**UAB Values, Priorities, Processes and Procedures**

9-5-17

It is the intent of this document to state the shared values and priorities of the Undergraduate Academic Board. We believe that this is an opportunity to discuss our core beliefs and to share them with our faculty colleagues. In doing so, we hope to reflect the significance and importance of our faculty colleagues, whose work creates the university.

We also believe that this delineation of our values and priorities, as well as our procedures and processes will ensure that we work in a way that reflects those values, honors our faculty colleagues, builds trust, and contributes to the excellence of the university.

At the same time, we believe that in order to be responsive to a changing university, UAB needs to be flexible and adaptive to needs and circumstances as they arise.

While we envision the values of the Board to be relatively stable, we believe that an on-going conscious consideration of our values, priorities, and processes ensures that we continue to work in a way that reflects those values and priorities. Therefore, it is our intent that this document be a flexible and adaptable guideline for the priorities, procedure, and processes of the Undergraduate Academic Board.

**Reflection Questions**

* What values do you believe are essential for the university?
* How will your work as a member of UAB reflect those values?
* When you have a difficult decision to make, will you be able to support these values?
* How will you ensure that you are modeling these values at Board meetings?
* We always want the faculty to be able to say \_\_\_\_\_\_\_\_ about the way we do our work.

**UAB and GAB Values**

**Values Statement:**

The Undergraduate and Graduate Academic Boards are dedicated to a shared, rigorous, open, and critical inquiry of curricular excellence in a collegial framework that fosters intellectual vitality and creativity. It is a priority of the Boards to represent the academic values of our peers across the University. We endeavor to serve UAA’s diverse and intellectually curious faculty in the creation of opportunities for student success. In our efforts to both represent and support our peers, it is our goal to work collaboratively with faculty initiators and to offer respectful and constructive feedback as we review curriculum, programs, and policy changes or adoptions.

Our values are grounded in both academic integrity and process integrity.

*Academic integrity* encompasses the values of inclusiveness and innovation, as well as intellectual excellence, rigor and vitality/currency/relevance.

*Process integrity* includes the values of inclusiveness, fairness and transparency, as well as collaboration, honesty, respect and constructive feedback.

**UAB Priorities, Procedures and Processes Statements**

* The purpose of the priorities, procedures and processes statements is to clarify and support the values statement, *to show the values at work*.
* It is a priority of the Board to represent the academic values of our peers across the University, including the community campuses.
* We endeavor to serve UAA’s diverse and intellectually curious faculty in the creation of opportunities for student success.
* In our efforts to both represent and support our peers, it is our goal to work collaboratively with faculty initiators and to offer respectful and constructive feedback as we review curriculum, programs, and policy changes or adoptions.

**UAB Priorities**

**Institutional**

* Accreditation: UAB works with the Office of Academic Affairs on accreditation.
* UAB’s curricular review processes directly support Teaching and Learning (UAA’s Core Theme #1) as well as Student Success (UAA’s Core Theme # 3).
* Academic policy changes and/or adoptions: UAB works with the Office of Academic Affairs and the University Registrar on academic policies and procedures.
* Curriculum coordination: UAB works with the Governance Office, the Office of Academic Affairs, the Graduate Academic Board, the Academic Assessment Committee, the College Curriculum Committees, and Department Curriculum Committees and Chairs.

**Board specific Priorities**

* Curricular excellence

Intellectual vitality requires that course offerings remain current with advances and discoveries in the scientific, humanistic, and artistic disciplines associated with undergraduate degrees offered at UAA.

* + Curriculum currency and vitality
  + Rigorous, open and critical review of curriculum
* Collaboration

Faculty members are the core of the institution and their work on curriculum development is among the most significant work of the university. It is a goal of UAB to inform and facilitate the development of excellent curriculum.

* Create a seamless process to help faculty initiators navigate the UAA curriculum process
  + Seek ways to minimize “paperwork” response to UAB by approving CAR/CCGs with minor changes so that the documents move forward rather than making them return to the Board.
* Transparency

Be clear and consistent in both stating and following the Board’s procedures and processes.

* Academic policy

UAB is the core of academic policy development and is at the forefront of changes in academic policy and programs. As the university grows and changes, UAB is privileged to guide faculty in developing and integrating programs into the curriculum.

It is the goal of UAB to contribute to and support excellence in the university. At the same time that UAB oversees the development of programs, it is also oversees the deletion of programs as the university evolves.

**UAB Procedures** The established or expected way of conducting business of the Board. *Please also review appendix C of the curriculum handbook, Operations of UAB/GAB.*

Non Curricular Review Meetings

* Introductory Meeting

1. The first meeting of the Academic Year
2. The Board begins the Academic Year with a priorities, procedures, and processes meeting.
3. Board welcomes new members.
4. New and returning members review and update previous year’s priorities, procedures, and processes in light of the Board’s values.
5. Chair reviews and explains priority group member selection process.
6. Board discusses the role of the priority groups in curriculum groups, as needed.
7. This review and update should help orient new members and should also help returning members to keep focus on the Board’s priorities throughout the year.
8. Due dates for curriculum are reviewed, as set with UAA governance.

* College and Campus Curriculum Chairs Meeting

1. Generally scheduled in September – this is a meeting with the college and campus curriculum chairs to discuss UAB priorities and to talk about college and campus concerns and priorities
2. Recommendations are discussed with the college and campus curriculum chairs for setting due dates for curriculum at the college and campus level in agreement with UAA governance calendar.

* Fall Joint UAB/GAB meeting
* Spring Joint UAB/GAB meeting
* Final Meeting of the Academic Year

1. Board reflects on values, priorities, procedures and processes over the year.
2. Summary of work is prepared for submission to faculty senate.
3. Chair is elected for upcoming academic year.

Curriculum Review Meetings

1. Chair assigns curriculum to “priority” groups for review of substantive issues if a substantial amount of curriculum is on the agenda for the meeting.
2. First and second readings.
3. Presence of faculty initiator (or proxy) is required to conduct course review. Virtual attendance (i.e., via phone or web conferencing) is permitted.
4. If faculty initiator or proxy cannot answer the board’s questions, the review will be postponed.

**UAB Curriculum Review Processes**

The series of actions that the Board undertakes in conducting its business—this is what happens, or the step-by-step operation of the Board.

1. Faculty initiator (or proxy) is present in-person or virtually;
2. Faculty initiator is invited to make a brief presentation on the curriculum brought for review;
3. University Registrar and Scheduling make comments**, if necessary**;
4. UAB members ask questions, make comments, and/or offer suggestions for clarification/coherence/alignment of curricular documents focusing on substantive issues first, then minor issues (i.e., grammatical in nature).
5. Faculty initiator has the opportunity to answers questions, respond to comments and suggestions, and to take notes; with the faculty initiator’s approval, the governance staff makes changes in the Curriculum Inventory Management (CIM) system
6. Board actions or motions are as follows:
   * First reading (one of the following):
     + **Action: Accept for first reading.**

**OR**

* + - **Motion: Approve at first reading and forward to faculty senate.**
  + Second reading:
    - **Motion: Approve and forward to faculty senate.**

1. Curriculum, programs, policy changes/adoptions proceed to Faculty Senate for final approval by faculty senators
2. When UAB approves programs for deletion, the Chair of UAB formally recognizes the contributions that these programs and their faculty have made to the University when presenting the action for final approval by the Faculty Senate.

Common motions at UAB

First Reading Motions

* **“Move to accept for first reading”**
  + the curriculum has been reviewed and the faculty initiator is requested to bring the curriculum back to the Board for a second reading
* **“Move to approve at first reading and forward to faculty senate.”**
  + the curriculum is approved by the Board and is ready to move forward to Faculty Senate

Second Reading Motions

* “**Move to approve and forward to faculty senate**”
  + the curriculum is approved by the Board and is ready to move forward to the Faculty Senate

General motions

* **“Move to postpone”**
  + members of the Board believe that it would be beneficial to postpone the review, for example, if a proxy for the faculty initiator is unable to answer relevant questions