

Faculty Senate Motion#3: University Faculty Curriculum Transformation Retreat

Be it resolved, that the University Faculty Senate directs Faculty Chair Harknett to recommend that Provost Santa Ono call for a University Faculty Curriculum Transformation Retreat based on the appended concept paper titled, University Faculty Curriculum Transformation Retreat

University Faculty Senate Endorsed Recommendation to Provost Ono
December 9, 2010

University Faculty Curriculum Transformation Retreat: Concept Paper

*Will we wind up with an actual curriculum that aligns with the one expected through e-curriculum?
How do we insure that we transform our curriculum under semesters?*

Objective: To establish a dedicated university-wide one day retreat on actual syllabi conversion to semesters to leverage fully the opportunity to transform our curriculum. The retreat day will act as an anchor for syllabi conversion throughout the 2011-12 year.

Rationale: The ecurriculum process has worked exceedingly well in supporting a conversion process to semesters. However, the reality on the ground is that many faculty will likely not reconstruct their syllabi until after they have taught the class for the last time in a quarter system. Thus, while ecurriculum has guided faculty to consider such things as student learning outcomes (C1) and has supported program development with integrated core learning objectives (P1), the ultimate transformation of the course curriculum will occur at the point at which individual faculty re-write their own syllabi, which in most cases will be 18 months out from the original ecurriculum submission. A retreat day will close this circle from the point at which faculty initially began thinking about semester conversion to the point where many will begin re-writing syllabi actively.

In order to leverage fully the conversion process to encourage pedagogical improvement and innovation and produce a curriculum that is re-designed for the 21st century, we recommend that a Retreat day be set aside to anchor attention and focus to the opportunity of transforming the curriculum. Such a day will provide faculty the chance to manifest our intention to enhance our already strong efforts to provide students with the best courses possible across the university. We recommend that the provost designate the Semester Conversion Committee to coordinate best practice workshops throughout the 2011-12 year leading up to the start of the Spring Quarter and organize a central meeting in the Great Hall, TUC with each unit of the university sending minimally one faculty member to the opening session, who will then serve as facilitator(s) in their units to guide a department-level syllabi-writing activity. As a University Faculty Retreat, all faculty would be expected to meet at their unit-level and work on the retreat's focus – semester-based syllabi. The entire faculty would be invited at the end of the day to a celebratory reception in the Great Hall.

Process to Implement: Provost Ono can designate the Semester Conversion Committee or an adhoc planning committee to plan a University Faculty Retreat for academic year 2011-12. Faculty would not meet their classes on that day. With this advanced notice, faculty will be able to build alternative class activities for that day that will advance course objectives but not require meeting students.

Faculty in a Collegial Mode: Ultimately, courses work best when they leverage the specific expertise of the course instructor and thus individual faculty are the ultimate sources of syllabi construction. The Retreat is an effort to engage in that exercise in the application of expertise in a collegial mode. This will create opportunities for collaborative discussions for a highlighted day (the essence of a retreat) that will improve on our individual syllabi development and produce for the university as a whole an institutional outcome of core value.

Outcomes:

- The actual day creates a focusing event that allows lead-up activities in 2011-12 to build faculty commitment to re-thinking the curriculum at the course level. So, while we would expect faculty to re-work at least some syllabi on the actual day, the preparatory focus of intent would move greater percentages of faculty toward (re-)designs with improved pedagogical methods.
- Actually facilitates departmental and cross-departmental collaboration.
- This is a culminating moment of major change that produces actual substance. While not the reason to do it, additionally it will create a very positive PR moment for the university and clearly signal to students and the wider community that we are actively prepared for this major overhaul.
- It manifests faculty as creators of the learning process.

Endorsements: This concept paper has been circulated and revised through discussions with Faculty Senate cabinet, the Office of the Provost, and the Council of Associate Deans representing the entire University. The full University Faculty Senate endorsed the concept paper on December 9, 2010 without objection.