

Improvement Roadmap

Curricula Approval Process

In a project sponsored by Faculty Senate Chair Mark Cooper on behalf of the Senate Steering Committee, an improvement team studied the curricula approval process and developed a set of proposed improvements. Its work unfolded in May-June 2020.

This report details the recommendations, presents an implementation timeline, and provides additional information from the team's analysis of the current situation.

True to its "roadmap" title, this report can be used to guide implementation going forward.

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The following team-proposed improvements are based on thorough [research into the current process](#). The team was guided by [specific goals](#) and included a cross-section of [people](#) from all points in the process.

Proposed Improvements

■ One-Stop Location for Resources

Establish a single online location for all information and resources relating to proposal development and the approval process. Design the web pages so they are user-friendly, making it easy for people to find what they need right away.

2020						2021								
JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP

Potential Leads: Mark Cooper, Claire Robinson

Also Involve: Yvonne Dudley, Nina Jackson, Elliot Vittes, Kenneth Campbell

For each proposed improvement, this macro flowchart is used to show the part of the process that will benefit the most:

Proposal Development → Proposal Submission → Intermediate Approvals → Committee Review → Faculty Senate

■ Practical Resources to Provide Comprehensive Guidance

Develop additional information and resources on key aspects of proposals and the approval process. Locate these in the one-stop online location.

- C&C checklist(s) for proposal proponents
- Registrar validation checklist
- Directory of C&C members
- Explanation of timeline from submission of proposal to the expected date of C&C review

2020						2021								
JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP

Potential Leads: Elliot Vittes, Kenneth Campbell

Also Involve: Marianne Bickle, Heather Heckman, Aisha Haynes, *et al.*

Proposal Development → Proposal Submission → Intermediate Approvals → Committee Review → Faculty Senate

■ Clearer Timelines and Deadlines

Establish, post, and communicate clearer information on deadlines, to set expectations and establish a common understanding – and potentially smooth out the inflow of proposals to reduce the surge in the C & C queue that is typical in November and December.

- Clearly communicate the approximate number of days required for proposal to move through APPS and be posted into the C&C queue.
- The information will enable proponents to better estimate “the very last possible day” for submitting a proposal each month for review by C&C.

2020						2021								
JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP

Potential Leads: Marianne Bickle, Jed Lyons
Also Involve: Trena Houpp, Aaron Marterer, Ramy Harik, *et al*

Proposal Development → Proposal Submission → Intermediate Approvals → Committee Review → Faculty Senate

■ On-Demand Tutorials

Develop on-demand tutorials that complement the resources, so faculty in general and proponents in particular can access quick learning when needed.

- One or two tutorials developed for current system
- Additional tutorials developed in advance of CourseLeaf

2020						2021								
JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP

Involve: Marianne Bickle, Jenn Tilford, Trena Houpp, Joan Creed, Katie Sites, Lydia Frass, Rob Grookett, *et al*

Proposal Development → Proposal Submission → Intermediate Approvals → Committee Review → Faculty Senate

■ Rapid Response Guidance

Identify and promote a group of internal experts to provide rapid-response guidance on developing proposals and navigating the approval process.

- Promote contacts at one-stop location, with contact info and an explanation of how each person can help.
- Grow this group steadily over time, adding to the online directory.

2020						2021								
JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP

Potential Leads: Jenn Tilford, Karen Edwards
Also Involve: Katie Sites, C&C Co-Chair, *et al*

Proposal Development → Proposal Submission → Intermediate Approvals → Committee Review → Faculty Senate

■ Innovation/Policy Focus for Instructional Development Committee

Current reality:

- Dual layers of FS Committee approvals
- Each Committee operating in a silo (cross-trained members are rare)
- Ever-increasing blended courses becoming the norm
- Results? Confused and frustrated faculty

Proposed for C&C Committee:

- Fully empower C&C to assume approval of distributed learning, reflecting current move to blended courses
- Train members to review DL courses
- Add DL specialty members

Proposed for InDev Committee:

- Guide the University's direction in policies related to teaching/learning
- Coordinate and catalyze innovation and continuous improvement in student-centered instruction by working with existing offices (e.g., CTE, CIEL)
- Advise relevant offices on faculty development interests and needs relating to teaching/learning/curriculum development

Function	C&C	InDev
Review course proposals for compliance with policies (<50% online)	X	
Review course proposals for compliance with policies (>50% online)	X	
Review curriculum proposals for compliance with policies	X	
Develop checklists/documentation to assist proponents	X	
Review course/curriculum proposals for duplication/budget implications	X	
Review general policies for new courses/curricula		X
Review policies/requirements for general education		X
Review policies for co-curricular activities		X
Develop/review policies for evaluation of instruction		X
Coordinate instructional innovation efforts		X
Assess faculty teaching-related development needs/Interests		X

Move the review function of the Instructional Development Committee to the Committee on Curricula & Courses.

2020						2021								
JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP
Discuss, formulate			FS discussion, vote			Goal: Implement early 2021								

Potential Leads: Mark Cooper, Marianne Bickle, Ramy Harik

Also Involve: Karen Edwards, Trena Houpp, Senate Steering Committee, *et al*

Establish a new mission for InDev that focuses on: guiding the University's direction in policies related to teaching/learning; coordinating and catalyzing innovation and continuous improvement in student-centered instruction by working with existing offices; advising relevant offices on faculty development interests and needs relating to teaching/learning/curriculum development.

2020						2021								
JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP
Discuss, formulate			FS discussion, vote			Goal: Implement early 2021								

Potential Leads: Mark Cooper, Karen Edwards, Ramy Harik

Also Involve: Lisa Bailey, Christy Friend (InDev), Augie Grant, Senate Steering Committee, *et al*

Proposal Development → Proposal Submission → Intermediate Approvals → **Committee Review** → Faculty Senate

■ Training for C&C Committee Members

Led by the C&C Chair during first week of fall semester: Conduct virtual training sessions with committee members.

Topics to cover include:

- Overall process
- Expectations
- Timelines, deadlines
- Checklists and other resources
- Virtual vs. in-person meetings

2020						2021								
JUL	AUG 17-28	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG 16-27	SEP

Potential Leads: Marianne Bickle, Karen Edwards

Also Involve: C&C Committee, Sher Downing (InDev), Tena Crews, *et al*

Proposal Development → Proposal Submission → Intermediate Approvals → **Committee Review** → Faculty Senate

■ Allowing for Second Term for C&C Members

Allow elected and appointed C&C members, and the chair, to volunteer for a second three-year term – in order to strengthen continuity and maintain a high level of expertise within the committee.

To serve an additional term, a member would need to:

- Be in good standing
- Provide the request in writing to the Chair by February of the year he/she is rolling off

2020						2021								
JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP
								Discuss, formulate		General Faculty discussion, approval			Goal: Fall implementation	

Potential Leads: Mark Cooper, Bethany Bell

Also Involve: Marianne Bickle, *et al*

Proposal Development → Proposal Submission → Intermediate Approvals → **Committee Review** → Faculty Senate

■ Two Lanes for Proposals

With CourseLeaf, establish two lanes for proposals. As much as possible in setting up these lanes, embed compliance into the workflow to keep the process innovation-driven and student-centered.

- Express Lane* with expedited committee review for proposals involving relatively simple changes
- Main Lane* with full review for all other proposals

* “Express Lane” and “Main Lane” are working labels. Terminology will be finalized when the lane concept is fully developed.

2020						2021								
JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP
		Discuss, Develop, Finalize				Build into System, Test					Begin to use			



Potential Leads: Trena Houpp, Brett Altschul

Also Involve: Marianne Bickle, Joan Creed, *et al*

Proposal Development → Proposal Submission → Intermediate Approvals → Committee Review → Faculty Senate

Proposed two-lane approach:

Express Lane:

- **Course change proposals**
 - Course title
 - Course description
 - Course credit change
 - Course number
 - Credit hour type (fixed or variable)
 - Number of times course can be taken for credit

Proposed two-lane approach:

- Enrollment restrictions
- Grading system type (standard letter grades vs. pass/fail)
- **New or changes to minors that do not affect other units**
- **Terminating a course that does not affect other units**
- **Terminating a program**
- **Program changes**
 - Name changes
 - Changes to Bulletin description/program introduction language
 - New or changes to program concentrations that do not affect other units
 - Any non-substantive modification that does not affect other units (changes in curriculum of 18 hours or less)

Main Lane:

- **New courses**
- **Course change proposals**
 - Adding DL (*but may not need all main lane approvals)
 - Adding Carolina Core
 - Cross-listed courses
 - Pre-requisite or co-requisite changes
 - Course termination
- **Terminating a course that does affect other units**
- **New minor or changes to minors that do affect another unit**
- **New programs**
- **Program changes**
 - New program concentrations or changes to program concentrations that affect other units
 - Any non-substantive modification that affects other units (changes in curriculum of 18 hours or less)
 - Any substantive modification
 - (changes in curriculum of 19 hours or more)
 - Designator change (e.g., B.A. to B.S.)
 - Program termination
 - Changes that require P-12 teacher educator approval
- **New course or course change that has P-12 component (teacher education program)**
- **New program or program change that has P-12 component (teacher education program)**

Streamlined Workflow for Approvals

Streamline the approval workflow.

- As a preface to set-up of the CourseLeaf curriculum management software (CIM), study the current APPS approval workflow for all proposal types, including “queue time” and rejection rates
- Based on this study, identify any approval checkpoints that can be (1) eliminated or (2) re-sequenced to speed up the flow-through for Express Lane and Main Lane proposals while still ensuring thorough review (Example: Possibly move up Banner Registration Validation)
- Develop streamlined approval pathways with approvers, Faculty Senate and University Leadership
- When finalized, build these streamlined approval pathways into CourseLeaf
- As much as possible in setting up these lanes, embed compliance into the workflow to keep the process innovation-driven and student-centered

2020						2021								
JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP
		Discuss, Develop, Finalize				Build into System, Test					Begin to use			

Potential Lead: Trena Houpp

Also Involve: Marianne Bickle, Kenneth Campbell, Charley Adams, *et al*

Proposal Development → Proposal Submission → **Intermediate Approvals** → Committee Review → Faculty Senate

■ Added Resources to Support Use of CourseLeaf

Develop and post additional resources in preparation for CourseLeaf.

- Explanation of two lanes for submitting proposals
- Checklists based on the lanes (*See “Checklist Guidance” below*)
- Additional tip sheets
- Tutorials and other on-demand training to provide needed information regarding the new system
- Documents outlining requirements for Carolina Core, GLD, and Experiential Learning recognition

2020						2021								
JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP

Potential Leads: Kenneth Campbell, Elliot Vittes

Also Involve: Aaron Marterer, Katie Sites, Ed Short, *et al*

Proposal Development → Proposal Submission → Intermediate Approvals → Committee Review → Faculty Senate

■ Checklist Guidance with CourseLeaf

Develop user-friendly checklists to guide proponents on all components required for a successful proposal. Use these checklists in the committee review process as the rubric to evaluate each proposal.

Three checklists will be developed:

- Checklist for all Express Lane proposals
- Checklist for course change proposals, program changes, and new minors or changes to minors that affect other units (Main Lane)
- Checklist for new courses and new proposals (Main Lane)

2020						2021								
JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP

Potential Leads: Jed Lyons, Marianne Bickle

Also Involve: Trena Houpp, Aaron Marterer, *et al*

Proposal Development → Proposal Submission → Intermediate Approvals → Committee Review → Faculty Senate

■ Expedited C&C Review

For Express Lane proposals, implement an expedited review once every two weeks, with discussion and voting done electronically – and proponents informed of the outcome right after the session.

2020						2021								
JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP
							Discuss, Develop, Finalize				Begin to use			

Potential Lead: Marianne Bickle

Also Involve: TBD

Proposal Development → Proposal Submission → Intermediate Approvals → **Committee Review** → Faculty Senate

■ Tracking the Process with Meaningful Measures

Establish and use a scorecard of meaningful measures to monitor how the curricula approval process is performing over time.

- Use this to identify areas that are showing the need for research and improvement.
- Use the time-related measures to communicate increasingly accurate benchmark times for various segments of the process, so users of the process will have a better sense of how long proposals typically take to get to C&C.
- Post online (in the one-stop location) to ensure transparency
- Convene periodically with key groups to review feedback, identify key findings, and determine any next steps for improvement.

2020						2021								
JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP
Develop, Finalize			Goal: Begin to use in October											

Potential Leads: Trena Houpp, Marianne Bickle

Also Involve: Brett Altschul, Sabrina Andrews, Katie Sites, *et al*

Proposal Development → Proposal Submission → Intermediate Approvals → **Committee Review** → Faculty Senate

Proposed measures for scorecard:

- **Number of Proposals** (volume measure)
 - total
 - by type of proposal
 - by lane
 - by academic unit
- **Overall Process Time** (time measure)
From when proponent submits proposal to when it is approved by the Faculty Senate
- **Queue Time** (time measure)
Time in approval queue, from when it enters to when it is returned or moved forward
- **Number of Returns** (return measure)
Number of times proposal is returned to proponent, from submission to when it goes to committee
 - total
 - by type of proposal

Additional measures for scorecard when CourseLeaf is in place:

- **Return Rate** (return measure)
Percentage of proposals returned once, twice, three times, etc.
- **Number of Revisions** (rework measure)
Average number (and range) of revisions per proposal, for proposals where revisions were requested
 - total
 - by type of proposal
- **Revision Rate** (rework measure)
Percentage of proposals needing revisions
- **Flow-Through Rate** (rework measure)
Percentage of proposals flowing through with no returns and no revisions

■ Input from Process Users

Develop an online survey to gather feedback from users of the process. A well-designed survey will provide reality checks and practical suggestions – all necessary for continuous improvement.

The survey could be distributed in a variety of ways:

- As a redirect (or pop-up window) that pulls up the online survey right after initial submission of the proposal
- Via an auto-generated email with a link to the survey
- Via an email sent shortly after notification of course approvals

Ensure that the survey input is used:

- Compile input in real time, with an always-current input report accessible online via password
- Convene periodically with key groups to review feedback, identify key findings, and determine any next steps for improvement

2020						2021								
JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP
Develop, Finalize			Goal: Begin to use in October											

Potential Leads: Jed Lyons, Lisa Bailey

Also Involve: Ramy Harik, Jenn Tilford, Aaron Marterer, *et al*

Proposal Development → Proposal Submission → Intermediate Approvals → Committee Review → Faculty Senate

■ Ensuring a Unified Effort

To ensure a unified effort that brings people together and fully leverages our expertise, build these improvements in partnership with key groups.

- C&C Committee
- InDev Committee
- Faculty Senate
- Center for Teaching Excellence
- Center for Integrative and Experiential Learning
- University Advising
- Curriculum Management
- Provost's Office
- Registrar's Office
- Other key groups

2020						2021								
JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP
Ongoing...														

Potential Lead: Mark Cooper

Also Involve: Marianne Bickle, Ramy Harik, Claire Robinson, Aaron Marterer, *et al*

Proposal Development → Proposal Submission → Intermediate Approvals → Committee Review → Faculty Senate

Proposed Timeline

	2020						2021								
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP
Unified Effort: To ensure a unified effort that brings people together and fully leverages our expertise, build these improvements in partnership with key groups. Potential Lead: Mark Cooper Also Involve: Marianne Bickle, Ramy Harik, Claire Robinson, Aaron Marterer, <i>et al</i>	Ongoing						Ongoing								
Clearer Timelines and Deadlines: Establish, post, and communicate clearer information on deadlines, to set expectations and establish a common understanding. Potential Leads: Marianne Bickle, Jed Lyons Also Involve: Trena Houpp, Aaron Marterer, Ramy Harik, <i>et al</i>	JUL														
Practical Resources: Develop additional info and resources on key aspects of proposals and the approval process, including a C&C checklist. Organize everything in one online location. Potential Leads: Elliot Vittes, Kenneth Campbell Also Involve: Marianne Bickle, Heather Heckman, Aisha Haynes, <i>et al</i>	JUL – AUG – SEP														
On-Demand Tutorials: Develop on-demand tutorials that complement the resources, so faculty in general and proponents in particular can access quick learning when needed. Involve: Marianne Bickle, Jenn Tilford, Trena Houpp, Joan Creed, Katie Sites, Lydia Frass, Rob Grookett, <i>et al</i>	JUL – AUG – SEP														
Rapid Response Guidance: Identify single and promote a group of internal experts to provide rapid-response guidance on developing proposals and navigating the approval process. Potential Leads: Jenn Tilford, Karen Edwards Also Involve: Katie Sites, C&C Co-Chair, <i>et al</i>	JUL – AUG – SEP														
One-Stop Location: Establish a single online location for all information and resources relating to proposal development and the approval process. Potential Leads: Mark Cooper, Claire Robinson Also Involve: Yvonne Dudley, Nina Jackson, Elliot Vittes, Kenneth Campbell	JUL – AUG – SEP														
DL Review to C&C: Move the review function of the Instructional Development Committee to the Committee on Curricula & Courses. Potential Leads: Mark Cooper, Marianne Bickle, Ramy Harik Also Involve: Karen Edwards, Trena Houpp, Senate Steering Committee, <i>et al</i>	JUL - AUG – SEP Discuss, Formulate			OCT – NOV - DEC Faculty Senate Discussion, Vote			Goal: Implement early 2021								
Innovation/Policy Focus for InDev: Establish a new mission for InDev focused on: guiding University direction in policies related to teaching/learning; coordinating and catalyzing innovation and continuous improvement in student-centered instruction by working with existing offices; advising offices on faculty development interests and needs relating to teaching/learning/curriculum development. Potential Leads: Mark Cooper, Karen Edwards, Ramy Harik Also Involve: Lisa Bailey, Christy Friend (InDev), Augie Grant, Senate Steering Committee, <i>et al</i>	JUL - AUG – SEP Discuss, Formulate			OCT – NOV - DEC Faculty Senate Discussion, Vote			Goal: Implement early 2021								
C&C Readiness: Led by the C&C Chair during the first week of the fall semester: Conduct a series of virtual training sessions with committee members. Potential Leads: Marianne Bickle, Karen Edwards Also Involve: C&C Committee, Sher Downing (InDev), Tena Crews, <i>et al</i>		AUG 17 thru 28												AUG 16 thru 27	
C&C Expertise: Allow elected and appointed C&C members, and the chair, to volunteer for a second three-year term – in order to strengthen continuity and maintain a high level of expertise within the committee. Potential Lead: Mark Cooper, Bethany Bell Also Involve: Marianne Bickle, <i>et al</i>									MAR-APR Discuss, Formulate MAY General Faculty discussion and approval					Goal: Implement Fall 2021	

	2020						2021								
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP
Two Lanes for Proposals: (In preparing for CourseLeaf) Establish two lanes for proposals: Express Lane with expedited committee review for proposals involving relatively simple changes, and Main Lane with full review for all other proposals. Potential Leads: Trena Houpp, Brett Altschul Also Involve: Marianne Bickle, Joan Creed, <i>et al</i>			SEP-OCT-NOV-DEC Discuss, Develop, Finalize				JAN-FEB-MAR-APR Build into System, Test					Goal: Begin to use JUN-JUL 2020			
Streamlined Approval Workflow: Study APPS approval workflow, including “queue time” and rejection rates, to identify any approval checkpoints that can be (1) eliminated or (2) resequenced to speed up flow-through while ensuring thorough review. Discuss and develop with approvers, then present to Faculty Senate and university leadership for discussion and decision. When finalized, build these streamlined approval pathways into CourseLeaf. Potential Leads: Trena Houpp Also Involve: Marianne Bickle, Kenneth Campbell, Charley Adams, <i>et al</i>			SEP-OCT-NOV-DEC Discuss, Develop, Finalize				JAN-FEB-MAR-APR Build into System, Test					Goal: Begin to use JUN-JUL 2020			
Practical Resources: Develop and post additional resources in preparation for CourseLeaf. <i>See Checklist Guidance below.</i> Potential Leads: Kenneth Campbell, Elliot Vittes Also Involve: Aaron Marterer, Katie Sites, Ed Short, <i>et al</i>							JAN-FEB-MAR-APR								
Checklist Guidance: Develop three checklists on all components required for a successful proposal. Use checklists in the committee review process to evaluate each proposal. (Express Lane Checklist, Main Lane Checklist for for course change proposals, program changes, and new minors or changes to minors that affect other units; and Main Lane Checklist for new courses and new proposals. Potential Leads: Jed Lyons, Marianne Bickle Also Involve: Trena Houpp, Aaron Marterer, <i>et al</i>							JAN-FEB-MAR-APR								
Expedited C&C Review: For Express Lane proposals, implement an expedited review once every two weeks, with discussion and voting done electronically Potential Leads: Marianne Bickle Also Involve: TBD							FEB-MAR-APR Discuss, Develop, Finalize					Goal: Begin to use JUN-JUL 2020			
Meaningful Measures: Establish and use a scorecard of meaningful measures to monitor how the approval process is performing over time. Potential Leads: Trena Houpp, Marianne Bickle Also Involve: Brett Altschul, Sabrina Andrews, Katie Sites, <i>et al</i>		JUL-AUG-SEP Develop, Finalize		Goal: Begin to use OCT 2020											
Input from Process Users: Develop an online survey to gather feedback from users of the process. Potential Leads: Jed Lyons, Lisa Bailey Also Involve: Ramy Harik, Jenn Tilford, Aaron Marterer, <i>et al</i>		JUL-AUG-SEP Develop, Finalize		Goal: Begin to use OCT 2020											

Benefits of these Improvements

- With these improvements, the process would be transformed from being mostly reactive (catching errors and sending proposals back for correction) to proactive – with proponents having the guidance they need to develop proposals and navigate the process correctly the first time around.
- Innovation becomes a significant and sustained priority – with a supportive process that encourages development, and a newly purposed InDev.
- This ongoing improvement effort will be done in partnership with the many people and offices who have responsibilities, expertise, and passion for innovative student-centered curriculum and teaching, so that we unify our efforts and work as one to achieve significant improvement.
- Committee members will see a more manageable review workload – with a reduction in the Nov-Dec spike and improved proposal quality resulting in fewer send-backs and rework. This will allow the Committee to engage in deliberate consideration of substantive curricular changes in a timely and efficient manner.

Committee on Curricula & Courses Review Time	CURRENT	PROJECTED When 2 lanes are in place		
	Current Review Time (per academic year)	Projected Review Time (per academic year)	Reduction in time – hours –	Reduction in time – percentage –
Average hours spent to review proposals, per ONE reviewer:	362 hours	248 hours	114	31%
Total hours spent, ALL reviewers:	2,896 hours	1,754 hours	1,142	39%

(Based on data from 2019-2020 academic year)

- With an Express Lane and a streamlined rolling review for Express Lane proposals when CourseLeaf is implemented, the development of relatively simple proposals will be more straightforward, and they will move more quickly through the approval process.

Process Time From Proposal Submission to Approval by Faculty Senate	CURRENT		PROJECTED For Express Lane proposals, when 2 lanes are in place, with rolling review	
	Average	Median	Range	Reduction in days – percentage –
	98 days	73 days	49-65 days	34% - 50%

- The process will be proactively monitored to encourage continuous improvement – through an ongoing survey that gives process users a voice, and a scorecard to track progress on meaningful measures.

The improvement team followed a five-step process over the course of six team meetings:

Discovery: Learn in detail about the current process

Possibility: Develop a set of high-potential improvements

Building: Build out the detail

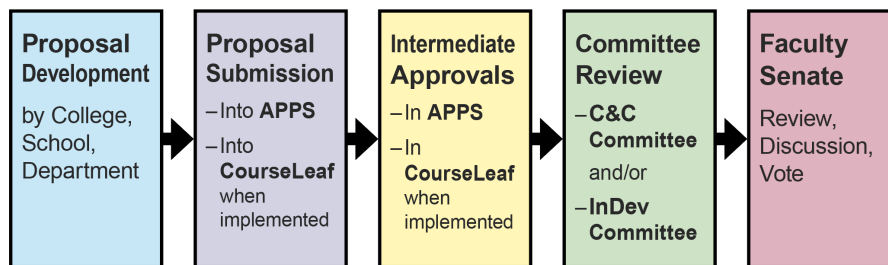
Planning: Develop implementation plans

Presentation: Share the ideas to build awareness, gain support, and gather fine-tuning feedback

Appendix A. Discovery Phase

Instead of jumping to solutions, the team began its work by thoroughly studying the current situation. This unfolded in the following steps – and the team used the resulting insights to develop its proposed improvements.

1. Reviewed the curricula approval process on a macro level, to level-set everyone’s understanding



2. Held three focus groups to get detailed input from 11 users of the process

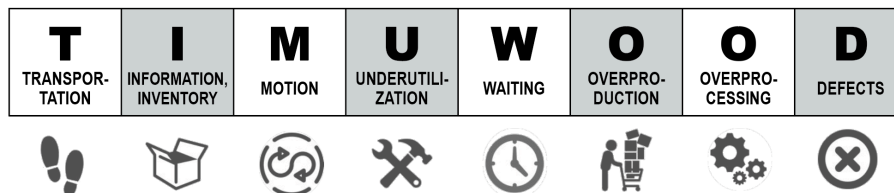
See detailed focus-group notes in Appendix.

3. Mapped the [current process](#) in detail

See process maps beginning on the next page.

4. Gathered and studied [data](#) relating to the process

5. Pinpointed occurrences of waste in the process to find significant opportunities for improvement



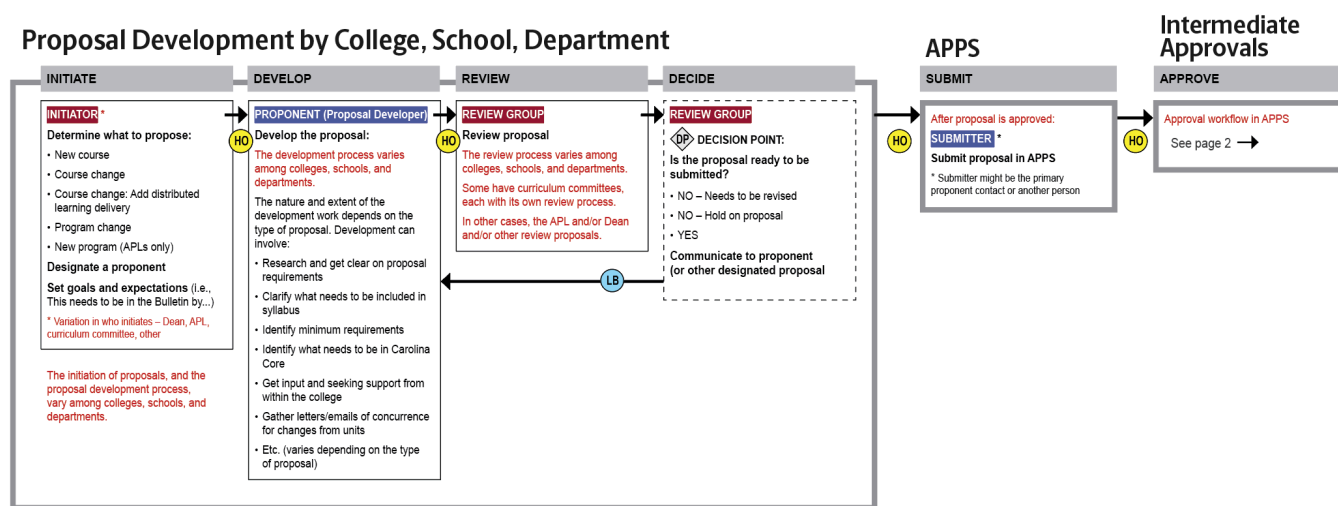
Among the key themes:

- Overprocessing on the front end of the process
- Duplication, overlap – when having to go through two committees
- Overproduction – e.g., submitting content in syllabus that is extraneous to the review and unrelated to what is most important to the proposal

Current-State Process

The full map extends for five pages, beginning below.

Proposal Development by College, School, Department



Handoff



Loopback






Decision Point

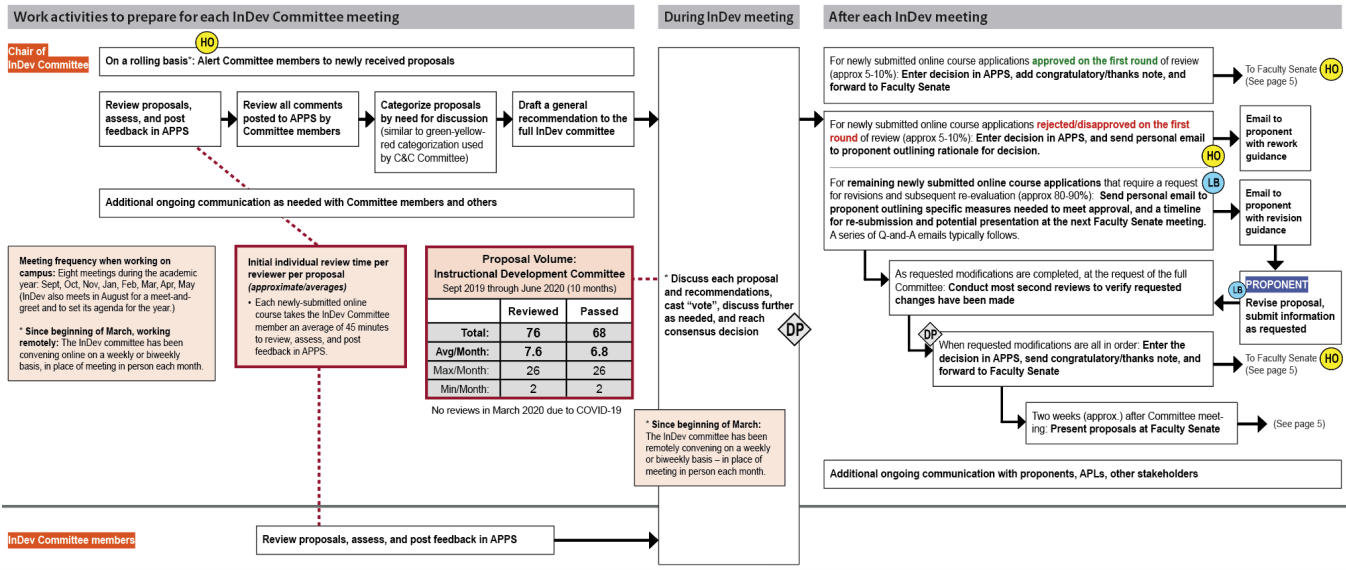
Intermediate Approvals

APPROVE

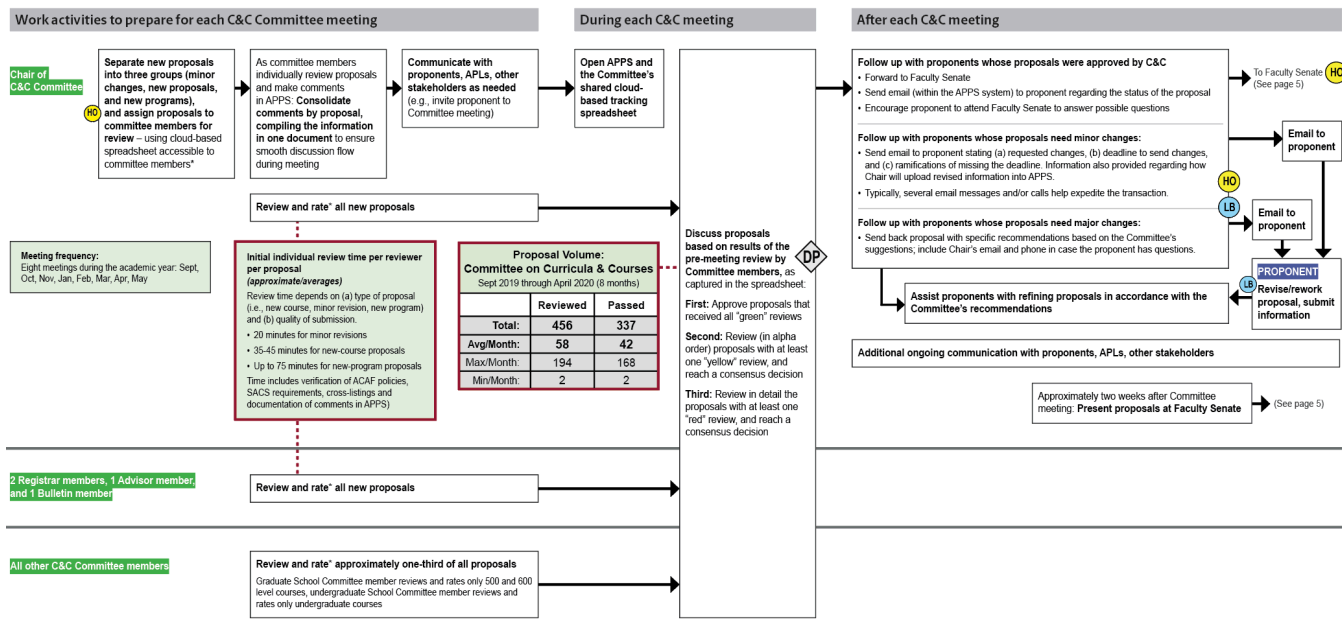
→ The approval workflow in APPS varies slightly for different proposal types. The number in front of each approver marks their order in the workflow.

Proposal type:		New/Change Course Proposal No CC-Foundational • No DL	New/Change Course Proposal Add CC-Foundational • No DL	New/Change Course Proposal Add CC-Foundational • Add DL	New/Change Course Proposal No CC • Add DL	Change Course Proposal Add CC-Integrative • No DL
<p>Each approver in the workflow reviews the proposal in APPS and decides:</p> <p> Accepted?</p> <p>• YES  Proposal goes to next approver</p> <p>• NO  Proposal returned with comments, which requires the proponent to revise and resubmit</p>	Academic Unit Head	1 – Academic Unit Head	1 – Academic Unit Head	1 – Academic Unit Head	1 – Academic Unit Head	1 – Academic Unit Head
	Academic Unit Head, if submitted to Cross-listed Academic Unit(s)	2 – Academic Unit Head, if submitted to Cross-listed Academic Unit(s)	2 – Academic Unit Head, if submitted to Cross-listed Academic Unit(s)	2 – Academic Unit Head, if submitted to Cross-listed Academic Unit(s)	2 – Academic Unit Head, if submitted to Cross-listed Academic Unit(s)	2 – Academic Unit Head, if submitted to Cross-listed Academic Unit(s)
	Distributed Learning			3 – Distributed Learning	3 – Distributed Learning	
	College/School Rep	3 – College/School Rep	3 – College/School Rep	4 – College/School Rep	4 – College/School Rep	3 – College/School Rep
	Undergraduate Dean	4 – Undergraduate Dean			5 – Undergraduate Dean	4 – Undergraduate Dean
	Registrar Banner Validation	5 – Registrar Banner Validation	4 – Registrar Banner Validation	5 – Registrar Banner Validation	6 – Registrar Banner Validation	5 – Registrar Banner Validation
	Registrar Degree Audit	6 – Registrar Degree Audit	5 – Registrar Degree Audit	6 – Registrar Degree Audit	7 – Registrar Degree Audit	6 – Registrar Degree Audit
	CORE Special Teams Chair(s)		6 – CORE Special Teams Chair(s)	7 – CORE Special Teams Chair(s)		
	Undergraduate Dean		7 – Undergraduate Dean	8 – Undergraduate Dean		
	Committee on Instructional Development			9 – Committee on Instructional Development (Chair) See page 3 →	8 – Committee on Instructional Development (Chair) See page 3 →	
	Committee on Curricula and Courses	7 – Committee on Curricula and Courses (Chair)	8 – Committee on Curricula and Courses (Chair)	10 – Committee on Curricula and Courses (Chair) See page 4 →	9 – Committee on Curricula and Courses (Chair) See page 4 →	7 – Committee on Curricula and Courses (Chair) See page 4 →
	Faculty Senate Office	8 – Faculty Senate Office (Forward to Full Senate)	9 – Faculty Senate Office (Forward to Full Senate)	11 – Faculty Senate Office (Forward to Full Senate)	10 – Faculty Senate Office (Forward to Full Senate)	8 – Faculty Senate Office (Forward to Full Senate)
	Faculty Senate	9 – Faculty Senate Office (Full Senate Vote)	10 – Faculty Senate Office (Full Senate Vote)	12 – Faculty Senate Office (Full Senate Vote)	11 – Faculty Senate Office (Full Senate Vote)	9 – Faculty Senate Office (Full Senate Vote)
	Registrar	10 – Registrar	11 – Registrar	13 – Registrar	12 – Registrar	10 – Registrar

Instructional Development Committee (InDev)

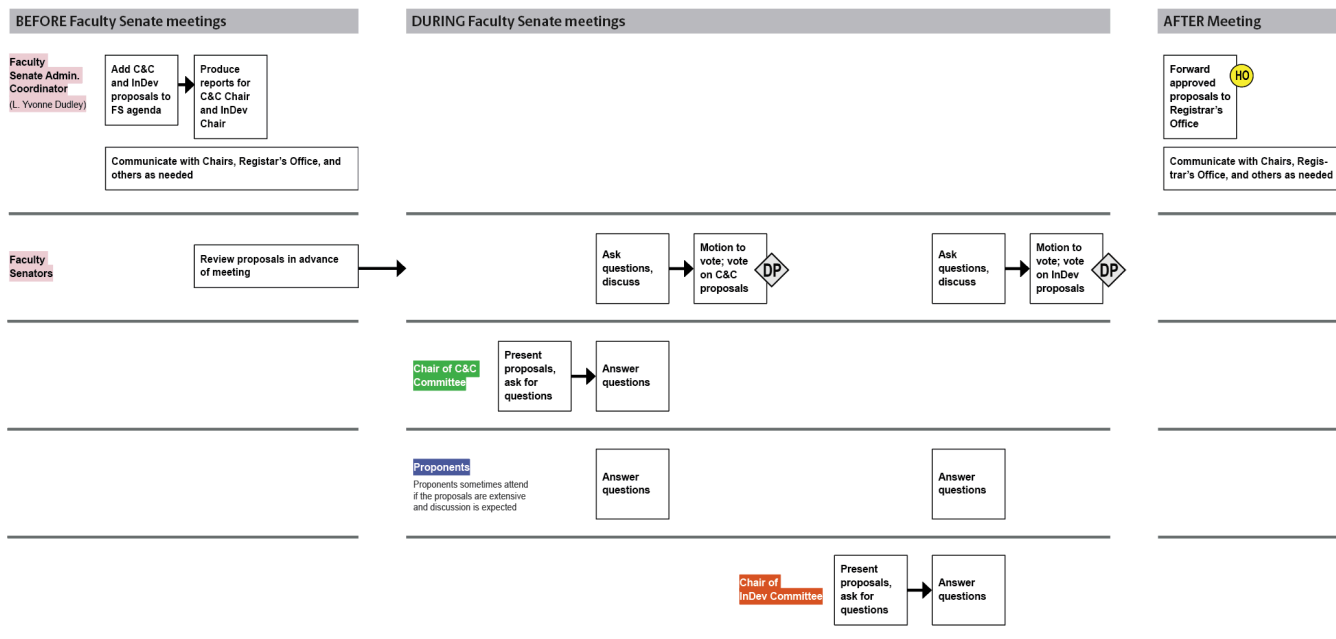


Committee on Curricula & Courses (C&C)



* All committee members use cloud-based spreadsheet to mark initials ratings for each new proposal: green = good, yellow = minor concerns (fixable), red = likely to be returned, blue = possible entry errors
Each proposal reviewed by at least eight members

Faculty Senate



Data from Academic Year 2019-2020

Data continues on the next page.

2019 - 2020 Academic Year	C&C Committee	InDev Committee
Reviewed	508	76
% of total	87%	13%

Committee on Curricula & Courses			
	Reviewed	Passed	Number of PASSED proposals by college/school/department
Sep 2019	2	2	Arts and Sciences (2)
Oct 2019	32	25	Arts and Sciences (7), Business (3), Engineering & Computing (2), Information & Communications (7), Public Health (5), Social Work (1)
Nov 2019	68	33	Arts and Sciences (15), Business (9), Education (1), Engineering & Computing (4), HRSM (1), Nursing (2), Public Health (1)
Dec 2019	194	168	Arts and Sciences (96), Business (10), Education (7), Engineering & Computing (41), Information & Communications (2), Music (3), Public Health (6), Social Work (3)
Jan 2020	119	No FS meeting	Arts and Sciences (64), Business (3), Engineering & Computing (2), Information & Communications (9), Social Work (3), Nursing (11), Palmetto College (1), Music (7)
Feb 2020	21	74*	Arts and Sciences (34), Business (1), Education (1), Engineering & Computing (12), HRSM (9), Information & Communication (9), Music (4), Palmetto Programs, (1), Public Health (1), Social Work (2) *Proposals passed were reviewed in January and February
Mar 2020	8*	20	Arts and Sciences (11), HRSM (2), Information & Communication (1), Music (3), Pharmacy (1), Social Work (2) *Eight proposals were reviewed. Additional proposals from the prior month that needed minor revisions were placed forward for a vote.
Apr 2020	20	15	Arts and Sciences (12), Education (2), Public Health (1)
	Reviewed	Passed	
Total:	456	337	
Monthly	58	42	
Max:	194	168	
Min:	2	2	

Instructional Development Committee			
	Reviewed	Passed	Number of REVIEWED proposals by college/school/department
Sep 2019	4	2	Arts and Sciences (3), Music (1)
Oct 2019	3	3	Arts and Sciences (1), HRSM (2)
Nov 2019	8	8	Arts and Sciences (3), ASPH (1), DMSB (1), HRSM (3)
Dec 2019	5	5	Arts and Sciences (1), DMSB (1), HRSM (2), Music (1)
Jan 2020	2	2	Arts and Sciences (1), DMSB (1)
Feb 2020	3	2	DMSB (1), Education (1)
Mar 2020	0	0	None due to COVID-19
Apr 2020	18	14 +2 pending	Arts & Sciences (6), ASPH (1), Info. & Comm. (7), Education (1), HRSM (1), Eng. & Computing (2)
May 2020	26	26	Arts & Sciences (13), ASPH (1), DMSB (1), Info. & Comm. (8), Education (1), HRSM (1), Eng. & Computing (1)
Jun 2020	7	6	Arts & Sciences (2), DMSB (1), HRSM (2), Eng. & Computing (2) As of June 12, 2020
	Reviewed	Passed	
Total:	76	68 +2 pending	
Monthly	7.6	6.8	
Max:	26	26	
Min:	2	2	

Approval Times (days)

Approver	Time in Queue		
	Average	Median	Maximum
Academic Unit Head	6.9	0.1	769.7
College/School Rep	13.4	2.0	492.0
Undergraduate Dean	0.3	0.5	59.0
Distributed Learning	3.0	1.1	29.2
C&C	28.5	18.4	184.2
InDev	21.9	15.6	152.3
Faculty Senate	20.6	20.8	64.0
From Submission to Approval	97.6	73.2	620.3

Rejection Rates

Approver	Number of Rejections	%
Academic Unit Head	447	15.35%
– Academic Unit Head initial review	290	9.96%
– Revised by proponent; Academic Unit Review	157	5.39%
College/School Rep	580	19.92%
Carolina Core Specialty Team 1	11	
Carolina Core Specialty Team 2	9	
Committee on Instructional Development	115	
Committee on Curricula and Courses	415	14.26%
Faculty Senate	39	1.34%
Distributed Learning	175	
Registrar Banner Validation	541	18.58%
Registrar Degree Audit	9	0.31%
Undergraduate Dean	72	2.47%
Total	2,461	
Total Proposals	2,911	

Occurrences of Waste and Inefficiency

- Identified by the team on May 14, 2020
 - See the next page for steps and aspects of the current process that add value
-

Overprocessing on front end, in the genesis of the submission, before it goes to APPS ... can be time-consuming and cumbersome ... e.g., If a Dean puts everything into APPS, approvals are needed before then

Overprocessing at school/college level ... can lead to a slow-down at the Dean's office ... multiple levels of approval here ... can take the Dean et al a long time

Overprocessing on the front end of the process ... at the unit level (APL, Dean, et al), all apparently involved

Overprocessing as a committee member ... checking more than needs to be checked

Duplication: General sense of overlap

Duplication: Multiple account-holders ... duplication in workflow ... there are parallels where the same content is being reviewed by multiple people/offices ... this is in the "intermediate approvals" workflow

Duplication: Multiple people are checking many of the same things ... We need the checks, but we don't want to be looping back in ways that don't add value

Duplication: Especially the case with increasing number of online courses: They have to go through InDev and then through C&C ... It can be like they are re-inventing the wheel, and it can lead to faculty frustration ... It comes up in C&C meetings: What did InDev say on this?

Delays: Linear approval process

Delays: Proponent does not find out until the end of the process what needs to be revised

Overproduction: We are being asked to submit a lot of content in syllabus that is extraneous to the review and unrelated to what is most important to the proposal

Underutilization of people and their contributions: The votes on these proposals at the unit level can be/feel very pro forma and not a good use of all that talent and time ... How can we make better use of all this expertise to enrich the process and proposal?

Underutilization: In committees, underutilization of some committee members ... can lead to considerable work falling on one or a small number of people ... Mixed level of time spent by the various committee members ... Could relate to the fact that people transition on/off committee rapidly. Once you're in the groove, you move on.

Underutilization: Not using technology to determine what other programs are affected by our C&C changes ... That is, when there is a change to a course in one college, who else and what other courses might be affected by that? ... Could technology help us with this?

Defects: Proponent unable to submit revised syllabus ... proponent has to find someone "up the food chain" who can

Defects: The way deadlines are established based on receipt by committee ... Person gives dates to people within unit, but is unclear on deadlines for intermediate steps before it gets to committee ... A deadline of receipt by committee is more challenging than a deadline for submission by the college ... akin to a postmark

Steps and aspects of the current process that add value

VA – Gathering support from stakeholders within college; letters of support; etc. (Problems with how it's handled, but it's crucial)

VA – Continual reflection on the process (e.g., we improved the checklist; adapted to remote)

VA – Committee role (but, need to be clearer on our role as proposals come in – and we need to communicate that to units so they understand the committee role)

VA – We know the contact people who can provide guide, and we are able to contact them

VA – If committee returns proposal to proposal, there's value in having the college rep review those changes again, because it educates them and sharpens their ability and know-how with future proposals

VA – C&C Committee watches for and weeds out duplication and overlap

VA – Faculty oversight: It's crucial

VA – Bulletin has been strengthened

VA – Stronger curricula documentation

VA – C&C and InDev are faculty-led, making this a true faculty endeavor (any faculty member can propose a course – this in itself makes a statement)

VA – Transparency of the process

Appendix B. Input from Users of the Curricula Approval Process

Below are comprehensive notes from three input sessions with users of the curricula approval process.

Comments are transcribed verbatim or carefully paraphrased, to capture the content and flavor of the remarks.

The sessions (May 11, 12, 13) gathered information from 11 people.

Each comment includes a letter in front, to indicate the person who shared it. For example, all comments marked with an [A] were provided by the same person, [B] comments were provided by another person, and so on. This can be useful if you want to “hear” an individual’s train of thought – simply follow the letters.

Input Session Questions:

1. What do you like about the way things currently work with the curricula approval process? Page 1
 2. What issues do you have with the process? Page 3
 3. If you’ve had an experience that illustrates the good aspects and/or negative aspects of the process, please share it. Page 5
 4. From your point of view, what aspects of the process seem redundant? What steps in the process don’t seem to be important or add value? Page 6
 5. What are your expectations for how long the curricula approval process should take? Page 7
 6. What are some of your ideas for improving the process? Page 8
 7. Is there is anything we didn’t cover that we need to be aware of? Page 10
-

1. What do you like about the way things currently work?

[A] Process is transparent. I like to know what's going on all the time. There are delays, but at least I know where things are.

[A] It's very visual

[A] From college perspective, we have a really good team. One of most important team is to have people who are committed who are on top of things – critical.

[A] This year for me, the process has been a lot easier.

[B] Appreciate in system how it gives me a printout of exactly what I submitted; I can download that in a PDF, which is useful if I need to work with Registrar

[B] It shows me where it is, even if there's a delay

[C] Immediate notifications in real time, so I have a daily understanding of where the proposal is (tracking)

[C] Having mechanism where I can communicate easily with others

[C] Printout is helpful

[D] At college level, I like that we have the freedom to structure how we're going to approve things, so it fits with how we do things

[D] System lets you know where proposals are in approval process. I can know quickly where it is and I get notified when there's an issue.

[E] Different tabs in system ... easy to click through

[E] It works fine

[E] It seems pretty straightforward

[E] I would like to see things moving quicker

[F] Better than paper trail

[F] Easier to direct faculty to it

[F] Likes tabs

[F] Email feedback when an action is taken, so you know what's going on

[F] Carolina Core approval process is embedded in

[G] Centralize location of info; don't have to send emails all of over

[G] You can look at status at any time

[I] Electronic (still some paperwork manually, and that's a problem)

[I] Public page (archival page), it's something I often go back to and use, to see my submissions

[I] Proactive people behind the process

[I] Appreciates the people (cited Marianne) who are working the process

[H] I like having an opportunity to propose a course

[K] Good quality checks for changing curriculum, changing courses, making online versions of courses. It's important to have those. (University oversight is important)

[K] APPS gives visibility on where proposals are in the process – you can go in and see where the proposal is at any point in time

[K] Individual faculty can initiate changes – at least at our college, it doesn't have to flow through a single person or administrator

[K] System is comprehensive

[J] When we went through new curriculum we implemented, we had a student services coordinator who initiated the APPS proposal. This freed up my time; she did the data entry

[J] APPS enable inputting of proposal and monitoring (it gets lost in committees)

[J] Last time, had a new curriculum proposed with tight deadline ... Committee reviewed in Nov, FS reviewed in Dec. "I don't know they did it!" (A lot of work: we proposed curriculum)

2. What issues do you have with the process?

[D] It's very difficult to knowing timing that each part is going to have in the process. One proposal can go through quickly, one can be stuck in parts of the process for a long time.

[D] Lack of communication at certain levels, so we know how to know how to resolve issues

[D] It seems like the process can be cumbersome whether it's something comprehensive (like a new program), but it can have same level of complexity even with small change (like changing the name or number of a course). There's complexity even with basic changes.

[C] Lack of a tiered process for type of proposal and decision needed to be made

Example: name or number change vs. Course proposal

There should be different pathways for moving forward based on type of proposal

[C] Without having full current report when we're doing revisions, it's very difficult to determine what is a change to be made?

[C] We have submitted course proposals or revisions for graduate where I would have to answer questions about grade changing, though I'm not changing the grade. I would go to Humanities Committee, but you're asking us to answer a question even though it's not a question for us.

[C] Proposals sometimes stop without us knowing why – we don't always know why or whom to contact

[B] Grad vs undergrad – very different approaches. Different levels of approval. Lack of clarity regarding who has say.

[B] How long it takes to get approval: We need to move quickly to get changes and new curriculum – we want process to move quickly.

[B] APPS system: clunky and hard to follow: Figuring out exactly what goes in the various boxes can be difficult, what exactly goes where, can feel redundant if you have to provide syllabus and also enter syllabus info in boxes

[B] Online vs face-to-face curriculum: There can be confusion over 6,300-minute figure. With online course, for example, it can be difficult to determine how long it takes a student to read a chapter – so you'll find a lot of courses are being put forward with numbers where faculty don't really know if those numbers are representative

[A] Timing: Sometimes it takes a long time to get things approved. 9-month cycle. We have our own approval process in the college, then it has to go into the system to be reviewed, if there are errors and have to be corrected there's a delay (loopbacks).

[A] Training: When I took on my role at the college, I had very little experience with this – but he had someone who trained him and it was key. Marianne has been wonderful too.

[A] System aspects: The system encompasses every change.

[I] He had 25 entries last year

[I] Most negative thing/surprise: Doesn't like that approval process is sequential; Chair has to approve, then Dean, then.... There are so many approvals. Many just click the buttons to say that they are aware; they don't review. I believe the process should not be sequential. (System issue) Chair and Dean have to have a say, but the process can be non-sequential; give access to the proposal for review to multiple people, so they can review at the same time. Example: Someone was taking a holiday, so his proposal got held up.

[I] Another issue: I understand deadline was created at point where we needed time to print a Bulletin, but now we're not printing a Bulletin – so have a course approved in Oct for the year after, it's too much time given that we're not printing anything.

[I] Another issue: Concept of learning outcomes (not related to project). It's being revised, but in the university, we are still behind on that. There are so many learning outcomes where you see two verbs in the sentence.

[H] Not a very clear set of instructions/checklist on what needs to be in the proposal in the first place. I get different input from different people – it's difficult especially for a new faculty member. People didn't always know the process. It felt haphazard. (Needs to be made super clear)

[H] I was proposing cross-listed courses, so I have to duplicate the process. I had to twice as many course proposals. (We should gather up their biggest questions.)

[H] Approval process wasn't hooked together for different sections of course

[H] This was challenging for me and for the various department chairs

[G] Training: Same situation: Because we don't make proposals all the time, we have to re-learn.

[G] Deadlines: As I understand, there is one deadline but many levels of approval.

[G] Committee meeting is a very useful tool.

[G] Some challenges with system when you try to edit the proposal, when someone starts the proposal and someone else edits it. Maybe have a more collaborative process

[G] Though each unit is independent on the approval process, in some situations have some suggestions to units: "This is what we recommend." Talk about learning outcomes. Give a timeline. Provide guidelines for process.

[F] Training

[F] Deadlines: Convey timeline/deadlines: For example, committee-meeting dates

[F] Cross-listed courses: Many faculty are jointly appointed. I would love for system to allow that if someone is in both units, if they have a letter that they can, that one proposal can be submitted for both. (Big source of frustration) Right now you have to do multiples things, and multiple things can go wrong

[F] If course has been approved, and you want to go back and make it a CC course, you have to trick the system – a syllabus box doesn't come up, so you have to move back and forth between the tabs. There's something going on with this. It might be because this came in later after APPS came in.

[F] In instructions, explain what is absolutely required – have a checklist so people know

[F] Look at past submissions that might have gotten stuck (if a reviewer isn't responding, it can get stuck)

[E] Streamline ways to get cross-listed courses through without doing two proposals

[E] She likes idea of staggered timeline. She has had things that have sat in people's queue.

[J] There were no how-to docs to guide us when developing proposal (I happened to have a printout from a Dean that helped). We sort of learned as we went – would've been nice to have a guide: "This is the process, here's how you do it." << This made it difficult for Marianne and Karen, because they had to tell us ... a lot of back and forth

[J] Email interventions didn't help. Some of my emails to Marianne were lost in space – we lost some crucial emails. If this had been in the system, I would've detected this earlier

[J] I find myself going back and checking, what were the prerequisites we indicated – but when I go into APPS I can't see what was approved for Bulletin change from last year. (Example: Last year we submitted program change – system won't allow me to look back and see that)

[K] We use the same process for everything, but maybe it's not warranted for smaller changes. (Example: Certificate in business analytics. Every time we make a change to the courses for this, and we're making changes all the time, it's another year-long process of going through all the steps. But honestly, no one really cares – but it still has to go through whole process. We're involving so many people and steps in a very small thing.) (Another example: Correcting a prerequisite)

[K] No instructions/guidance on how you do this, but most of us are doing this for the first time. So it becomes a trial and error thing. (Trena Houpp sent me a schedule)

3. If you've had an experience that illustrates the good aspects and/or negative aspects of the process, please share it.

[A] The people I work with are wonderful. They catch a lot of things I wouldn't have caught. Having a good team is important

[A] Issue regarding letters of concurrence: You submit something and you have no idea it needs a letter of concurrence. Need to get a clearer understanding of this

[A] When department chair is a proponent, I have to approve the process twice – and didn't realize this initially. If department chair is proponent and I'm associate dean, I have to approve it twice.

[B] Everyone is very helpful when I reach out to help (Katie, Tina, John – very helpful).

[B] At end of process I heard it goes to Bulletin and Registrar, but I wasn't clear on this at first. I was extremely concerned about changing things once it was in the Bulletin - I emailed Andy and he made the change in the Bulletin, it was great and a relief that this got done quickly.

[C] Katie Sites and Tina C have given a wealth of information and support

[C] We kept receiving errors regarding timeframe, so we had to use comments to explain. System seemed messed up.

[C] Just updating certificates required us to providing extensive information, just to get approval for different elective – and what's being asked for doesn't always match the proposal

[C] Whatever happened with addition of requisite screen isn't working

[D] Individuals working in this process are great, like Marianne. We're lucky to have her – she will catch things: "You better change this before it goes to the next step. You need to..." She guides. If Marianne wasn't there, it would cause frustration, because it would go further in the process and then get delayed. You're not going to have a Marianne in ever college.

[E] She is very proactive up front. Gets everything together. The more proactive you can be, the better.

[F] Once you know how everything works, it's a lot easier to be proactive

[G] Example: Thinking about approval process and deadline, he recalls rushing submissions at the last minute. If we had a staggered series of deadlines (incremental), it would be better

[H] Cross-listed courses: She'd get feedback from one but not the other

[H] It felt like I couldn't really reach out to a person. The way it went through system, it felt like I couldn't get a direct answer from anyone. It seemed very challenging, especially when you get locked out of the system; you can't edit as you go along. There's a problem and you might find out four weeks later.

[I] Dates: Instead of having a date for approval, have a postmark date for submission (We need to create a timeline!) Use the date of submission as a key date

[I] Timeline is completely weird. Same person who needed to approve approved 2 of 5, but then he approved the other 3 on Monday and it was too late (Reviewers are a big issue. If they don't keep on this, it stops cold.)

[K] Submitted pre-proposal then the real proposal – so it's difficult to see whether the main proposal has gone through.

[K] Because this is a big-time commitment, this keeps us from innovating. It's

[J] Letters of concurrence took a lot of effort. First I was told to contact Department Chairs; some did, some checked with associate dean; at some point, it went back to Department chairs – some miscommunication. I felt like I was given the runaround. (He emailed 10 different department to get letters of concurrence) (He was improvising)

[J] I did what I was told, but I felt process wasn't streamlined. Marianne was super helpful.

4. From your point of view, what aspects of the process seem redundant? What steps in the process don't seem to be important or add value?

[C] There's no options to just upload a doc (e.g., syllabus, letter of concurrence).

[C] The letter of concurrence: nowhere to upload, so you cut and paste and drop it in, and we're told to just keep it in our files. Isn't there a better way for it to go with the proposal

[C] When letters are a PDF and you can drop it in, your stuck

[A] Often things aren't approved b/c we didn't check a box.

[G] Put system upside down. Identify where most comments are from – and put this higher in the review chain. (Though, it might overwhelm those people)

[H] Most comments were nitpicky: "You don't have a one-sentence description of the course." This could've been asked earlier

[H] I didn't try to get my course approved beyond just getting a number; I didn't deal with CC. It just seems like too much work; I'm not sure I have the energy for that. I was trying to get a course number. It was the last thing I wanted to deal with. "If down the line I have more time, I will."

[I] Wasted time: The system itself, so many times you put in info and it disappears, or it pulls the wrong info (e.g., the wrong prerequisites). There are many inconsistencies. He's hoping a new system won't have these issues.

[E] Getting prerequisites or co-requisites established

[F] Course description – and then you have to put in the Bulletin description. Didn't know you have to put the Bulletin description in

[F] She agrees with pre-check things – things that are easy to catch. (checklist catch system)

[F] thinks this would be good to have at the Department level. Make it clear. Chairs would use this or the Curriculum Committee would this

[F] The system doesn't allow CC to distinguish between integrative course and foundational course (Right now system just looks for foundational course, not integrative)

[J] The associate dean caught things: important. The committee caught things - important. Two layers of checking.

[J] Associate Dean asked Registrar to make exception – not sure if that's a back-door thing

[K] When he put proposal in for new master's program, he said it would have to be approved by committee in there were elective changes - so it wouldn't go through whole process (?)

5. What are your expectations for how long the curricula approval process should take?

[A] Timing depends on system. Example: Dual degree will take longer; it's very complex. But if all I'm doing is moving course to online (that's now face to face), it shouldn't take a year; it should be six months

[A] Simple/easy things shouldn't take as long

[A] We decided that if we're moving a face to face to online, the curriculum committee reviews and votes, and not the whole faculty – so we can move this forward more quickly

[B] There are some things that should have a quick turnaround, but not with others. It drives me crazy

[C] With things like changing title, can't it just be one and done?

[D] Though, it's understood that a "simple" name change can become involved – for example, if there's conflict with a course name in another college

[I] It should take days to get to the committee. "Perhaps it's unfair to say to the committee that one someone submits it gets to the committee. Maybe the exit is, once it's approved at the college level, it can branch out to the various reviewers for parallel review.... Time could be measured for how long committee takes.

[H] Depends on what the course being approved is for. If it's just for getting a course number, for example. Not really sure. It shouldn't take more than a semester.

[H] Shouldn't take more than 6 months

[G] It gets complicated. Gold standard would be 6 months for the whole process. That would be super fast though. From proposal to time committee gets it approved, that can be done... it's tricky because it depends on whether the proposal is done right at the beginning. THIS IS KEY. If that could be done in a month, that would be reasonable – and would leave a few more months for Registrar and Bulletin. Nice if it would be 6 months. Allows time to correct mistakes as well (but we definitely want to prevent mistakes).

[F] Likes lanes idea. If it's a CC with overlay requirement, that has to go to multiple committees. You can hold up a proposal before the second committee looks at it.

[E] 6 months sounds great, maybe that's a good starting point.

[J] Timeline is good for new program: 3 months (They submitted in Oct and it was voted on by FS in Dec – he was happy with that

[J] If I'm just making a course-numbering change, to go through the whole process seems a little too much and unnecessary

[K] At heart, I'm an innovation person. Our university is at a competitive disadvantage in making changes to curriculum and starting new program. Me, if I want to start a new program from scratch, it's a year and a half to go through the full process. It would take a lot of process redesign to get that down. At the same time, our process is more about the quality checks – and is not balanced by the benefit side. A new program can get killed at any point. There are probably some programs out there that are very important for the university

[K] The time gets extensive for the more-involved proposals. Example:

- Committee put together in Fall
- Design program that satisfies all faculty (satisfy all the different groups: faculty vote)
- To Provost Office for pre-approval (above = 1.5 months)
- Begin formal process – assuming all is well = 3-4 months to get through FS
- Then waiting on Board of Trustees, Council of Higher Ed (new program: new major, new minor)

6. What are some of your ideas for improving the process?

[D] Idea: Tiered approach

[D] Idea: Training: If we're going to stick with a process where anyone can propose, early on we have to have an understanding of how the system works. Not everyone should have the same expertise, but they should have some general knowledge to prevent problems

[D] Idea: Improve overall communication at different levels, so that everyone understand problem so proponents understand and know how to resolve

[D] Idea: Have a tiered system for timing. Show different timeline for different types of proposals

Major: New course, new program

Moderate: Examples: total credit hours toward degree completion

Minimal: Name change, number change (a matter of weeks)

[C] Idea: Have updated resources to cover a spectrum of proposal. There are some posted PDFs now online that don't match APPS. Also, the resources don't cover to cover all possible situations/proposals

[B] Idea: Have one specific person from department who takes care of proposals and is the go-to person – very important. It would be good to have training

[B] Idea: Have a directory of who is in charge of different aspects of process for each process (Example: who knows about letters of concurrence)

[B] Idea: Ensure that people know the full process, including at the back end after FS meeting – with guidance on who to contact for questions by contact

[A] Idea: There should be a tier level. Small changes should have a different tier, because some of these things are trivial and shouldn't have to go through the whole process. It would be great if in the system you could say, "All I'm doing is this..." Example: Change name of course. Instead of submitting all the information in the proposal; you have to go through the whole process. It's cumbersome.

[A] Idea: We need to know who the internal experts are at the various colleges, so we can reach out to them and get guidance with various aspects of the process.

[A] Idea: Additional training would be wonderful. (anyone can submit a proposal)

[E] Checklist idea: Did you do this... Did you do that...?

[E] Mistake-proofing before we hit submit button

[E] Make sure that whenever we do submit, it goes to the appropriate people and action is taken. Comments need to be appropriate and clear – not two words that I can't understand, and not "fix this..." but an explanation of what I need to do

[E] Streamline with cross-listed courses

[E] Find ways to get an easier route for getting letters of concurrence

[E] Idea: Have mistake-proofing built into the form, to catch some of the minutiae that goes through

[F] Have checkbox: Are you a faculty member in both departments?

[G] Idea: Have a coach to guide proponent

[G] Idea: Training through videos and tutorials. Have a Blackboard module where you can learn how to do this. Teach the process and highlight what you have to do. Explain what to do and why.

[G] Idea: have different lanes for different types of proposals. Different level of detail needed

[G] Idea: Different deadlines for approvals. Idea: It might make sense to have a series of deadlines: Deadline at college level, then deadline at Provost Office, etc. ... This might help with submissions that are sent in at the last minute.

[G] Idea: Have the committee meetings online

[H] Idea: Streamline process for cross-listing

[H] Idea: Different lanes for different types of submissions

[H] Idea: Training (but don't make it mandatory)

[I] Idea: Build intelligence/logic into APPS form

[I] Idea: Have some automated checking, based on what boxes you check or fill in. If the new system has some intelligence, you can do some pre-validation – and this will prevent/reduce the number of proposals that are returned. (We need to learn more about CourseLeaf) System should pre-check your submission, so you don't find out way later that you didn't submit the correct information

[J] Idea: Spread out the process (C&C committee does a ton of work)

[J] Idea: There should be a grace period. He was a day late for Registrar to review – missed deadline by one day. If you missed by one day, it should be considered

[J] Idea: Provide a how-to tutorial of how you submit a proposal; example of a good submission

[J] Idea: Getting letters of concurrence should be improved. Seems tedious and maybe political

[J] Idea: Automate some things, document guidance

[J] Idea: APPS: Would be good if chair could say, "Go to APPS and look at this example. That's how you should do it." Circulate example applications that are good guides

[J] Idea: Have outstanding examples of proposals, and show timeline requirements. (Proponents need timeline guidance to be clear on timeline)

[K] Idea: Lanes for different types of proposals: something small things should go through quickly, bigger things where feedback is needed should involve the fuller process

[K] Idea: You need someone in central admin to be more actively involved: communicate regularly, proactively: Here's what you need to do... at all stages. "There doesn't seem to be a person to go to." If I was in central admin, I would assign someone who would facilitate the process (instead of leaving it all on associate dean or faculty member)

[K] Idea: Provide guidance on what needs to go through the whole process and what doesn't (If rest of university isn't impacted by the change, it doesn't make sense for proposal to go through the whole process. Better to spend time on something that has more impact on the rest of the university.)

[K] Idea: Give some guidelines on how to structure/word programs to make them more flexible, so we can avoid sending all little changes through the process.

7. Is there is anything we didn't cover that we need to be aware of?

[C] Need to make syllabus submission much easier in system. (upload doc instead of having to fill in boxes). It should be more nuanced.

[G] Don't make drastic changes during COVID

[J] I always get the sense that unless I put the word "Engineering" in course title, or if it looks like a course in another department, it will be shut down.

[J] Idea: We had department discussion about amending syllabus for fall in anticipation of second wave of virus. We want to say in syllabus: no more 48-hour window for taking exams. "If you decide not to come to class, if you want to do it virtually, you have to have a technical requirement: 17 core process, x RAM, etc. Maybe C&C Committee can work with Center for Teaching Excellence to work out the language

[K] Big-picture issue: You can check all the boxes to get a new syllabus and course approved, but after it's approved, you can do whatever you want. There seems to be a pretty rigorous process to get approval to teach a course as an online section, but once a course is done, there's no follow-up to see if those best practices are followed. It's too much on a department chair – I can't audit every course.

Appendix C. Improvement Project Charter

May 4, 2020

Background and Goals

Currently, the University's curricula approval process creates frustration among faculty proponents and demands considerable time and effort from faculty committee members. There is a need to improve the process based on core principles of shared governance and quality assurance. Pending software development (CourseLeaf) provides an additional encouragement in these efforts.

Top 3 Project Goals

1. Develop a more user-friendly review and approval process for developing/changing curricula, to reduce faculty frustration and time on task.
 2. Increase the accuracy of application submissions.
 3. Develop a more efficient and streamlined work process for the curricula-related faculty committees and chairs.
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Key Roles

Project Sponsor *(Establishes the need for the project, ensures that it aligns with top priorities, clarifies the scope, communicates with other areas, provides ongoing support and needed resources, and removes barriers)*

- Mark Cooper, Ph.D. – Faculty Senate Chair, Professor [coopermg@sc.edu]

Team Leaders *(Work closely with the session facilitator, huddle with the sponsor and others as necessary, serve as contacts for team members; after the team's work, often serve as equivalent of project manager to keep implementation on track while monitoring results)*

- Marianne C. Bickle, Ph.D. – Chair, Committee on Curricula & Courses – Professor, Department of Retailing – Director, Interdisciplinary Studies (B.A.I.S.) and Online Learning [bickle@hrsm.sc.edu]
- Karen Lear Edwards, J.D. – Chair, Instructional Development Committee – Senior Instructor, Department of Retailing, College of Hospitality, Retail and Sport Management [kedwards@hrsm.sc.edu]

Data Lead *(Takes the lead in gathering, analyzing, and compiling data in advance of the project)*

- Marianne C. Bickle, Ph.D. [bickle@hrsm.sc.edu]

Session Facilitators *(Guide the team during all of its improvement sessions)*

- Tom Terez [terez@mailbox.sc.edu]
- Nathan Strong [strongn@mailbox.sc.edu]

Project Manager *(Following the team's improvement sessions, this person coordinates implementation, ensures that the project stays on track, tracks baseline measures and projections against actual results, etc.)*

- TBD

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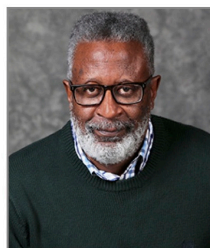
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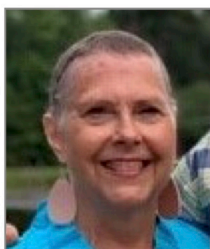
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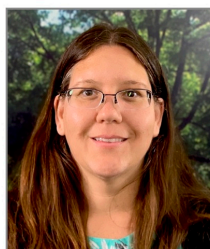
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