriculum idea form has been approved by relevant deans and before the development of the curriculum proposal, the curriculum idea form shall be disseminated to AAC by the Associate Provost for Academic Innovation for the following two purposes:
   a. To determine if a similar course or program already exists at UVU
   b. So other faculty/departments that may have reason to contribute to the curriculum may be part of future discussions.

3. Next, a faculty working group shall be formed to create all necessary documents required for the curriculum approval process.   This working group shall include faculty members from each core department. The proposal shall demonstrate that delivering the new courses would not interfere with any collaborating department's ability to teach their home curriculum, including GE and support courses.

4. Approval processes for multidisciplinary curriculum shall align with current curriculum office procedures and university designated software. Alignment shall ensure that appropriate departments (faculty and advisors), schools, and colleges shall be involved in the approval of new curriculum. As standard curriculum approval processes and/or policies evolve, the processes for the curriculum sandbox will adapt to comply.

Definitions:
- **A multidisciplinary course:** A course with substantial content from at least two departments and shall be developed by a working group that consists of faculty from relevant departments. The working group shall develop a syllabus and course template as part of the curriculum development process as well as an assessment plan. Faculty teaching interdisciplinary courses shall have approval of their department chair and dean. Interdisciplinary courses will be scheduled through the Innovation Academy in collaboration with appropriate departments.

- **A multidisciplinary certificate:** The certificate must include mandatory (core) courses from at least two departments or at least one multidisciplinary course.

- **Faculty working group**: Faculty from at least two departments who are responsible for creating the curriculum (course or certificate).   This group is responsible for providing the content for the approval process.

Consistency with Institutional Mission/Institutional Impact

Explain how the unit is consistent with the institution's Regents-approved mission, roles, and goals. Describe how the existing administrative structures support the proposed unit and identify new organizational structures that may be needed. What changes in faculty and staff will be required?

As a dual-mission, open enrollment institution UVU strives to provide academic credentials that will serve students and provide a workforce that is aligned with the ever-changing employment landscape of Utah. In addition to the standard vetting process, the Innovation Academy will vet credentials through regional employers to ensure that students are developing skills and knowledge that will contribute to gainful employment.

The Associate Provost of Academic Innovation leads the Innovation Academy within Academic Affairs. No changes to faculty or staff are required for this new unit designation. This unit will not house faculty but will draw from the faculty within existing colleges and schools within UVU to build, implement, and assess the curriculum. MOUs have been implemented to outline this relationship between the Innovation Academy and the schools and colleges of UVU. These MOUs provide a financial structure as well as define how faculty teaching these interdisciplinary courses will be compensated and evaluated for RTP processes.

Finances

What costs or savings are anticipated with the actions proposed? What new facilities or modifications to existing facilities or equipment are needed? Describe any budgetary impact on other programs or units within the institution. If new funds are required, describe expected sources of funds.

The Integrated Studies program has been running within the Innovation Academy during the 2023-24 academic year under an MOU with CHSS as a pilot. The cost of the program for the year was $153,491, compared to $482k/year as a department within CHSS. As shown below:

> IS director Stipend/Release = $19,392
> Admin salary = $57,842
> Faculty Adjunct rates = $31,500
> Department budget = $44,757
> **Total cost of Integrated Studies in the Innovation Academy = $153,491**
> **Previous annual cost of Integrated Studies Program in CHSS = $482,000**
> **Savings = $382,509**

The cost of the curriculum sandbox will vary based on the number of courses and certificates that will be developed and implemented using this resource. Cost estimates based on the development of 5 new interdisciplinary courses per year is $35k.

Policy Statement

The Innovation Academy resides directly under the Associate Provost of Academic Innovation, and under the authority of the provost as UVU's chief academic officer can create and implement curriculum as described in this R401. This limited extension of power regarding curriculum is granted to the Innovation Academy because the key aspects of the curriculum process are maintained, faculty still creates the curriculum and the approval process is equivalent to what is already in place, which is outlined in this document.

The approval processes have been aligned to current processes through the work of UCC, UVU faculty, UVU's curriculum office, and UVU administrators to expand or modify existing approving groups at each step to ensure appropriate approvals for multidisciplinary curriculum. Additionally, curricula must be developed by faculty, which includes faculty within any UVU college or school. The basic structure for creating and implementing curricula have not been changed, therefore the Innovation Academy is not a "special unit" as defined in Policy 106, and under this limited scope authority, may create and implement curriculum.

Innovation Academy R401 Senate Comments

Comment dates	Senate dates
Open: **Nov 7, 2023** Close: **Nov 17, 2023** **Instructions:** To add a comment, complete below. Do not write anything in the # column, this will be filled in later. For editorial or substance comment, **enter an X in the appropriate column** leaving the other column blank. If there is not a row remaining, right click on the bottom row and select *Insert Row Below*.	Read and Comment (Informational Item): **Nov 7, 2023** Debate (First reading): **NA** Motion and Vote (Action item): **NA** Scope: **Introduction** Debate calendar process (policy link)

SUMMARY

(To be filled out by Policy Liaison after comment close date)

Policy Section	Editorial Comment?	Substance Comment?	Concern and Suggestion
			[Comment summary] Vote Results: Support - ## Do Not Support - ## Abstain - ## [In-debate comments]
			[Comment summary] Vote Results: Support - ## Do Not Support - ## Abstain - ## [In-debate comments]

COMMENTS

(To be filled out by individual Faculty Senators -- add additional rows as needed)

#	Your name	Policy section	Editorial comment?	Substance comment?	Concern	Innovation Academy Response
1	Anonymous			X	Multiple faculty (in one area) see the proposal as unnecessary.	Faculty will not be required to use the curriculum sandbox, it is a resource for those who would like the support.
2	Anonymous			X	Cross-listed courses work just fine as long as the involved departments communicate with each other. Our department has several cross-listed courses with none of the issues described by the Innovation Academy.	We agree that it often works fine for some departments, and those that choose to create multidisciplinary curriculum without the support of this may still do so.
3	Anonymous			X	Some faculty wonder if an Integrated Studies major is a disservice to students. By giving the student half the credentials for two careers, they are effectively left with none.	This is a concern that has been raised, and it is true that the IS degree isn't for everyone. However, based on feedback from some IS alumni, it is also an excellent fit for some.
	Rick McDonald			X	I was unaware that the way we have been doing Integrated Studies was problematic. Are we sure this is necessary?	This doesn't affect the "way" that IS run. The intent is to foster more inclusive, attracting more from across the entire university.
	Rick McDonald			X	I'm wondering how this relates to the dissolution of University College.	This has no connection to the dissolution of University College.

	Name				Question	Response
	Rick McDonald			X	Is OTL being made into an academic unit? Why?	No, this does not affect the Office of Teaching and Learning.
7	Dustin Shipp			X	Is this analogous to how the Honors Program operates? There can be an Innovation Academy prefix with courses taught by faculty from other departments?	This is similar – The Innovation Academy will not have faculty, but faculty from across schools and colleges will teach the curriculum. Also, only faculty will develop curriculum.
	Sean Crossland			X	How does this fit into a strategic vision for Innovation Academy? I have heard several concerns about how existing engaged learning programs are not being supported, so will the addition of administrative and degree granting authorities further minimize the support to these areas? What is the status of current proposals in the multi-curriculum sandbox?	Over the last year, all units within the Innovation academy have increased participation in hips, both in the numbers of opportunities students have participated in and the percentage of our student population who have completed hips both within their first 60 credits and in their remaining semesters. This has happened while the IS program has been running within the Innovation Academy through an MOU with CHSS. Currently there are no formal proposals in the interdisciplinary sandbox.
	Maria Blevins			X	Curriculum will be housed outside in a non-academic body? (not in a dept?) This seems like a move to removing faculty power and influence over curriculum. And a Provost would manage all a curriculum, faculty, assessment? This seems gnarly for faculty power and governance.	All curricula will be developed, approved, and assessed by faculty who are housed within existing academic departments. Additionally, the faculty director of the IS program (an existing faculty member) will be responsible for teaching

						evaluation which will be relayed to the home department chair for inclusion into the faculty's RTP documents.
Maria Blevins				x	There are a number of ambiguities related to the R401 proposal that need to be addressed. 1. The proposal states that the Integrated Studies program would be separate from the multidisciplinary sandbox. If they are functionally separate, why move IS to the Innovation Academy? 2. IS is an excellent program, but with so few faculty other programs with more faculty and curriculum would seem to meet the stated goals. Why was SLSS, formerly housed in University College, not considered ? SLSS houses the most multidisciplinary degree programs Currently, SLSS houses the UVST B.A./B.S. and A.A./A.S. The program has of the most inclusive multidisciplinary degree requirements. 3. The workload of IS faculty is ambiguous. If the the multidisciplinary sandbox is "separate from the Integrated Studies program", what will IS faculty service obligation be as it pertains to curriculum assessment and maintenance? 4. Previous versions of this R401 have detailed that curriculum housed in the IA would have a "UVU" prefix. Is this still the case? If so, why is this absent from the R401?	1. Moving IS to the Innovation Academy will help to recruit students and faculty from all colleges and schools within the university. Therefore, the program will serve students who are interested in minors from across more disciplines and to provide a more well-rounded interdisciplinary experience for students. Additionally, we anticipate that it will develop more collaboration amongst faculty. 2. This proposal was developed so IS does not serve as a home department for faculty. Instead, we will recruit faculty from any discipline who would like to teach interdisciplinary courses while maintaining their role within their home department. This model provides a more cost-effective program and allows for more faculty to participate regardless of their home department. 3. The workload for the IS faculty affiliates is spelled

						out in the MOU that we have with each faculty member within the program. The faculty member, their chair, and dean all sign off on this MOU, so everyone is clear about workload and service as the faculty member enters into the program. The faculty program director of IS (currently held by Fred White) is oversees assessment, similar to the role of a department chair. 4. If a new prefix is required as new curriculum is developed within the curriculum sandbox, it would be part of the course approval process. I have been advised that it is not required until an actual course is proposed.
	Maria Blevins				x	**Assessment** The purpose of housing curriculum and programs in departments and colleges is to support infrastructure that can carry out academic assessment. Academic assessment is crucial for accreditation and to ensure student success. As the IA intends to house curriculum, it remains unclear how programs and curriculum will be assessed and maintained. Without standing departmental and college committees to ensure that	House degree awarding programs in departments With respect to the assessment of the IS program, this was addressed in the response to question #3 above. To address this for the curriculum sandbox, an assessment plan, including the roles of faculty from each

					curriculum is appropriately assessed, it is unclear how assessment will take place. Housing curriculum in departments is, in part, to ensure that experts in the respective discipline are able to identify and strategically outline curriculum learning outcomes and assess those outcomes. The R401 proposes having ISFAs (Integrated Studies Faculty Affiliates) to implement curriculum, but are restricted to teaching one course. Having a clear procedure for assessment is important to ensure student learning and accreditation.	contributing department, will be included for any proposed course or certificate. The Innovation Academy will provide support to ensure all courses and certificates housed within the curriculum sandbox are assessed properly.
	Maria Blevins			x	**Curriculum Processes** The R401 states that the curriculum processes will remain, for the most part, the same as it is currently to allow faculty insight. Policy 605 outlines the curriculum process and responsibilities of faculty, department chairs, and deans. Without having these bodies nested within the IA, it seems like the curriculum work generated in the IA will be offset to existing departmental and college curriculum committees. Have these committees been consulted about their potential increase in workload? I know the CHSS curriculum committee has not been included in conversations related to curriculum. All curriculum should also be in alignment with department, college, and university learning outcomes and strategic plans. With curriculum being housed in the IA, it is difficult to see how curriculum will be in strategic alignment with a specific department.	Regardless of where new curriculum is delivered, it must be developed and vetted by faculty. Currently, any multidisciplinary courses or certificates need to route through a department, so this would not add additional workload. To address the last statement, new curriculum will be vetted to ensure it aligns with the goals of the university. As with any proposed curriculum that doesn't align, it would not be approved.
	Maria Blevins			X	**Administrative Bodies**	*The deputy provost and her staff in collaboration with Office of*

| | | | | | | Faculty have a number of concerns related to the IA being considered an administrative body. First, unlike other bodies and units, administrative units are not strictly defined. However, the roles and responsibilities of administrative units are outlined in the strategic plan instructions (https://www.uvu.edu/institutional-assessment/docs/2021-22-administrative-unit-strategic-plan-instructions.pdf). Based on this document and the proposed R401, it is unclear how the IA would have the capacity to meet the criteria laid out in this strategic plan with no standing bodies responsible for curriculum assessment and maintenance. Additionally, the KPI's of the IA are not defined in the R401.

Second, the mission proposed in this R401 is most in alignment with being a special unit like an institute. Policy 106.3.9 defines a special unit institute as a "special purpose organizational unit of complex structure which crosses disciplinary, department, and school or divisional boundaries. Institutes often have a public or community component." Special units are not permitted to house curriculum, but it remains unclear why the IA needs to house curriculum. If the purpose is to provide a sandbox to facilitate collaboration, the IA would not need to house curriculum. | *General Council cleared this proposal through policy:*

R401 Policy Statement – Innovation Academy as a New Administrative Unit

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The approval processes have been aligned to current processes through the work of UCC, UVU faculty, UVU's curriculum office, and UVU administrators to expand or modify existing approving groups at each step to ensure appropriate approvals for multidisciplinary curriculum. Additionally, curricula |

						must be developed by faculty, which includes faculty within any UVU college or school. The basic structure for creating and implementing curricula have not been changed, therefore the Innovation Academy is not a "special unit" as defined in Policy 106, and under this limited scope authority, may create and implement curriculum.
	Maria Blevins				x	**Interdisciplinary Need** The R401 states that it will help remove barriers to interdisciplinary collaboration, but it is unclear what barriers are being removed. Currently, there is a process for interdisciplinary/multidisciplinary curriculum approval. Additionally, the existing process accounts for the assessment and curriculum concerns. The curriculum process proposed in the R401 mirrors the current process for interdisciplinary curriculum.	There is not a specific process for developing and implementing multidisciplinary curriculum at UVU. Historically individuals from the contributing departments have had to work out a process including selecting which department controls the course or certificate. The curriculum sandbox may be used as a support mechanism to help facilitate the development and implementation and assessment of multidisciplinary curricula, but it is not required; faculty may choose to work outside of this as they have done in the past.
	Maria Blevins				x	**Process Redundancies** The processes outlined in the R401 are redundancies of existing procedures. While the R401 proposes removing red tape for	I am not sure how to address this, it seems incomplete.

					interdisciplinary curriculum, the additional reporting lines	
	Maria Blevins			X	**Financial Viability** R401's frequently include anticipated costs and potential funding. The present R401 doesn't provide any of this information. With funding becoming more scarce, it is important financial procedures are transparent. Further, the R401 proposes paying adjust rates to departments to compensate for faculty teaching in the IA. It is important to keep in mind that adjunct rates do not include the additional labor that home departmental faculty may be required to do because of full-time faculty commitments in the IA.	The Innovation Academy has been tasked to facilitate interdisciplinary initiatives, so the support that we provide to the curriculum sandbox is one of the methods we will use to achieve these goals. We are not seeking additional financial support. The Integrated Studies program has an existing budget that is used to run their program, with no additional funding required to maintain the program. Any faculty who teach within the IS program need approval from their department chair and dean. This approval process has been included in large part to ensure departments won't be harmed because of the contributions that these faculty make to interdisciplinary programming.

Please make sure to include a suggestion with each concern. If you have a question for the policy drafting committee that you'd like feedback for, contact them directly. This form is NOT the place to ask questions of the drafting committee but to provide feedback on what they have written.