

California State University Northridge (CSUN)

The Tseng College: *Graduate, International, and Midcareer Education* (College)

College Guidelines: Moving Forward with Ideas/Opportunities for New CSUN Self-Support Programs that Respond to the Changing Educational Needs of the University-Prepared Workforce in Contemporary Urban Context

All CSUN self-support programs must involve the full College in the development process. The College has considerable talent and expertise in its individual staff members, unit teams, and across unit lines. The College works collaboratively and comprehensively to engage that talent, starting with the dean and associate dean as new educational needs are identified and/or new program ideas emerge. Market research is done before a decision is made about whether or a program concept is moved forward for development.

This approach not only helps the College leverage its full capabilities, but also ensures all self-support programs remain excellent, distinctive, and relevant to emerging market needs. **Note:** *A CSUN self-support program can be a degree program, a certificate program (credit or noncredit), an individual noncredit course/seminar/workshop, a multi-week offering, a single day offering, executive education, and more.*

The world of work is changing in urban LA and urban regions worldwide. There are also significant changes occurring in industries and fields of professional practice. Some are declining while others are emerging, particularly in a post-pandemic world. In light of these major and ongoing changes, there is increasing need for talent development – the ongoing education and professional development of the university-prepared workforce. There is a growing need to provide opportunities for baccalaureate degree completion; degree programs that enable a career redirection; graduate degrees (master's and professionally focused doctorates); post-baccalaureate and post-graduate programs that expand areas of expertise at the advanced level; leadership and executive education that include building capabilities to lead organizational change and innovative teams to work effectively and lead in a diverse and increasingly global context, and much more. Moving forward, the College needs to use its considerable capabilities to find innovative ways for CSUN to respond to these changing educational needs. To do that, the College needs to engage the full range of its staff talent in many ways. One of which is building our understanding of the changing educational needs and shaping programs that respond to those needs. Given that:

- The College continuously explores in more detail changing industries in the urban LA region and looks at forefront programs being developed at the national and international levels. This exploration includes, but is not limited to, external relations and external engagement, attending important conferences and events focused on talent development and the like, conversations within CSUN with those closest to changing fields and working with them to explore models and

possibilities, and enhancing the College's capabilities as needed for the creation and support of a growing array of programs.

- To help us better understand the changes emerging and respond to them, staff members should share any conversations they have with people or groups – whether inside or outside of CSUN – that might lead to new programs. Or, if not a program, then an emerging educational need within a field, industry, or profession. These conversations, and the suggestions that follow, can be as simple as something that causes the staff members to identify a possible emerging educational need. Some ideas for new programs may come to any staff member's attention in less direct ways – conversations with friends working in a changing industry, reading articles, attending meetings/conferences, and more. All such insights, ideas and possibilities are important for the College and can help to guide our exploration of the educational needs in the region and beyond. In that light, all such ideas and insights should be shared quickly with the dean and associate dean of the College (via email or in-person as you prefer) who will then work together to craft an approach to following up and/or further investigating the possibility as warranted. Formal market research conducted by the College is an essential part of determining whether or not a given program idea warrants the College's investment to funds, time, and talent to make a program idea into a program ready to offer.
- When new educational needs and/or program ideas are shared, the executive team of the College, which comprises the dean, associate dean, assistant dean of program and enrollment management, and the director of finance and operations, work together to develop a next phase strategy for each program idea that proves to have enough promise to warrant further investment of College talent and resources. This might include but is not limited to: exploration of other available programs in the field in question from other providers; market research; identification of a College team to work on the development of the program in question: work with CSUN academic college(s) to identify best CSUN faculty expertise most relevant to the program; and outline a program development process appropriate for the type of program.
- Any staff member in the College that is in a program-related conversation with someone – or a group, organization, or agency outside of CSUN – should try to arrange for a follow up that includes the dean and/or associate dean. The associate dean should be informed (via email is fine) about any such possibilities as soon as they emerge.
- While it can take considerable time to develop and gain approval for a new CSUN self-support degree program, the College can move very quickly to develop a wide range of professional development programs for client organizations, agencies, or groups (regional, national, or international). The College can also contract, custom-design, and/or custom deliver with

considerable agility. The dean of the College is the approver of noncredit programs, so there is no long approval process for such programs, which allows the College to move quickly to develop and offer them. This allows CSUN, through the College, to respond to a wide array of educational needs emerging from the changing world of work for the university-prepared workforce in urban LA, California, and beyond.

- Even if the College has offered a program before (or a similar one – for example, a contracted multi-week program for an international group), the associate dean needs to know right away if there is a plan to (or a request to) offer it again prior to the start of any program planning. This will allow the College to fully support the program at all stages of planning and offering.
- The College works collaboratively from concept forward so that if the new program requires collaboration with other CSUN departments or colleges, the dean and associate dean can work to make sure that those contacts are done in keeping with other ongoing conversations. The College is committed to maintaining transparent and open collaboration and communication in all of its work with other CSUN colleges and departments. For example, the College's dean always lets other deans know if the College is considering and/or planning any sort of program that will draw on the faculty of the college partner in question and/or bring to campus a group that may be of interest to a given partner CSUN college or department. The dean also informs the following parties of new programs, relationships, clients, or possibilities: the provost and vice provost; the chair of the CSUN Faculty Senate Standing Committee on Extended Learning; CSUN senior leadership across divisional lines; as well as others in leading academic roles across the university. The College's associate dean does the same with the associate deans from partner CSUN colleges. The College dean and associate dean also keep chairs informed as appropriate in light of the focus of the program or course in question.
- Working at the College level, starting with the dean and associate dean, the College can also more effectively engage the College's overall network of contacts and working relationships outside of CSUN. This includes identifying and engaging additional needed expertise for a particular program or course. The College has ongoing working relationships with a number of regional community colleges, other CSUs, and many external partners. When working with external partners, the College is also committed to transparent, open communications with co-creative engagement as appropriate for the program or course in question. The College and CSUN also have significant ongoing relationships with other regional, national, international groups and associations that may be of high value to a given CSUN self-support program, course, or client. In addition, the College has contacts with the LA arts community, engineering and technical firms and associations, and more. All of these can be considered to appropriately enrich a program for the students, group, or client in question.

- The associate dean and the assistant dean for program development are responsible for ensuring from the early stages of program development through program approval that all College Leads know about the new program in detail – its narrative description (the way the value, features, and distinctions will be conveyed to prospective students), its intended audience/market, its field/discipline focus, and more. Marketing in particular along with the assigned program manager need to know early and throughout the program development process the specifics of the program and its evolving curriculum and selected instructional team so that marketing and recruitment efforts are appropriately targeted and planned and that marketing messaging compelling conveys the features of the program in question.
- Each new program (or program being offered again) must be correctly established within the College (as a CSUN self-support course or program offering or a CSUN self-support noncredit course or program offering) with a record of what that offering entails (content, learning goals, intended audience, etc.). This is so the program or course can be set up appropriately to accept registration in a way that will give those attending the program a (transcribed) CSUN record upon completion. **Note:** *CSUN has both a credit and a non-credit section of the official CSUN transcript. This is distinctive to CSUN among CSU campus (and most other universities nationwide) and offers those taking CSUN courses/programs an important record of their ongoing education across the careerspan.*
- The College keeps detailed digital records in the College's primary CRM system (through the College associate dean's office) of each program offered and its curriculum in full detail. It is also important to keep a record with the associate dean's office of when the program in question is offered, to whom it was offered (particularly if it is contracted and/or custom delivered), and who taught each component of the program, enrollment numbers for the program and related demographics, contracting organization, pricing and financial records, and the like.