

To: Faculty Senate Executive Committee
From: Drake Curriculum Analysis Committee
Date: October 2015
Re: DCAC Report on Integrated Work with UCC and 2015-2016 Goals

In spring 2015, Faculty Senate endorsed a process for revising the charges of the University Curriculum Committee (UCC) and the Drake Curriculum Analysis Committee (DCAC). This endorsement requires UCC to “review and amend (as necessary) any proposed changes and forward a report to Senate Exec” by October 2015. Here is the required report.

The original motion stated two main goals: to “make the work of the two Committees more integrated, intentional and meaningful” and to “stress the importance of service on these two vital committees.” To begin a conversation about these goals, the incoming chairs of DCAC and UCC, Eric Manley, Associate Professor of Computer Science, and Megan Brown, Associate Professor of English, met with Associate Provost Arthur Sanders; Director of Institutional Research and Assessment Kevin Saunders; and Assessment Coordinator Michelle Rogers. The group discussed several possibilities for coordinating meetings, workload, and processes for UCC and DCAC.

Also, the original motion suggested a series of steps in support of the goals outlined above. Below is a response to each of these steps.

1. **Establishing a set meeting time.** At a September 2015 joint meeting of UCC and DCAC members, the group noted that because the members of the group were already set by the time we began discussing a set meeting time, we could not determine a time that would work for everyone this academic year. ***If Faculty Senate would like to emphasize the importance of service on DCAC in this way, we encourage Faculty Senate to set 2016-2017 UCC and DCAC meeting times (example: non-Senate Wednesdays at 3:30pm) and then determine committee membership based on availability at those times.***
2. **Establishing of joint annual meeting(s) of the two Committees.** As indicated above, the 2015-2016 UCC and DCAC members have already met together this fall. The chairs proposed the possibility of meeting jointly throughout the 2015-2016 year, but members were concerned about the group’s size leading to (a) inefficiency and (b) difficulty scheduling meetings. ***If Faculty Senate wishes UCC and DCAC to become one committee, we suggest that the size of the group be reduced to 10 members total. If the two committees remain separate, we encourage chairs of the two committees to meet over the summer or early in the semester to coordinate committee efforts. DCAC also proposes that during the 2015-2016 year, we explore what the charge of such a***

future combined committee might be.

3. **For DCAC: Establishing a Vice-Chair position (similar to that currently required for UCC).** An attempt was made to find a suitable vice-chair for 2015-2016 who could represent DCAC to UCC. However, for scheduling and workload reasons, a vice chair could not be identified. In lieu of a vice-chair, the DCAC chair, Eric Manley, will act as DCAC's liaison to UCC. ***If UCC and DCAC retain their current structure in the future, we encourage the official establishment of such a vice-chair position that is selected at the same time as the chair and the rest of the committee membership. During the 2015-2016 year, DCAC will explore potential changes to DCAC's charge that would enable this in the future.***

4. **Establishing an ongoing Calendar of Review for reporting and recommendations to Senate that will break the "End of Year" cycle by allowing Senate to review, vet, and discuss proposed changes much earlier in the AY.** Current members of the UCC and DCAC have expressed support for the idea of discussing AOI descriptions and outcomes that are unlikely to change if the Drake Curriculum is revised. Also, in response to commentary from the Wabash representatives who examined Drake's assessment practices, ***UCC and DCAC could work together on efforts to revise and streamline outcomes. For example, Kevin Saunders, Michelle Rogers, and DCAC might provide UCC with information about their writing assessment efforts from summer 2015 along with other previously collected data on writing assessment, and UCC could then revisit the phrasing of the Written Communication AOI description and outcomes.***