The Academic Planning Committee continued to take an active role in shared governance during the 2021-2022 academic year. The Committee started the year by revamping its role in the evaluation of curricular proposals. Instead of reviewing them at the end of the process, it began reviewing them at the start. We accomplished this by adding a statement to the relevant Curriculog pages asking proposers to submit a brief prospectus to the Committee and the Provost’s Office before officially submitting the proposal. This change allowed the committee to better contribute to planning (as the Committee’s name suggests).

The Committee reviewed numerous proposals (see the minutes for details). In addition, we offered comments on the Race, Equity, and Inclusion (REI) requirement; reviewed the proposal to split the School of Education, Health, and Human Performance; discussed the notion of allowing American Sign Language (ASL) to count towards the language requirement; discussed the “rebranding” of General Education; and commented on the proposal to create a new School of Engineering.

In my capacity as chair of Academic Planning, I attended meetings of the Faculty Advisory Committee to the President as well as the Academic Planning Taskforce (sometimes known as the Academic Affairs Taskforce). In the latter capacity, I coauthored a revised absence policy, contributed to a plan for streamlining the curriculum-approval process (expediting the review of small changes to courses), cosponsored a motion to delay the submission of the REI proposal to CHE, and developed a plan for the review of changes to major academic units (such as schools and departments).

Finally, at the end of the year, we discussed the Committee’s role in the review process. We decided to focus on “programs and above” (majors, degrees, departments, and schools), while retaining the option to review smaller changes (such as certificates or minors) if they seemed to have broader strategic consequences.