

Faculty Advisory Committee Resolution on Faculty Control of Curriculum
Dec 2 2022

Whereas colleges and universities are institutions of higher learning focused on the transmission, creation and application of knowledge and the skills, including critical thinking, needed to accomplish this mission;

Whereas faculty are directly in contact with the students who are the chief beneficiaries of college and university education through enhanced access to further higher education, professional degrees, and careers of their choice;

Whereas faculty by their education and experience are best qualified to determine the content of academic programs and courses, including seminars and labs, and thereby to teach and mentor students;

And

Whereas the course catalog for the consolidated community college was compiled in the absence of elected and representative governance bodies for the consolidated college;

Whereas Career and College Success (CCS101) was added to the consolidated college catalog by way of Board of Regents (BOR) resolution, after being rejected by all college curricular bodies to which it was proposed, by all college governance bodies at which it was reviewed, and at all consolidation committees at which it was considered;

Whereas a learning outcome was removed by the SFASACC and then re-added to the CCS101 course by CCIC and the BOR though none of these groups is a faculty or curricular body;¹

Whereas Alignment and Completion of Math and English (ACME) was approved by the board without the support of the established statewide curricular bodies for math and English;²

Whereas the ACME policy of the BOR stipulates, for both math and English gateway courses and without the universities' prior approval, that the courses' transferability to all CSCU institutions will be based on learning outcomes and not dependent on course prerequisites;³.

Whereas the product of the established curricular process for the consolidated biology curriculum was overridden without providing any process for addressing the serious concerns of content experts and without a process of making transparent to students and to transfer institutions the resulting limited transferability of courses

Whereas the foregoing demonstrates a consistent and escalating overreach of administrators into curricular matters, its consequent threat to academic standards, and the resulting strain on relationships with transfer institutions.

Be it Resolved

That faculty control of curriculum and pedagogy is essential to the proper functioning of colleges and universities, and is the priority component of shared governance in this respect;

That curriculum includes the programs and individual courses, including seminars, labs, continuing education courses and other activities such as community engagement, that are component parts of courses;

That because content cannot be separated from form, pedagogy includes the mode of delivery of courses, whether in person, online or hybrid, as determined in the best interests of students by faculty who are responsible for the courses;

That attempts to diminish faculty control of curriculum and pedagogy is detrimental to student success by diluting or skewing course content or delivery;

That the FAC affirms the central importance of faculty control of curriculum and pedagogy, including the mode of delivery, in any institutional reforms.

Approved unanimously, with 1 abstention, Dec. 2, 2022

¹ <https://drive.google.com/file/d/1i0ZQkKVq0BUx6tZQPtdOsDRYBtF8PyN/view>

² <https://www.ct.edu/files/policies/1.22%20ACME%20Policy.pdf> p.4 &6

³ https://www.neche.org/resources/standards-for-accreditation#standard_three 3.15 & 4.3