

January 15, 2012

Memo To: Various Participants at Thursday's Meeting, plus Curriculum Committee and Academic Policy Committee

From: Katie Baird

Re: Reorganization and Reinvigoration of Faculty Assembly Standing Committees on Curriculum (CC) and Academic Policy (APC)

Problems/Concerns Prompting this Discussion of How to Reorganize and Reinvigorate The CC and APC Subcommittees:

1. Some duplication of effort between the two standing committees
2. Confusion over the 1503 process
3. Separate committees typically respond to proposed changes to courses and to changes in academic policy, and this separation doesn't seem to facilitate higher-level discussions over these curriculum and academic policy on campus
4. Bureaucratic as opposed to substantive nature of faculty role in curriculum
5. Faculty review/oversight of core hasn't been as strong as it should be
6. Persistent concerns over writing and quantitative literacy, and concerns over the coherence of our UWT curriculum with respect to building these skills
7. Need for focus on UWT Student Learning Objectives (SLOs), and review of curriculum/programs for the extent to which these are met
8. Need for better link between first-year experience and upper-division coursework (neglect of sophomore year)
9. Growth pressures and need to assure that educational quality isn't lost (and knowing what that means)

Desired Outcomes:

1. Organizational and Institutional Structure (with necessary support) that better assures that faculty assembly standing committees prioritize issues above.
2. Requirements for course approvals, program changes and additions, and changes to academic policy are done expeditiously, with appropriate – but only appropriate – faculty oversight.
3. “Compliance” issues as opposed to overseeing and monitoring academic excellence do not overwhelm faculty attention and resources.
4. The process for moving new course proposals from UWT to UWS is done in an efficient manner that encourages rather than impedes the development of new courses.
5. Faculty assembly facilitates discussion among faculty about educational quality across campus and across units.
6. Establishment of a campus-wide culture among faculty, administration and staff that prioritizes academic excellence and educational quality.

Timeline:

Jan/Feb: Establish working group, meet about three times.

March: Develop working draft.

March/April: Meet with Academic Council (AC); committee members meet with other relevant groups.

May: Draft report/recommendations. Circulate Draft. Discuss AC, CC, APC and other venues.

June: Finalize Draft.

Summer: Revise bylaws

September/October: Faculty online vote to approve bylaw any changes