

Curriculum Review Guidelines (PROPOSED)

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Overview

For the purposes of these guidelines, *curriculum* is defined as: courses and/or other academic requirements crafted to constitute a corpus of student learning. As such, curriculum can refer to the entirety of the academic activity/plans of a student that fulfill the requirements of a particular degree or certificate program, or to a subset of such studies in an academic discipline or area of inquiry.

These Guidelines specify the structure, process and responsibilities for developing curriculum: obtaining faculty and administrative consensus and approval for new, changed, and discontinued programs, courses, or other elements of the University curriculum.

The Guidelines are intended to be sufficiently general so as not to depend on, nor be tied to, any particular implementation of curriculum management (i.e., set of forms or software suite). Instead, curriculum-management systems adopted by the University should be configured, implemented, and used, in conformance with these Guidelines.

Committees

Listing

The committees listed below, each with specific responsibilities, are the Faculty-led bodies that undertake curriculum review and approval.

1. University Level

- a. **University Undergraduate Curriculum Committee (UUCC):** review and approval of all undergraduate programs at the University level, development of University-wide policies for undergraduate program and course approval, review and development of undergraduate degree and graduation requirements, as well as review and discussion of other University-wide issues that impact undergraduate curriculum
 - i. **Technical Subcommittee of the UUCC:** technical review and vetting of programs and policies involving undergraduate programs and curriculum, so that the full UUCC and CDPC can focus on the academic content of curriculum
 - ii. **Specialized Committees related to Undergraduate Curriculum:** Generally, the UUCC should organize specific sub-committees for distinct elements of the undergraduate curriculum (apart from major & minor programs). These sub-Committees curricular revisions, policy development and assessment. Currently, the following are distinct elements of the undergraduate curriculum:
 - **General Education/Core:** review and approval of general-education/common-core requirements and associated policies, development and implementation of policies for their revision, course approval, and assessment.
 - **World Languages and Cultures:** review and approval of the requirement and associated policies, development and implementation of policies for requirement revision, course approval, and assessment.
 - **Writing Requirement:** review and approval of the requirement and associated policies, development and implementation of policies for requirement revision, course approval, and assessment.
- b. **Graduate Council (GC):** review and approval of all graduate programs, development of University-wide policies for graduate program and course approval, review and development of graduate degree and graduation requirements, as well as review and discussion of other University-wide issues that impact graduate curriculum
 - i. **Graduate Council Curriculum Committee (GCCC):** “does the detailed work of proposal review, (including recommendations for revision, re-

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review and recommendation to the Council” with a vote by the full Council.

2. **College and School Curriculum Committees (C/SCCs):** review and approval of degree programs and courses originating in departments and programs within their respective dean-lead academic units, development of unit-wide policies for program and course approval, as required to supplement those of the GCCC and UUCC, as well as review and discussion of other college/school-wide issues that impact curriculum.
3. **Department/Program Curriculum Committees (DCCs):** development, initial consideration, vetting, faculty review and approval of degree programs and courses under the purview of the respective primary bodies responsible for particular degree programs (i.e., departments, programs, and schools, including doctoral programs); review and discussion of other issues that impact curriculum.

Organization

Documented Specification of Committee Organization

Uniformity and consistency across Curriculum Committees helps to ensure transparency, even as different features can be freely adopted or defined by each Committee as appropriate, as long as those features are clearly defined and specified. To that end, each Committee should have a written constitution and/or set of bylaws that delineate its composition and procedures.

Specifically, the constitution and/or bylaws of each Committee should specify the following. The UUCC and/or GC should, in coordination with the Provost’s Office, verify that these base elements are met:

- The nature and scope of the body’s review in the context of the overall curricular review process. While every stage of curricular review should review proposals in their entirety, each stage of review must be able to justify its distinct role in the overall review process in terms of either the expertise it can bring to bear on the proposal, or as the representation of a constituency whose academic or pedagogical priorities are relevant. Clear statements of scope are critical to ensure the efficiency and focus of each component of the review process, and to prevent “mission creep”. Suggestions:
 - Primary (departmental): Review the disciplinary quality of content; the need/relevance to departmental & related programs.
 - College: review coordination of interprogrammatic curricula, alignment with collegiate priorities (e.g., coherence with collegiate academic emphases or expertise), and disseminate curricular changes, opportunities and challenges to departments. College-level review represents the only peer review of courses independent of the offering department’s faculty. Collegiate-level committees are also the best place to locate technical and curricular resources for faculty colleagues.
 - University-wide: Review coherence/interaction/impact with existing curriculum; feasibility issues (incl. technical issues e.g., credit counts, compliance w/state regs); alignment with strategic plan priorities and goals.

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- Other (incl. graduation-requirement certification) bodies: criteria and scope of review should be tied explicitly to the nature and role of that element of curriculum, and connected to membership's relevant expertise in same.
- voting membership, including term lengths and limits (if any);
- a clear statement of the scope of the body in curricular matters, esp. regarding division of labour/authority with related curricular bodies;
- quorum requirements and voting procedures;
- Non-voting and advisory members, including *ex-officio* Administrators and Administrative Staff;
- officers (e.g., chairperson, vice chairperson, recording secretary), if any, and their roles.

Additional Guidelines (Composition and Election)

1. Voting members of curriculum committees should be members of the full-time Faculty, and should be elected by the Faculty or constituent sub-groups of the Faculty. They should not be appointed.
2. Committee chairpersons should be internally elected from among the elected voting members of a committee. Chairpersons should retain their vote on the Committee, but ordinarily should refrain from voting, except to break a tie.
3. "Alternate" membership should be discouraged, in favour of making all representatives "Regular": members should not be present merely to cast votes but to advise and discuss as representatives for their constituencies, and to report the results of their committee's work back to those constituencies.
4. Chairpersons should manage their committee's work to allow for input from members unable to attend meetings. Members should be able to select a proxy to vote on issues they are not present to vote for themselves (or, have alternate means to vote on issues before the committee if they cannot be physically present at a meeting where a vote is taken.)
5. The terms of elected committee members should be for more than one academic year, if possible with staggered terms, so that constituencies are not represented in any year only by representatives new to the body.
6. Committees are encouraged to have advisory (nonvoting) members with administrative responsibilities and knowledge relevant to a specific committee's bailiwick, and/or to invite guests to contribute their expertise on specific issues under consideration.
7. Committees struggling with participation should notify committees and administrative bodies with a broader scope to aid in recruitment, including the Senate's Academic Affairs Council Chair.
8. Elections for University-wide and College/School Curriculum Committees should be managed by the Elections Committee of the University Senate, in coordination with those Committees.
 - a. The chairperson of each such Committee should ensure that the Elections Committee is informed of the election needs for their committee, so that the Elections Committee can advertise, manage and administer elections to those committees according to the rules for each committee. (The Elections Committee (EC) does not make decisions regarding committee composition,

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- term lengths, nor any other defining characteristics of faculty representative positions on these committees. The EC only administers elections to ensure their consistency with the relevant specifications, and to maintain integrity of elections.)
- b. Committees should, at the conclusion of internal elections (for chair, etc.), update the Senate's Academic Affairs Committee of the upcoming year's membership and member roles.
9. Elections for curriculum committees at the primary (departmental) level should be carried out according to the bylaws of these units, by those units themselves.
- a. It may be appropriate in some units for the Curriculum Committee to be composed of all full-time Faculty members in the unit; in such cases no election would be required.
 - b. The Senate Elections Committee should be available to assist in administering departmental-level elections if requested.
 - c. DCCs should update their membership to relevant C/SCCs after elections or other changes to membership.
10. In order to decrease election-turnover disruption, maintain committee productivity, and preserve institutional memory, all elections both for membership and internal roles within the committee (e.g., chair) should be resolved before the final meeting of the school year, such that new members and members in new roles have two meetings to familiarize themselves with committee work before the summer break.
- a. E.g., if committees regularly have monthly meetings, then the last spring (April/May?) meeting should be run by the new membership (mentored/advised by outgoing members). The previous (March) meeting, then, should resolve internal elections (for chair and other roles.) (So, the last two spring meetings should have both outgoing and incoming members in attendance.) For this to be possible, elections should be conducted (with assistance from/in coordination with the Senate's Elections Committee) in February. So, nominations should be advertised and collected in December/January for most curricular committees.
 - b. Outgoing committee chairs should ensure that new members, and members in new roles, are sufficiently trained and/or mentored by veteran members to be effective and efficient in the upcoming year. In its role as coordinator for faculty elections, the Senate's Election Committee should be the central coordinating body for membership; chairs should work with the Provost's office to ensure that new members have appropriate access to curriculum-management software.
 - c. Accurate estimates of the quantity and nature of committee member workloads should be available, so that prospective members and their constituents are adequately informed of the commitment involved in participating in curricular work. (A committee officer should at least informally poll members about their workload to generate such estimates.) This information should be shared with the Senate's Elections Committee to aid in recruitment for positions.

Membership

- **Primary Unit:** Each body with primary responsibility for a particular set of programs and courses (e.g., department, school, program) should specify the committee(s) and process for curriculum development and review the bylaws of the unit. A primary body may choose to have more than one curriculum committee, or have the Faculty, as a whole, serve as the curriculum committee.
- **Dean-Led Unit:** At the discretion of the Faculty of a particular College/School (led by a Dean), there could be more than one unit-wide Curriculum Committee (e.g.: one committee focused on graduate courses/curricula, and another for undergraduate matters; one for each major subdivision or grouping of disciplines). If so, the division of labor should be clearly documented and specified in the relevant committees' constitutions and/or by-laws. Moreover, the possibility of transitional or cross-boundary actions ought to be incorporated into the work of those bodies. (E.g., should CHSS decide to have separate Committees for the social sciences and the humanities, they ought to consider how to handle interdisciplinary courses or programs straddling the two areas, and other ways to ensure appropriate coordination of their work.)
 - Committee size and composition should allow for reasonable representativeness of constituent departments, and the amount of business. Committees should apportion representation transparently, and in approximate proportion to disciplinary faculty sizes. (One caveat: no discipline or department should have a *de facto* majority on a committee.) Committee members must be tenure-track. Committees should internally elect chairs and vice-chairs (if applicable), who retain their voting powers.
 - Advisory members should be established, including (but not limited to) an Associate/Assistant Dean to advise on administrative issues, Directors or PAs of relevant programs frequently involved in collegiate curricula.
- **University-level:** All University-level committees should have appropriate faculty representation, and nonvoting advisory members. Some suggested compositions are defined below (and should be reiterated in committee bylaws/constitutions.)
 - **UUCS:** 2 voting faculty representatives from each C/S; 3 from Senate; academic-unit Deans (incl. Library); 1 student SGA rep. Advisories: Advising, Registrar, 2 students from each C/S, AFT rep, Gen Ed rep, Center of Pedagogy rep, 2 Provost reps, Admissions rep, (Grad Council rep?).
 - **Graduate Council Curriculum Committee:** 2 voting representatives from each C/S, from departments with current graduate programs; 2 Senate representatives; academic-unit Deans (incl. Library); 1 graduate-student.
 - **General Education committee:** 2 voting faculty reps from each C/S (4 from CHSS in virtue of the breadth of its current offerings in the program); advisories from Registrar, Provost, OIT, Writing Studies, RHMLC, Faculty Union, Univ. College, Provost, Admissions, SGA.
 - **Graduation Writing Requirement, World Cultures, World Languages, and other similar committees** should have representation similar to the Gen Ed committee, with some variation depending upon curricular emphasis - as long as

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that is transparent and defined in their bylaws/constitution. (E.g., instead of the double representation from CHSS on the Gen Ed committee, the GWR committee may designate additional representatives from language-teaching departments. At minimum, each committee is encouraged to solicit advisory members from these stakeholder entities.)

Review Processes for Curriculum Actions

Scope of Curriculum Actions

Curriculum is generally managed at three levels of scope: *course*, *program*, and *degree*:

- **Course:** creation, alteration, or termination, of an individual course; or (de)certification of an individual course to satisfy a degree requirement.
- **Program:** creation or termination of a major, minor, certificate, and/or a constituent concentration or track of a single degree program or major; change in the course requirements and/or other requirements (e.g., thesis, internship) for a single degree program or major
- **Degree:** creation, alteration, or termination, of a degree; change in degree-wide graduation requirements; policies affecting all programs in a degree.

Guidelines in common for all three levels of actions are located in the “Good Practices” section below this section.

Course

Guidelines, best practices and policies for course actions

- Course actions should originate with individual faculty (the “Initiator”) and be initially considered at the Primary/Departmental (DCC) level and proceed upwards.
 - This includes revisions requested by any subsequent reviewer or review process: the Initiator should be the only author of the proposal (except possibly small clerical fixes made by staff.) No review body should be able to unilaterally change the content of a course action, regardless of whether the Initiator is notified.
- All specific course certifications for particular degree requirements (e.g., World Languages (“WL”), World Cultures (“WC”), Gen Ed, Graduation Writing Requirement (“GWR”), etc.) should be routed to those specific Faculty governing bodies for review, as applicable. This document does not express a position on the sequence of reviews, except that the College/School Curriculum Committee should be last to evaluate the overall suitability of the course, once each special certification has been made by the relevant body/ies.

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- Should a curricular review body decide revisions are required...
 - Detailed feedback on decisions should be *available* to all 'downstream' bodies. (I.e., all involved should be able to learn of the request for revision.) Ideally: a 'dashboard' showing all courses' locations and current status in the review process.
 - The request for revision should be directed to the Initiator of the course action; all changes to a curricular proposal should be under the control and consent of the Initiator who has the ultimate decision to propose revisions intended to satisfy concerns of governing bodies, or withdraw the action from consideration.
 - Responses to requests for revision (including responses objecting to requested revisions) should not sent directly back to the body requesting revisions, but through the usual path to that body. (I.e., revised proposals require reconsideration and re-approval from every body that previously approved the unrevised action.) Changes made (since the last time curricular bodies saw the application) should be clearly indicated, to ensure accuracy and efficiency in re-reviewing a course after revisions.

Recommended workflow for course actions

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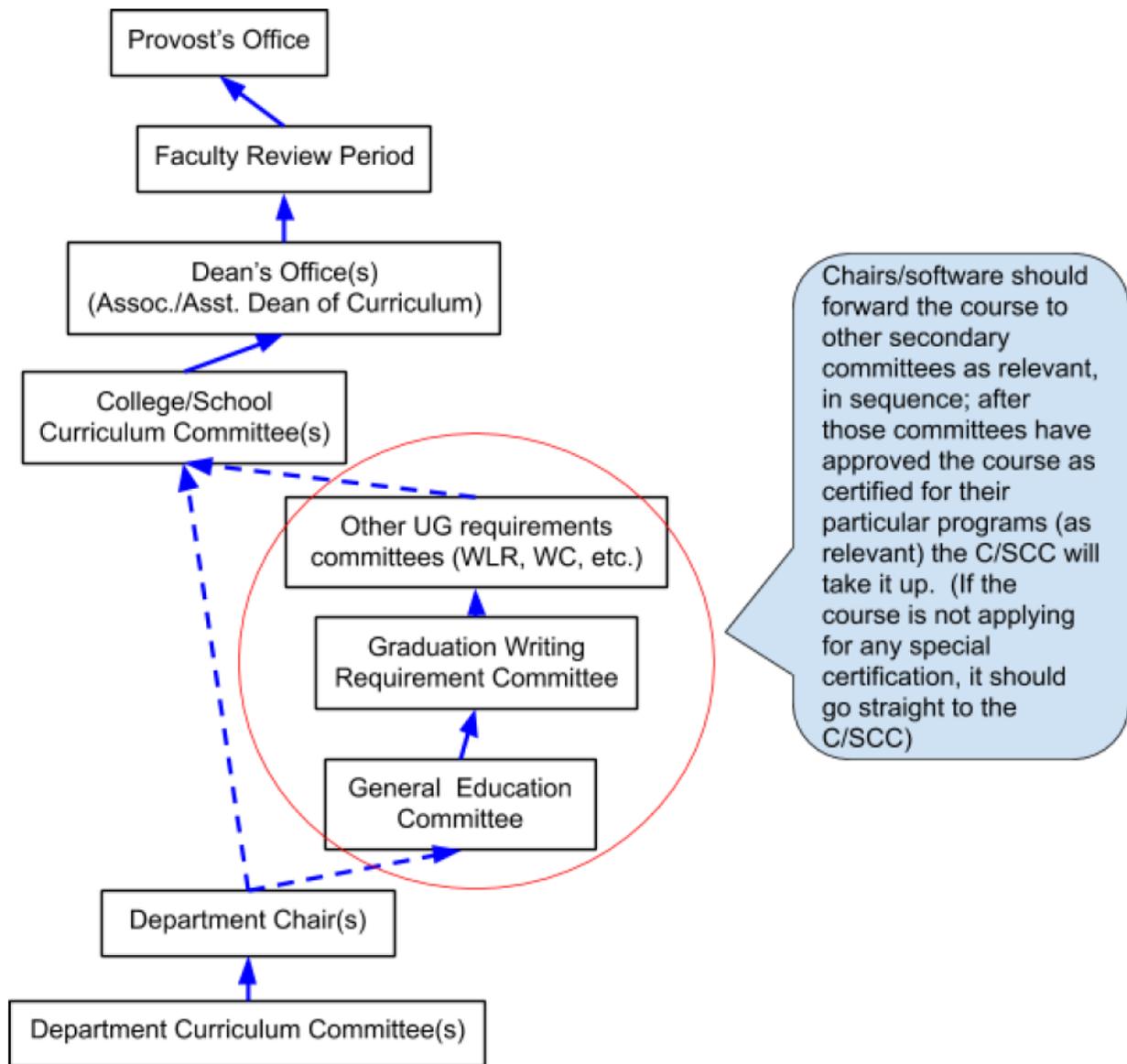
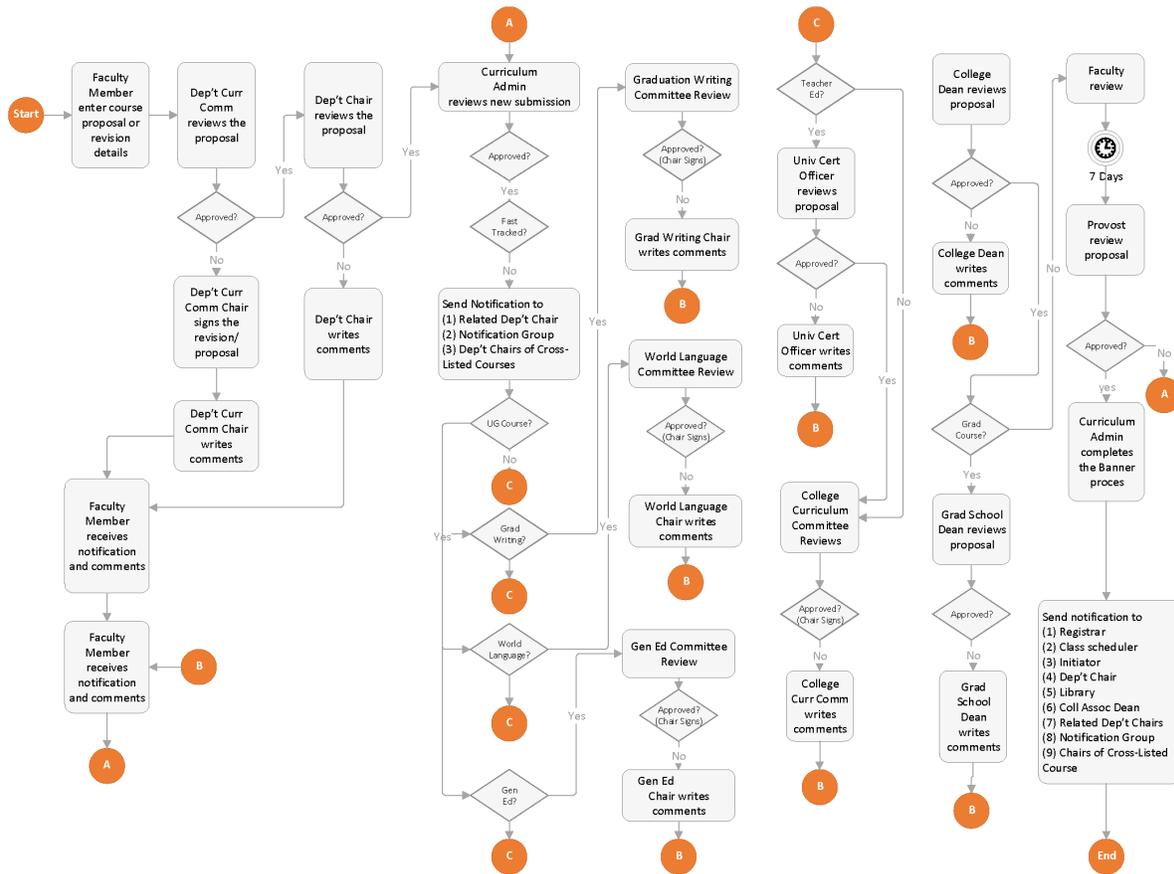


Figure1: Blue lines indicate workflow - the sequence of approvals and routing of proposals.

Here is the current (and most likely, future/adopted) workflow of the new Leapfrog CIM software, for comparison:

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Program

Guidelines, best practices and policies for program actions

- Program alterations ought to originate only from faculty associated with the program, including programs that are not straightforwardly 'housed' within a traditional departmental unit.
- Deans should designate a specific Associate or Assistant Dean to assist in program development and alteration actions, and publicize this to DCCs and C/SCCs as well as designate them as such on websites & directories for individual faculty to discover. (This is especially important for the components of curriculum approval that are external to the University. Faculty should be directed to the Provost's website where there are clear procedures described.)
- There should be both deadlines *and* a recommended timeline, as well as clear expectations for the time required to complete each component of curriculum development and review.

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- Deadlines should be constructed, and communicated, anchored to timeline focused on rollout/effective date.
- Deadlines should reflect *the last reasonable date* at which an item could, with *little or no revision*, be approved and implemented for the deadline's associated academic term of implementation. Many Initiators tend to underestimate the need for revisions to their proposal and/or be ignorant of the internal and external stages of review and approval, so the anticipated timeline and process should be available and accessible to faculty contemplating program actions.
- The recommended timeline should reflect a process that accommodates and anticipates revisions, expected consultations with relevant stakeholders, and practical issues such as holidays or times of unusual activity. The recommended timeline should be publicised to ensure that curricular actions are initiated and progress at a pace that balances flexibility and innovation with proper consideration and advice from relevant stakeholders.
- Each college/school should develop a guidebook on program development/approval, anchored to timeline focused on rollout date. (To be housed on Provost's site.)
 - Colleges could collaborate on shared guide, if committees, strategic goals, resources, etc., are sufficiently common between them.
 - The Graduate School has such a guide, to use as a template for other units.
- Combined degrees have historically often ping-ponged between GC and UUCC, as each revises the proposal in ways that affect the other degree. Current best practice, from members on each Committee, is to instantiate a Combined-Degree Tech Subcommittee ("CDTS") as the analogue of the GCCC (Grad Council Curriculum Committee) and the UUCC's tech subcommittee for combined degree programs. This CDTS should be populated with members of the GCCC and UUCC tech so they can negotiate and reconcile technical issues together. Technically approved combined degrees can then be considered simultaneously by the GC and UUCC (and in conjunction with their solely graduate or undergraduate counterparts, if those are also being altered.)

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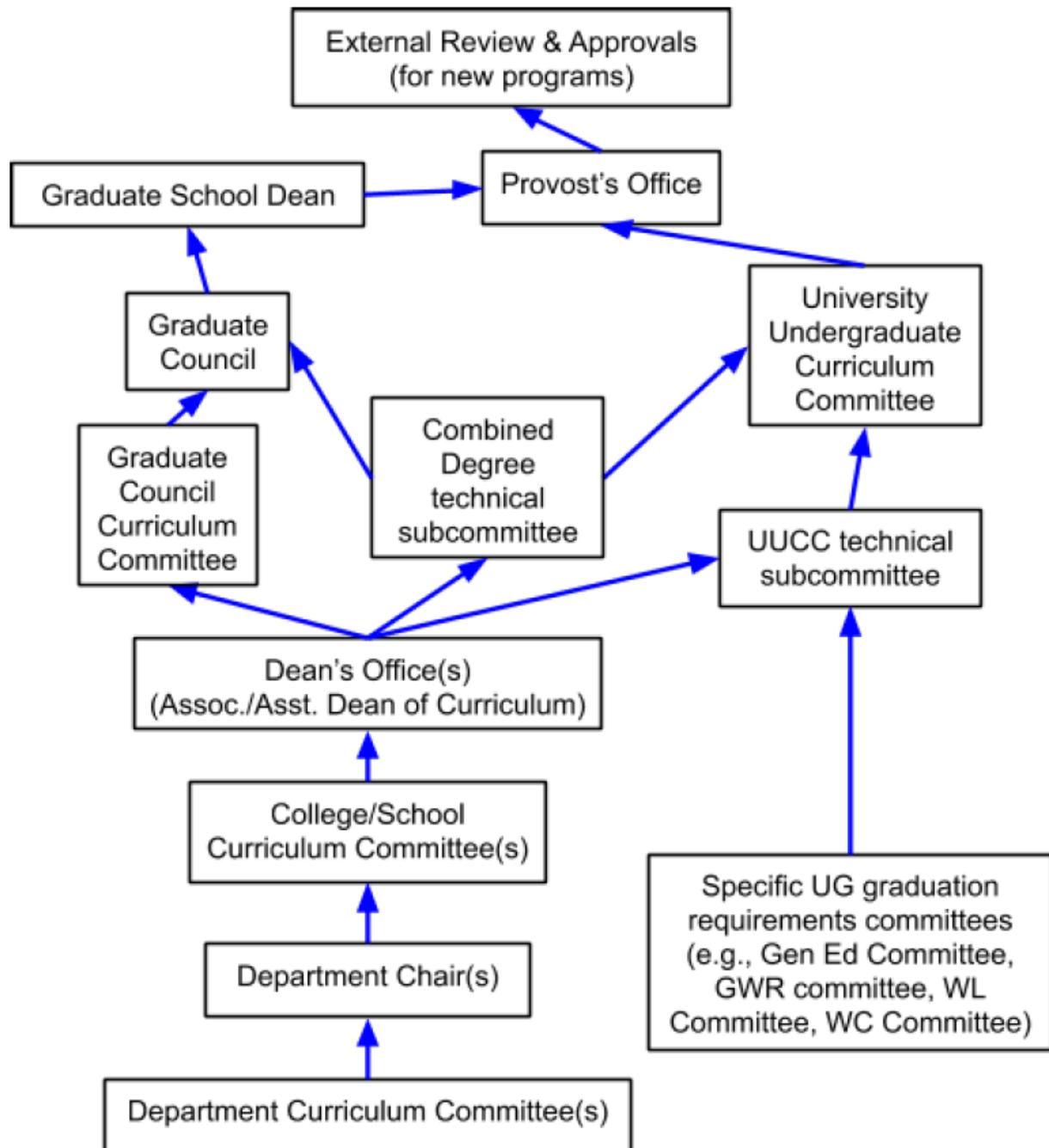


Figure 2: approval process & workflow for program actions:

This is very similar to current structure & workflow, except:

- A more-specific workflow for combined programs, based on division of labor between UCC and GCC:
 - Combined programs should undergo technical review with faculty knowledgeable in graduate and undergraduate curriculum - a Combined

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Degree Technical Subcommittee - to minimize back-and-forth review and revision between the GC and UUCC.

- The tech committee will assess usual technical aspects of both graduate and undergraduate programs, and the interactions between them (including but perhaps not limited to the shared 'swing courses'.)
- For colleges/schools with separate graduate and undergraduate committees, the same workflow is advised (for combined programs where both components are hosted within the college/school.)
- The teacher certification program is currently treated as both a department-originated major, and as a program of graduation requirements common to many majors, roughly similar to Gen Ed or the like. The potential revision to 'co-major' status does not clearly change this treatment, so it is as yet unclear how to best integrate teacher-certification programs into this structure. This document/policies should be revised when the status of teacher certification is clarified.
- Degree programs overseen by departments/programs from more than one college/school present unique issues, as the usual college-level deliberation of programs would not happen in collaborative fashion under the usual C/SCCs. The GC or UUCC should, in such cases, take care to perform or coordinate reviews of such programs as a collegiate-level review body would, were the collaborating departments housed within the same college/school.

Degree

Degree actions are currently the most infrequent yet often most consequential actions affecting curriculum. It is difficult to establish a stable and effective process for graduation requirements given the occasional, unique and varied nature of these actions, so most focus should be on principles of proper consultation and advice rather than strict procedures. We must also balance the need to appropriately seek input and assent with the need to resolve identified issues in a timely fashion - i.e., we also need strong principles & policies on timelines for decisions and community input.

Because it is hard to foresee the nature of degree actions in the same way as it is for course or program actions, the following principles should be adhered to especially in cases where there is no clearly defined workflow, specific policy or established procedure:

- Emergent issues requiring rapid decision should be identified as such to all whose consultation is needed. This means, specifically: an identification of the emergency and its basis, and a defensible timeline or set of deadlines required for timely implementation. The evidential basis for the apparent emergency, and/or the need for a particular timeline are crucial items of information for effective advice and governance; in their absence no reasonable or effective decisions can be made, by definition.

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- Unless there is a clearly more relevant venue, the UUCC and/or the GC should be the first bodies notified about university-wide curricular issues or proposed actions
- Any Faculty should be able to petition the UUCC and/or the GC about degree-wide issues, to be discussed and acted upon by those bodies. Petitions should be fielded by the Chair, and responses will be recorded in meeting minutes and/or a memorandum to the petitioner.
- Faculty and/or administration may be required to consider emergent issues out of the usual or established sequence or schedule. Effective communication of the evidential basis for the action(s) as soon as practicable should be the norm, for these instances.
- Non-emergent issues (i.e., periodic or scheduled reviews or reforms) should have clearly defined and transparent processes as the first order of business, to ensure that all stakeholders and expertise are brought to bear on the review.
- All relevant stakeholders should be identified and contacted for advice at the earliest practical stage of proposed actions.
- Given their nature, the GC and/or UUCC are the appropriate governance bodies to consider changes to degree and graduation requirements. Proposals or issues of concern may originate anywhere, but their primary and initial discussion should take place within and/or be coordinated by these two bodies. They should determine what other bodies or processes are required to contemplate and develop graduation-requirement actions.

Policy and Organizational Changes that Affect Curriculum

Policy changes that meaningfully impact the implementation of the curriculum should be coordinated through discussions in relevant Curriculum Committees. The general practice among all units and offices of the University should be to notify the most relevant curricular-action body as soon as it is recognized that curriculum may be affected.

Good Practices

Workflow Between Bodies

- The process and workflow of curriculum development and management should be transparent, with all relevant parties knowing where a particular curricular item is in that process. Ideally, the system supporting the process should be capable of both displaying where/when items pass through review stages, and track processing times so that systemic issues can be identified (e.g., a ticketing system.)
- Workflows, forms and other elements of actions should, to the greatest extent feasible, be universal across campus (e.g., course-approval forms ought to be very similar regardless of graduate or undergraduate) to promote transparency and consistency.

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- There should be both deadlines *and* a recommended timeline, as well as clear expectations for the time required to complete each component of curriculum development and review.
 - Deadlines should reflect *the last reasonable date* at which an item could, with *little or no revision*, be approved and implemented for the deadline's associated academic term of implementation. As many Initiators may tend to underestimate the need for revisions to their proposal, continual efforts should be made to educate faculty about the process and that
 - The recommended timeline should reflect a process that accommodates and anticipates revisions, expected consultations with relevant stakeholders, and practical issues such as holidays or times of unusual activity. The recommended timeline should be publicised to ensure that curricular actions are initiated and progress at a pace that balances flexibility and innovation with proper consideration and advice from relevant stakeholders.

Committee Actions

- Committees should strive for consensus; quorums and approvals should be set such that the majority of voting members must vote in favor to pass a motion, and no single member or constituency can unilaterally veto or block a motion. (E.g., in a committee of 12 members, 6 or more votes should be required to pass a motion with any quorum, though thresholds could be higher to promote consensus.)
- Committees should meet regularly enough to efficiently render decisions on courses in development; most such committees meet (or otherwise conduct business) on a monthly basis, being mindful of administrative deadlines and the work of associated curricular bodies. Activity (or inactivity) of review bodies regarding specific curriculum actions should be accessible to all stakeholders. For example, the status of all actions by a given college-level curriculum committee should be accessible, at least, to all members of the Faculty in that college.
 - C/SCCs and other higher faculty curriculum bodies should communicate their meeting schedules to the UUCC, GC and/or CDC, and the Provost's Office (when determined.)
- Decisions on proposals should have the following outcomes/conclusions: approval without changes; approval pending specific changes; request for revisions.
 - If *approved pending specific changes*, the initiator can assent to the changes requested, withdraw the proposal, or propose alternative revisions. In any case, the initiator is responsible for making changes to the proposal and sending back the revised application through the regular and established workflow, for reconsideration by previous committees. If the initiator assented to the requested changes and each intervening review body approves the specific changes requested and made, the chair of the committee requesting those specific changes should ordinarily immediately approve the proposal without need for a second vote.

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- If sent back with a *request for revisions* - which should be accompanied by feedback sufficiently specifying the concerns motivating the request - the initiator should deliberate and respond, sending back a revised application and/or response to the request for revision, through the regular and established workflow, for reconsideration.
- Requiring revisions to be 're-approved' by bodies intermediary between the Initiator and revision-requestor is necessary for transparency in curricular matters, even anticipating that well-functioning processes may require proposals travel the workflow more than once. Initiators should be encouraged, and curricular oversight bodies should facilitate, informal contact and advice before a curricular change is formally initiated to minimize revision cycles.
- Appeals:
 - Previous practice has been to appeal directly to the Provost and/or President, with potential resolutions possibly sidestepping regular curricular processes. This should not be practice going forward, even in extraordinary circumstances. (For at least one party in such a conflict, the circumstances will inevitably be seen as extraordinary.)
 - This recommendation's "initiator-driven" model formally places proposal and revision decisions in the hands of the faculty initiator, and for revised proposals to travel through the entire workflow for each revision. In the case of disagreements between two review bodies, this could greatly increase the burden on the whole system as the negotiation or conflict would necessarily involve labour by all review bodies 'downstream' of the conflicting bodies as the revisions travel between the conflicting parties. So, it is advisable that when such conflicts become apparent that the two (or more) parties should meet to discuss and resolve issues outside the process to facilitate the approval of the action, or come to a conclusion that the proposal should be withdrawn. The faculty initiator should always be permitted to attend any such meetings to contribute.
 - We can foresee that previous habits may die hard, and that frustrated parties may nevertheless approach the Provost or President with an appeal to overrule the process. In such cases, the Provost or President should refer the appealing party to policy and guideline documents, and are encouraged to support efforts to bring conflicting parties together to negotiate. The temptation to resolve a conflict through extraordinary executive action should be resisted; this is another reason to institute proper auditing of curricular processes and decisions such that any circumventions or suspensions of the regular workflow or process are clearly documented for the campus community to discuss and evaluate.
- The faculty review period should allow for affected faculty stakeholders and other interested faculty to learn about the almost-approved course action, and notify the Initiator, Provost's Office or other relevant bodies about concerns or objections.
- All curricular actions should be auditable, with a regular auditing performed on a periodic basis, to allow for effective assessment, review and refinement of policy and practices. Summaries of curricular actions, including statistics on activity/timeliness of workflow

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components and the volume and nature of actions taken outside the regular workflow (e.g., administrative revisions) should be circulated to curricular bodies to educate and inform our faculty and staff of the ever-increasing volume and changing nature of our curriculum, and as assessment tools to prompt needed revisions or reform of the current process.

Policy and Process Guide

The policies and processes for curriculum actions should be compiled in a single, easily accessible location. Currently, <https://www.montclair.edu/provost/forms/undergraduate-curriculum-guide>
<https://www.montclair.edu/provost/forms/graduate-curriculum-guide>

A third location hosting relevant links/policies for combined degree programs, emphasizing the coordination of curricular review processes required for combined programs, is under development.