

REPORT OF THE WORKGROUP ON CURRICULUM AND POLICY GOVERNANCE

November 30, 2018

Charge: President Rogers and Faculty Senate Chair Border charged the workgroup on September 25, 2018:

At the request of the Faculty Senate Chair, this working group has been asked to create “conceptual and helpful” written content which will “act as a guide/blueprint” for, by charter amendment, a new university-level academic curriculum, and policy review/approval process for Bowling Green State University. Creation of a finalized charter language is beyond your scope of work. The clarity of your work will ease the task of finalization and adoption. Dr. Allen Rogel, the Chair of Amendments and Bylaws, is serving in the workgroup, he is the expert on the charter amendment process. The main points, restated

- “... create “conceptual and helpful” written content which will “act as a guide/blueprint” for, by charter amendment, a new university-level academic curriculum and policy review/approval process” (see first sentence of memorandum)
- Implementation will follow Charter processes in the spirit of shared governance, we, both parties (President and Faculty Senate Chair), of shared governance, thank you for your willingness to serve in a working group.

The working group should elect a chair. Frequent meetings are desirable. Do not perform an exhaustive study of academic practices. A working draft product is requested by November 7th. Presence of a working draft by that date will allow other processes to begin and proceed in parallel. The final version should be concise (not verbose), yet include appropriate details to explain the essential elements of the working group’s product. The working group should direct operational questions to the Faculty Senate Chair. The working group should address fundamental questions to both the Faculty Senate Chair and the President of BGSU. Preliminary results may be shared with both the Faculty Senate Chair and President of BGSU at any time.

Members: appointed by President Rogers and Chair Border

Schedule:

September 24	Introduction and brainstorming
October 2	Review, refine, and expand the work of September 24
October 9, 16, 23	Develop “guide/blueprint”
October 30	Draft “guide/blueprint”
November 6-7	Reflect, revise, finalize, submit “guide/blueprint” to President Rogers and Chair Border

Resources:

BGSU Charter. This was central to describing the current official overall structure and its subsystem structure(s), procedure(s), and the relationship between all structures.

Kent State University Curriculum Guidelines (2015-2016). Exhaustive in its fine detail, this work, proved helpful in regard to formatting information, levels of curriculum and policy proposals and decisions, questions to be raised at each level, process flow at each level, the roles of decisions makers, etc.

<https://www.kent.edu/provost/curriculum/educational-policies-council>

<http://provostdata.kent.edu/roadmapweb/06/curriculum-guidelines-2015.pdf>

Concerns (selected): A number of desired issues, questions, and potential improvements to BGSU’s curriculum and policy governance were identified before design options were developed. The primary focus of the workgroup was post-college level decisions and pre-trustee level decisions. Early-in-process, abbreviated notions are examples:

System – Being flat(ter) to improve speed of deliberation and decision-making

- One layer –
 - Is this unification of undergraduate, graduate, and CAA responsibilities?
 - Would one body need specialized sub-committees (grad, Undergrad, policy, etc.)?

- If one body, would Graduate College need to form a College Council (parallel to others') for matters such as student issues, etc. that are not university-level curriculum and academic policy?
- How would specialized programs (BGP, Teacher Education, etc.) engage?
- Pre-review check-off before entering system –
 - Completeness, accuracy, clarity, etc.
 - Impacts resolved by all proposing, collaborating, and collateral units
 - Financials resolved with CFO before entering system
- Key guiding questions to be addressed and checked-off at each step of the process
- Expedited option(s) – for no-to-low impact proposals; e.g., edits, circumstances TBD
- Communication – at each step, document and forward issues raised and their resolution
- Feedback Loop – clarify how many cycles can occur between steps of the process
- Time –
 - Limits on how long a step of the process can/should take
 - 12 month active engagement: progress throughout semester and summer breaks

Representative, Elected Faculty Membership

- Preserve independent faculty authority in curricular review process
- Integrate post-college curricular review councils more effectively with Faculty Senate

Principles & Practices

- Ensure sound faculty values and governance processes
- Guided by AAUP Policy Documents & Reports

Charter Consolidation

- One article that addresses “all things curriculum”
- Should this include or should there be another article for “all things policy”?

Fiscal Impact -- Proposals should have this completed when moving beyond the college level

Decision points

- Course, program, policy, modality decisions are to be made.
- The role of Senate Executive Committee must be refined.
- Conflicts that arise need to be resolved by a separate body – A specialized body or SEC?
- Who has votes? Faculty only? Administrators and Faculty combined? Administrators and Faculty separately noted? 51% or 66.7%?

Guide/Blueprint Detail and Format: Statements and graphics introduce/illustrate our “guide/blueprint” thinking.

- The “guide/blueprint” is neither exhaustive nor BGSU-specific in every detail.
- BGSU Charter language and a very specific-to-BGSU, detailed handbook must be developed.
- **SECTION A** -- “Curriculum and Policy Decisions and Roles by Level of Proposal” -- See p. 3, Appendix #1: Flow Charts & Tiers, and Appendix #2: Integrated Decision Spreadsheet
- **SECTION B** -- “Governance Bodies, Responsibilities, Membership” -- See p. 4, Appendix #3: Committee Structures for Curricular Review, and Appendix #4: Organizational Chart

Next Step Recommendation: The workgroup recommends that President Rogers and Chair Border:

- Consider the above information and “guide/blueprint” in juxtaposition to *The Charter* and the *Kent State University Curriculum Guidelines (2015-2016)*, and;
- To clarify the workgroup’s intention, design, and application, invite our consultation to next governance and decision-making functions
- Continue a very close collaboration at all levels to improve BGSU’s curriculum and policy governance.

Appreciation: Thank you for your shared dedication to improve BGSU’s curriculum and policy governance. It is possible to significantly improve our internal governance, organization, and curriculum, which will ultimately improve public good. Thank you for your invitation to contribute to the improvement. It was our honor to serve.

Respectfully submitted,

Ken Borland (Chair), Virginia Dubasik, Dale Klopfer, Ted Rippey, Allen Rogel, Ray Schuck

SECTION A

“Curriculum and Policy Decisions and Roles by Level of Proposal”

Flow Charts and Tiers

Although the workgroup did not generate BGSU-specific flow-charts of course, program, policy, and structure processes and decision, or “tier” them (for expediting through more intensive considerations), we engaged and are largely in favor of the flow charts and tiers for administrative structures (Kent, p. 22), programs & policy (Kent, pp. 33-34), and courses (Kent, pp. 52-53) developed by Kent State University.

See Appendix #1: Flow Charts & Tiers

Questions

A large number of BGSU-specific questions to be addressed in any curricular change proposal have been generated and plotted against the ...

- time/juncture in the process when the question must be answered
- tier/level of the proposal
- tier/level of the decision making body (bodies) required to engage the question
- type of actions available for taking by the decision making body
- next steps to be taken (if any)
- next required level of decision making body
- organizational body that must answer the question
- level or tier of the question, the organizational body

See Appendix #2: Integrated Decision Spreadsheet

SECTION B **“Governance Bodies, Responsibilities, Membership”**

Situated after the college level and after the provost’s procedural functions, and before provost’s approval function.

The Curriculum Review Committee (CRC) reports to Senate Executive Committee

- replaces Undergraduate Council and certain functions of CAA
- charged with review of all “broad impact” course and program proposals above the college level
- “broad impact” curriculum includes but is not limited to new programs, changes with significant inter-college implications, courses required for large numbers of students due to placement, university requirements, etc., BGP
- the chair is shared: a faculty member and an administrator (Provost/designee), neither of which has a vote
- responsibilities are often able to be handled by an undergraduate or a graduate sub-committee
- may appoint *ad hoc* committees
- all meetings of CRC and its sub-committees will be at the same time
- once per term, and more often if needed, the entire CRC will convene to discuss policies & programs affecting both graduate and undergraduate education
- membership of the undergraduate sub-committee is similar to the current Undergraduate Council, plus member(s) from Honors College – one faculty and one Dean (representative)
- membership of the graduate sub-committee is to be determined between two reasonable membership models; one model being similar to that of the current Graduate Council, and a second model being similar to that of the current CAA.
- curricular approval motions carry with a simple majority of faculty member votes, a simple majority of administrative member votes, and two-thirds affirmative vote of all members (based on total of votes cast)
- collaborates with BGP and FAAC
- communicates with AOC and Senate Executive Committee (SEC)

The Academic Oversight Committee (AOC) reports to SEC

- replaces certain functions of the Committee on Academic Affairs
- charged with policy, structure, overall mission, and dispute resolution
- the chair is shared by a faculty member (Senate Chair or designee) and an administrator (Provost or designee), neither of which has a vote
- may appoint *ad hoc* committees
- Membership is similar to the current CAA
- communicates with FAAC, CRC, and SEC

Senate Executive Committee (SEC)

- assumes specific curriculum and policy and dispute resolution responsibilities
- adds a member or invitee from CRC; voting rights to be determined.

Bowling Green Perspective (BGP) unchanged

Fiscal Affairs Advisory Committee (FAAC) unchanged

Graduate College Council (GCC) reports to Dean of the Graduate College

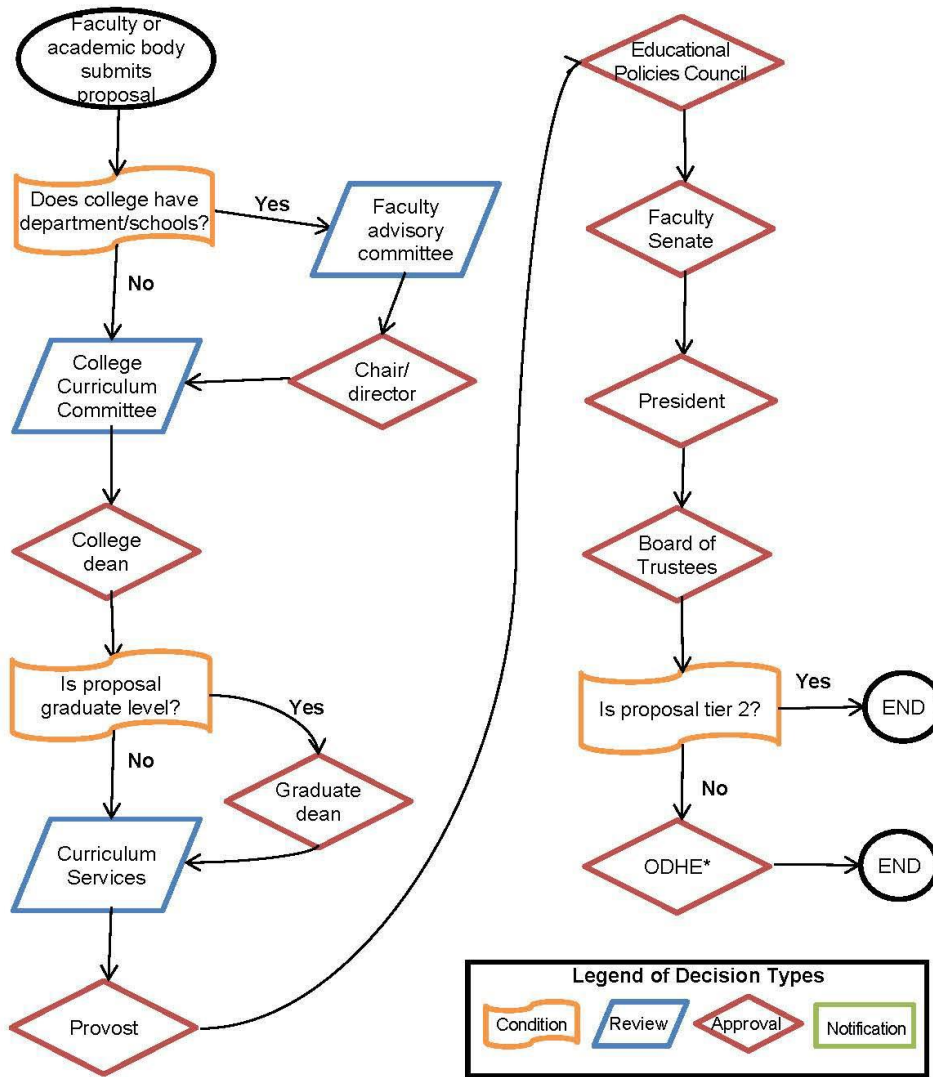
- Graduate Council is renamed to be in parallel with all other degree-granting college councils
- Functions and operations of the GCC are unchanged from the current Graduate Council.
- GCC curricular review addresses Graduate College perspective and CRC addresses University perspective
- parallelizing process between undergrad and graduate proposals leads to less confusion for proposers
- graduate and undergraduate CRC subcommittees better distribute work than the one current body

See Appendix 3: Committee Structures for Curricular Review

See Appendix 4: Organizational Chart

APPENDIX 1: FLOW CHARTS & TIERS

Approval Flowchart for an Academic Administrative Structure



*Ohio Department of Higher Education
(formerly Ohio Board of Regents)

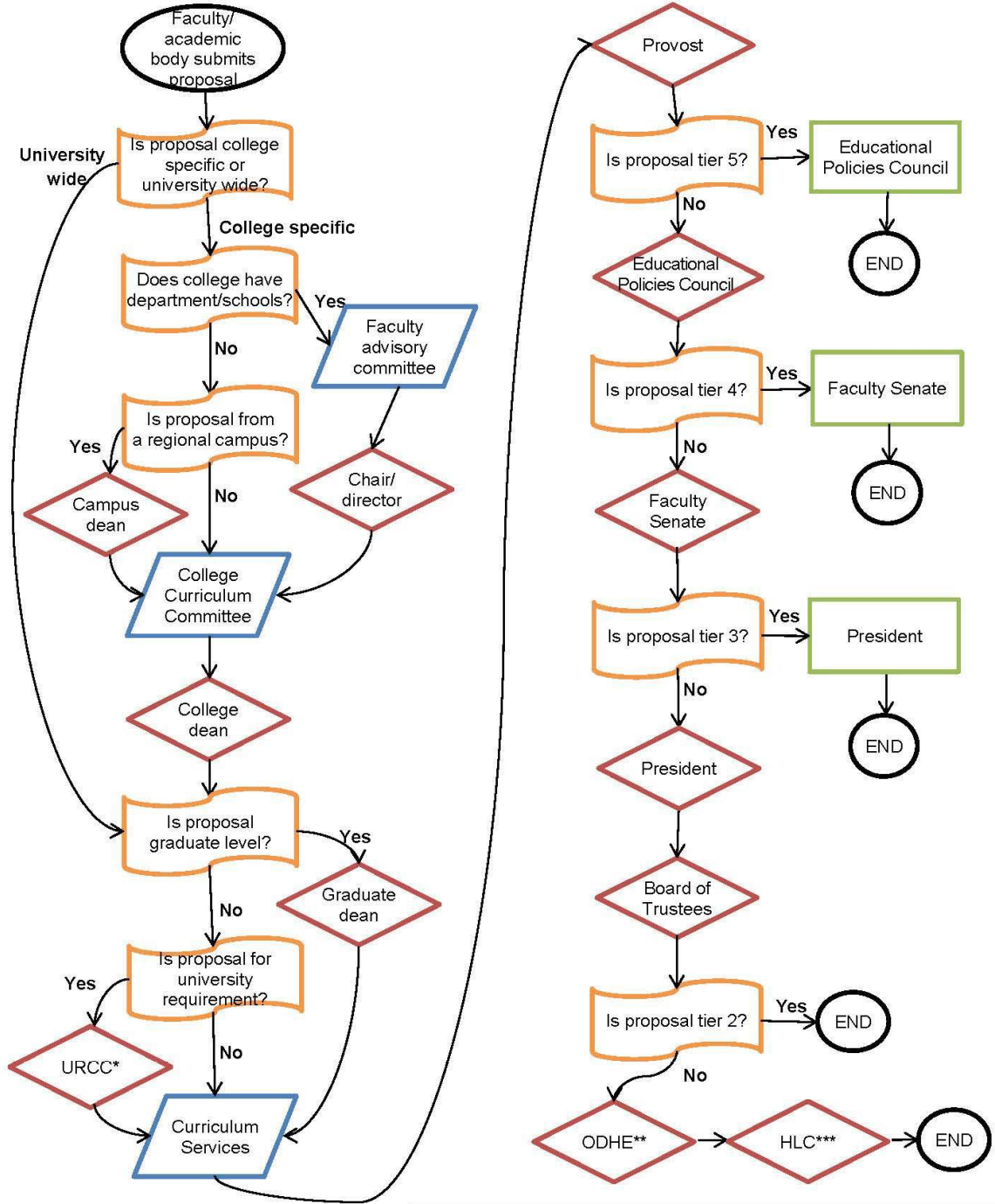
Tier 2 proposals (President and Board of Trustees final approvers)

- Academic unit (college, school, department) - establishment, inactivation, revision (e.g., name change, merger, school to college)
- Institute - establishment, revision, inactivation
- Center - establishment, revision, inactivation

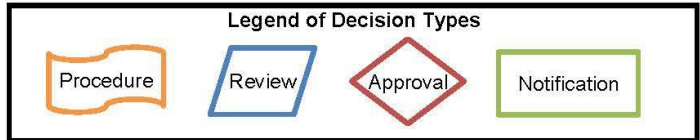
Tier 1 proposals (Ohio Department of Higher Education final approver)

- College - establishment or substantial change that affects region or other institutions (e.g., College of Engineering)

Academic Flowchart for an Academic Program or Policy



*University Requirements Curriculum Committee
 **Ohio Department of Higher Education (formerly Ohio Board of Regents)
 ***Higher Learning Commission



Tier 5 proposals (College Dean/Provost final approver)

- Major – revision (including new, revised, inactivated concentrations)
- Major/degree – letter of intent to establish *
- Minor – revision, inactivation
- Certificate – revision, inactivation
- Policy within unit – establishment, revision, inactivation
- Articulation/consortia agreements – establishment, revision, inactivation
- Off-site program (50%+) – alternate delivery for existing program *
- Online program (50%+) – alternate delivery for existing program *
- Temporary suspension of admission into a program

Tier 4 proposals (Education Policies Council final approver)

- Major/degree – name change * †
- Minor – establishment
- Certificate – establishment
- University-wide academic requirement (e.g., Kent Core) – revision not considered substantial

Tier 3 proposals (Faculty Senate final approver)

- Unique program that affects students in more than one academic unit (e.g., Military Studies, Washington Program) – establishment, revision, inactivation
- University-wide academic operational procedure or regulation establishment, revision, inactivation
- University-wide academic policy – revision

Tier 2 proposals (President and Board of Trustees final approvers)

- Major/degree – inactivation
- University-wide academic requirement (e.g., Kent Core) – establishment, substantial revision, inactivation
- University-wide academic policy – establishment, substantial revision, inactivation

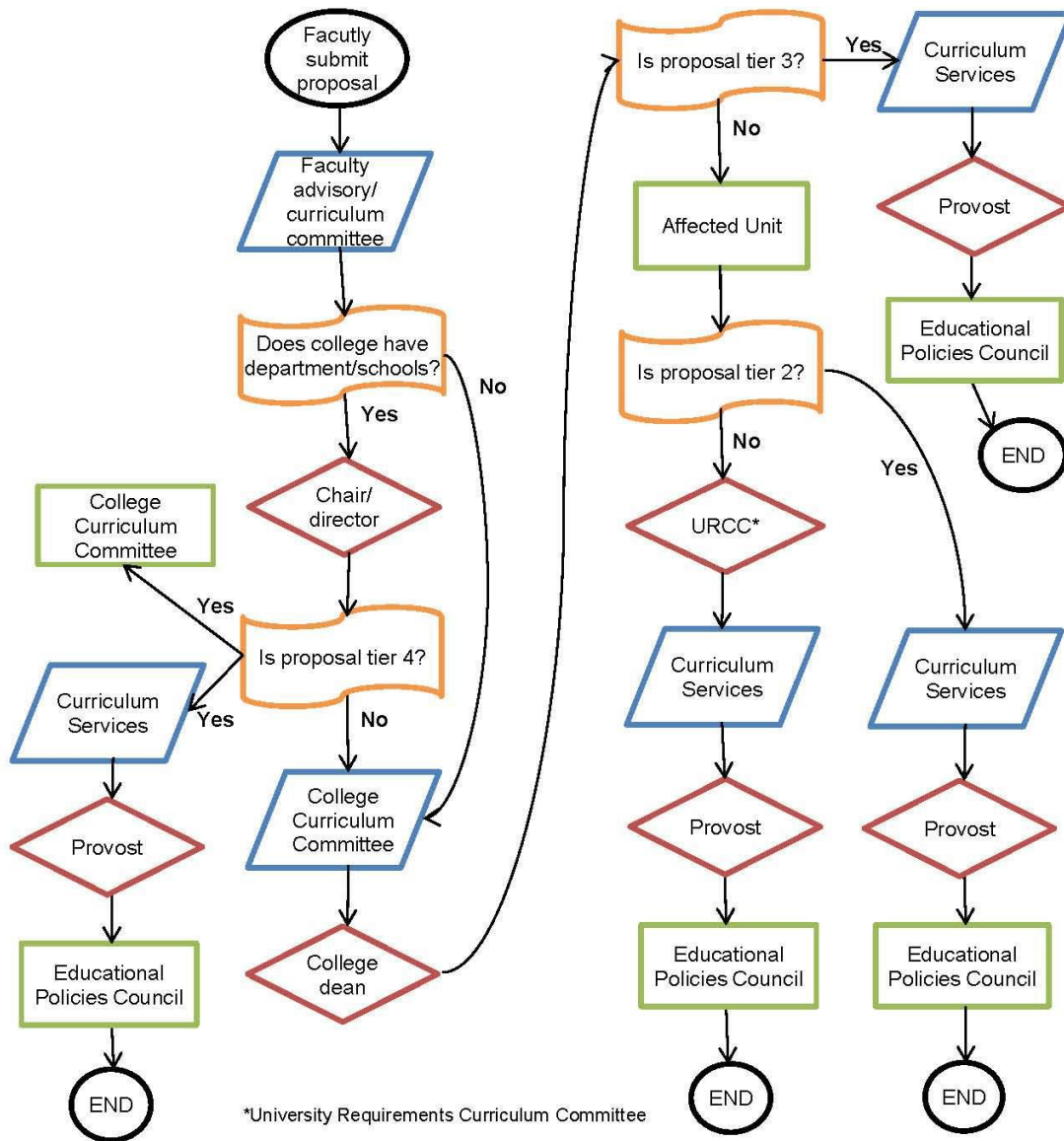
Tier 1 proposals (Ohio Department of Higher Education and Higher Learning Commission final approvers)

- Major/degree – establishment (notification for inactivation)

* Proposal will go to Ohio Department of Higher Education for approval after final approval in appropriate tier

† Proposal will go to next tiers as notification Legend of Decision Types

APPROVAL FLOWCHART FOR A COURSE



Tier 4 proposals (department chair/school director final approver)

- Changes in course descriptions not involving substantial changes in course content
- Changes in course titles not involving substantial changes in course content
- Changes in course prerequisites not affecting any other academic unit
- Inactivation of courses not affecting any other academic unit
- Changes in course numbers not affecting level

Tier 3 proposals (college dean final approver)

- Changes in course credit hours
- Changes in course numbers affecting the level of courses
- Inactivation of courses affecting other degree programs or general curricular requirements within the college

- New courses (please note that a substantial revision to content in an existing course that affects description and title, among other things, constitutes a new course)

Tier 2 proposals (affected unit acknowledged)

- Inactivation of courses specified in degree programs or general curricular requirements of colleges other than the parent college
- Substantial changes in content affecting title and description of courses required in degree programs or general curricular requirements of colleges other than the parent college
- Changes in prerequisite of courses required in degree programs or general curricular requirements of colleges other than parent college
- Changes in course numbers affecting level of courses required in degree programs or general curricular requirements of colleges other than the parent college
- Establishment of new or additional courses designed for degree programs or general curricular requirements of colleges other than the parent college

Tier 1 proposals (University Requirements Curriculum Committee final approver)

- Establishment, revision, inactivation of courses designated university academic requirement (e.g., Kent Core, diversity, writing-intensive, experiential learning, freshmen orientation)

APPENDIX 2: DECISION SPREADSHEET

WHO *	WHAT *
Faculty Initiator/Program	Knows the discipline/program that needs to be established/revise
	Keeps current in field
	Conducts research for the proposed changes
	Articulates rationale for curriculum decisions
	Works with others to document and submit proposal
	Seeks review and feedback on proposed changes
	Content experts
	Current in their profession
	Know competition
	Assess learning outcomes for compliance, validity and alignment with program's mission and objectives
	Works to meet accreditation needs
Advises, informs and/or approves changes	
WHO	WHAT
Faculty Advisory Committee / Department Curriculum Committee	Assess and evaluates curriculum impact on area's sustainability, students, faculty and other resources
	Advisor to the chair/director
	Develops and maintains current instructional programs and course syllabi
	Approves internal modifications and solicit input from other departments where program changes and offerings may have impact
	Approves all workshop and special topics courses each time a title changes
	Approves course content when offered off campus or online in accord with existing policies and procedures
	Establishes and utilizes procedures for reviewing and evaluating existing and new courses, programs and policies.
	Maintains strong departmental academic, instructional and grading standards
Select library and other materials related to its curriculum and establish internal procedures for effective and appropriate use of instructional media and other learning activities	
WHO	WHAT
School Director/ Department Chair	Fosters the development of undergraduate and graduate programs within university guidelines
	Encourages appropriate curriculum modifications, changes and innovations in programs
	Approves resource allocations
	Seeks opportunities to leverage existing/emerging resources
	Insures course offerings required for degree completion are offered frequently and at varied days and times to meet the needs of students
WHO	WHAT
College Curriculum Committee	Reviews curricular proposals from schools/departments within college
	Initiates course, program requirement and policy proposals
	Made aware of special topics and other academic changes
	Examines curriculum impact and duplication within and outside college
	Ensure appropriate consultation of impact
	Seeks curriculum changes that may be complementary and/or basis for collaboration
	Source of information to units about curricular-related changes and requirements
	Garner support when inactivation is identified
	Looks for letters of support
	Reviews resources (e.g., staffing, facilities, library)
	Review program outcomes for alignment with college mission
	Informed on off-site and online offerings, articulation agreements and other collaborations and partnerships outside the college

WHO	WHAT
Dean (Campus/College)	Reviews impact on finances, faculty, facilities, equipment, support staff
	Seeks opportunities to leverage existing/emerging resources
	Participates in accreditation reviews and decisions
	Assesses sustainability, demand, need, placement
	Examines curriculum impact and duplication in and outside college/campus
WHO	WHAT
Institutional Academic Advisory Committees	Graduate Studies Administrative Advisory Committee (GSAAC)
	Reviews and advises on graduate operational issues
	Initiates and recommends changes to the graduate studies dean
	Associate and Assistant (A&A) Deans Committee
	Reviews and advises on undergraduate operational issues
	Initiates and recommends changes to the EPC
	EPC Ad Hoc Committee
Reviews, initiates and revises policies to promote student success	
WHO	WHAT
Bowling Green Perspective Committee (BGP)	EPC sub committee
	Oversees university-wide undergraduate curricular requirements (Kent Core, diversity, writing intensive, experiential learning, orientation)
	Reviews and approve courses and policies for conformity to these requirements
	Periodic reviews and recommends changes in these requirements
	Directs assessment and evaluation of student success within these requirements
WHO	WHAT
Graduate College Dean	Reviews programs proposals to ensure university and Ohio Department of Higher Education compliance and approval
	Communicates to other departments
	Notify state when program inactivated or changed delivery mode
	Facilitate program review process
	Oversees advisory committee to review graduate curriculum and policies
	Implements admission process
	Decides exceptions to admission criteria
WHO	WHAT
Office of Vice Provost for Academic Affairs	Provides holistic view of university curriculum
	Assists and guides faculty and units in proposing change
	Maintains curriculum process, procedures and management system
	Serves the provost in reviewing and granting preliminary approval of all change (program, policy, course, structure)
	Implements approved changes (catalog, course inventory)
	Communicates major changes to advisors and other student services (e.g., registrar, admissions, bursar, student financial aid)
	Assists in updating GPS degree audit
	Maintains curriculum archive
	Responds to questions about changes/curriculum process
	Secretary and coordinator for EPC
	Reports curriculum to state, federal and other agencies
	Ensures curriculum integrity and alignment with university, state, accreditor and federal policy and procedures
	Ensures curriculum functionality (Banner, GPS degree audit, prerequisites)
Knowledgeable about university academic programs and policies	

	Liaison with Ohio Department of Higher Education for undergraduate curriculum
	Ensure consistency of process
	Source of information about university curriculum
WHO	WHAT
Provost	Involved in the strategic goals of the university
	Sets the university agenda for academic programming and determines priorities
	Reviews significant academic changes with initiators/deans prior to approval
	Approves all items that will go before the Board of Trustees for approval
	Signs articulation agreements and new program proposals
	Introduces and champions academic items to Board of Trustees
	Approves EPC agenda before publication and chairs the EPC meeting
	Mediates/facilitates differences and determines course of action
WHO	WHAT
Educational Policies Council (EPC)	Committee of the Faculty Senate
	Emphasizes long-range academic planning, both conceptually and structurally, that reflect the mission and goals of the university
	Approves overall curricular planning and policy guidelines for the university
	Arbitrates interdepartmental and intercollegial curricular disputes or misunderstandings;
	Monitors changes generated by a specific academic unit as they affect other areas
	At its discretion, reviews all curricular changes and proposals originating with academic units to assure effective adherence to university-wide policies
	Acts on matters referred to the council
	Approves new or revised academic programs, policies, operational procedures and regulations and academic structures
WHO	WHAT
Faculty Senate	Ensures curriculum integrity and quality, alignment with university mission and commitment to resources
	Examines curriculum impact, demand and duplication of resources across university
	Delegates curriculum initiatives to sub committees
	Oversees academic standards and educational policies and academic programs
	Consulted with respect to proposed changes in the administrative organization of the university directly and primarily related to academic divisions
WHO	WHAT
President	Kept apprised by new curriculum by provost
	Determines university resource allocations and priorities
	Defines mission and goals of the university jointly with the Board of Trustees
	Champions the university's strategic plan
WHO	WHAT
Board of Trustees	Defines mission and goals of the university jointly with the president
	Approves new and significant revisions to degree programs before they go to Ohio Department of Higher Education
	Approves academic structure changes
	Approves university-wide academic policies
	Reviews curriculum viability and student need and success
	Reviews and discusses information items presented by the provost
WHO	WHAT

Ohio Department of Higher Education	Approves new degree programs and significant revisions (e.g., name change, inactivation) to degree programs
	Approves alternative offerings of degree programs (e.g., online, off-site, accelerated)
	Assigns subsidy level to courses
	Set curriculum guidelines for public intuitions
	Initiates transfer pathways between public institutions
WHO	WHAT
Higher Learning Commission	Approves new degree programs
	Approves new locations for program offerings
	Approves new contractual or consortia agreement to offer a program
	Notified of new certificate programs
WHO	WHAT
Graduate Planning System (GPS)	Notified of curriculum changes that affect undergraduate (and select graduate) program requirements
	Updates degree audits for undergraduate programs and select graduate programs
WHO	WHAT
Student Financial Aid	Notified of new, revised and inactivated certificates
	Updates program's financial aid eligibility status with U.S. Department of Education

() Terms in this table may sometimes be those utilized by Kent State University.*

APPENDIX 3: COMMITTEE STRUCTURES FOR CURRICULAR REVIEW

Definitions:

<u>Committee</u>	<u>Charter language</u>
CAA: current Senate Standing Committee	IV.F.2
FAAC: current Senate Standing Committee	IV.F.6
SEC: current Senate Standing Committee	IV.F.1
UGC: Undergraduate Council	IX.E
GC: Graduate Council	VIII.D & equivalent to IX.D.1
BGPC: BGP committee (university standing)	
CRC: new Senate standing “Curricular Review Committee”, has 2 subgroups for undergraduate and graduate curricular issues.	
AOC: new Senate Standing “Academic Oversight Committee” (oversees university-wide academic mission and policies) Makes recommendations to SEC, but itself does not approve policies or other items.	
GCC: “new” Graduate College Council, would be the renamed Graduate Council, retaining all functions in VIII.D. Some potential for modifications to streamline the GCC and allow for more flexibility could be included if desired by the Graduate College/Dean.	

Functions of committees:

<u>CHARTER SECTION</u>	<u>WHERE FUNCTION RESIDES IN NEW STRUCTURE</u>
CAA (IV.F.2.b):	
1	AOC
2	CRC
3	CRC
4	CRC
5	FAAC (and AOC?)
6	AOC (or SEC)
7	AOC
8	AOC
9	CRC/AOC
10	SEC
11	CRC/AOC

<u>CHARTER SECTION.</u>	<u>WHERE FUNCTION RESIDES IN NEW STRUCTURE</u>
FAAC (IV.F.6.b)	
1	FAAC
2	FAAC
3	CRC
4	CRC (short-term or limited)/FAAC (long-term or broad)
5	(unclear; subject is appointing liaison to AOC)

<u>CHARTER SECTION.</u>	<u>WHERE FUNCTION RESIDES IN NEW STRUCTURE</u>
GC (VIII.D & graduate equivalent to IX.D.1)	
VIII.D.2	
a	GCC
b	GCC & AOC *Currently this function is served by GC & CAA
c	GCC & CRC *Currently this function is served by GC & CAA
d	GCC
e	GCC (Senate approval might be needed e.g. change in grad faculty status policy)
'f'	[first sentence only] GCC to CRC/AOC (reporting)
'g'	[sentence 2 and following of what looks like 'f' is actually supposed to be a trailing paragraph and NOT part of function f.] GCC
VIII.D.3	GCC & CRC *Currently this function is served by GC & CAA
IX.D.1	equivalent [advisory council for Dean of Graduate College] GCC

*Anything comparable to something that stays internal to a single college in the undergraduate level would stay internal to the GCC: courses, internal college policies (e.g. transcript policies), etc. Policies that impact across the University and potentially affect all faculty (e.g. graduate faculty status) would go from the GCC to the AOC to SEC and potentially to the floor on Senate.

<u>CHARTER SECTION.</u>	<u>WHERE FUNCTION RESIDES IN NEW STRUCTURE</u>
UGC (IX.E)	
IX.E.2	
a	CRC/AOC
b	CRC
c	CRC or AOC (monitoring)
d	CRC
e	CRC
f	CRC or AOC (monitoring)
g	CRC
h	unclear (reporting)
'i' [trailing paragraph]	CRC/AOC/SEC
IX.E.3	CRC

BGP: would now advise the CRC in cases of BGP courses or topics.

Courses:

Only if “broad impact” would they rise to CRC for approval, otherwise informational only and they terminate in-college. BGP courses would be approved by CRC (advised by the BGP committee) due to broad impact as general education. If a student can be required to take a certain course in a certain format regardless of college or major the course is defined to have broad impact. Courses that are required for large numbers of students due to placement, university requirements, etc. are considered broad impact.

Policies:

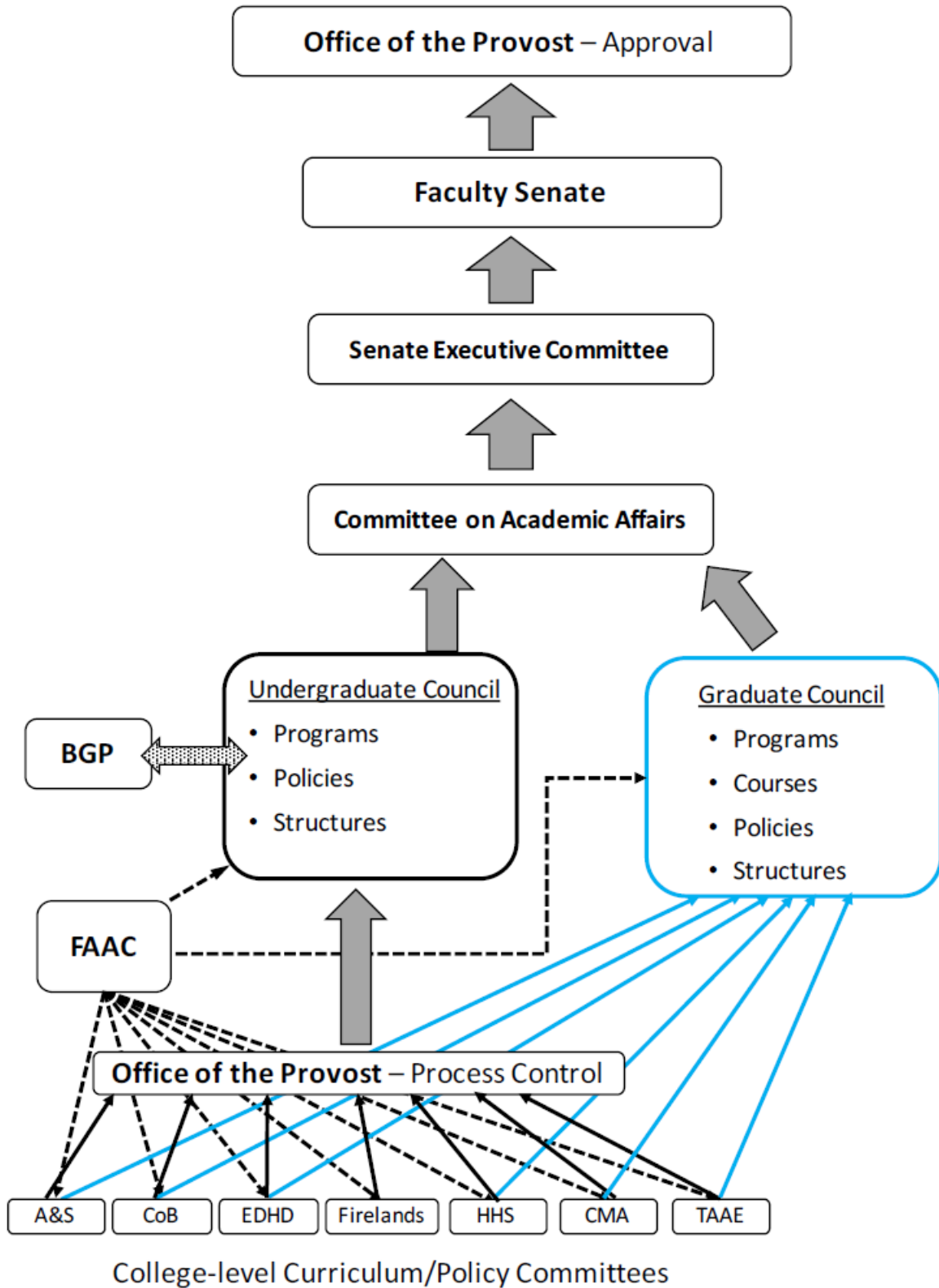
University-wide academic policies (e.g., academic honesty, +/- grading) would go to the AOC to make recommendation to SEC for approval/floor vote.

New Academic structures (i.e. new department/college):

Charter IX.F, XI.F, XII.E, XIII.C: CAA/UGC/GC are replaced with AOC.

APPENDIX 4: ORGANIZATIONAL CHART

PRESENT



PROPOSED

