

Curriculum Committee Charges

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Dear Curriculum Committee, thank you so much for serving on this important committee, and thank you Mary for agreeing to chair the committee.

The Steering Committee have reviewed the various charges of UCC/GCC from last year's reports. We have the following observations:

With regard to charge #1 from the UCC, we would prefer a back burner approach to that charge. Certainly the exploratory work can be done but for sure, but the last thing we want to do now with our CBA enrollment explosion (which is 80 more students than last year on the 10th day apparently) is attract more students to CBA. Still, efforts can be made in that direction. The fences I would put around that is to:

1. make it small-ish as in number of credits and also remembering every class doesn't have to come in 3-credit increments;
2. make it removed from the curriculum that the majors take. We would then be able to hire "off the street" and even put the minor online (and then hire from the entire country), and that way we can offer something meaningful and impactful to students that we could probably afford and we would not have any AACSB issues since they don't examine minors, except in the context of whether it involves having majors in the same classes. In that case, the questions regarding student vetting, prerequisites, etc. become onerous, and usually the battle by the college is lost. AACSB doesn't like watered down curriculum, which typically means that anything allowed in the major that doesn't require CBA Admission, etc. can cause a lot of problems since AACSB assumes that business courses build on business concepts, and if you are teaching students that don't have the business content, then everyone assumes you have watered it down.

Charge #2 is of more interest to the Steering Committee for this year. Apparently currently there is no "writing across the College" program in place at UWL. However, apparently the UWLers who oversee writing are open to exploring the concept. It would mean that all faculty in every major is on the hook for writing in every class. Writing could be in the required classes which all faculty typically teach anyway or alternatively all the electives offered by the major so that no matter what the student takes the course has individual student writing. In other words, there is nowhere for the faculty or the students to hide. Regrettably, the observation currently is that writing in the major ghettoizes the instructor and communicates to students that this is the only faculty member who cares about writing since it follows the instructor. The student number in the course is set lower, but then because that's the only course students can find and they beg/cry to get in so then the course expands, and the promise of a smaller course is moot. Also we have some awkward situations in the college where faculty are teaching hybrids with the same class being taught in co-sections (where ½ the class gets the writing emphasis course and the other ½ doesn't). I must admit that it would be an attractive statement to make that all CBA faculty are writing-certified, and then everyone getting a piece of it. However since we don't know what it takes, we need to know that path. So we would very much appreciate the Curriculum Committee providing the path to do this.

A new charge I would add is starting to work on a tighter collaboration between AoL and Curriculum Committee. Please see below comment from AACSB that we have to fix in time for our next review. While 2022-2023 might seem like a long way off, we have to be high functioning by then on this particular issue, and the self-study is based on the year prior so this is 2018-2019 meaning that 2021-2022 is only 3 years off. And given the historical

separation between the 2 committees and the issues that all have recognized with the separation for YEARS, the situation must now be fixed. The efforts made thus far are not enough. There is a current practice of AoL Coordinator Laurie Miller attending the Curriculum Committee. I believe there is also something in your bylaws now that anything that comes out of the AoL committee, the Curriculum Committee must consider it as a seconded motion and therefore Curriculum must deal with it. Both of these things were already in the current report and/or mentioned during the PRT visit. This is not enough. So you will need to come up with a more formalized way of doing things between the two committees. I am throwing this more on your committee than the AoL Committee because clearly they have been making outreach attempts by sending Laurie so I am hopeful your committee can meet them halfway.

1. The College has a defined curriculum management and assurance of learning (AoL) process with goals and objectives. They have closed the loop and they have made important advancements in integrating assessment responsibilities across their CBA Core. Continual monitoring and refinement of the processes should allow for more robust curriculum management that further integrates the assurance of learning processes with the curriculum management process more fully. More specifically, the College must develop appropriate systems, policies, and procedures that ensure that the linkage between AoL and Curriculum Management is automatic rather than ad hoc. This must be monitored and addressed prior to the next review. (Standard 8: Curriculum Management and Assurance of Learning)

Because of this last charge, I am adding Laurie and Ken Graham (the new chair of the AOL committee) as a cc to this correspondence so they can assist in your efforts.

Anyway, any questions/comments/observations? Don't hesitate. And again thank you for important work.

Laura

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