Faculty Convocation

January 22, 1998

A Single Program We All Support

- Frequent Dean/Commandant Discussion
- Academic Support in Bancroft Hall & Military Support in the Classroom
  - Study Environment, Sleep, Watches, Military Bearing & Courtesy, Evaluations
  - Only Way a Midshipman Can Succeed
- Visible in 1st Semester Academic Boards
- Interdivisional Communications Committee

Faculty
Recruitment & Compensation

- Promotion & Tenure
- Budgeting for Pay Steps
- Filling Military Billets
  - Activating Reserves
  - Permanent Military Professors
  - Interest in Rotational Assignments
  - CEP Graduate Education Study

Research & Scholarship

- Visits to NRL, NSWC and NAWC
- Curriculum Development Proposals
- Summer Research Grants
- NSF Support for Integrating Research and Instruction in Undergraduate Institutions
- Rhodes, Marshall and Other Scholarships
- Internship Program
- Need to Identify 3/C Trident Scholars

Curriculum Reviews

- Professional Military Education
- Curriculum 21
  - Core Team
  - External Team
  - Input from Fleet & Fleet Marine Force
- Core Curriculum Review
  - Details under Development

USNA Core Curriculum

- Fundamental Importance
- Compelling Questions
- Developing an Approach

Core Curriculum: Fundamental Importance

- Basis for USNA claim any graduate prepared to pursue any career available
- Lays foundation for lifetime of learning
- Vital to integrity of education we offer

Core Curriculum: Compelling Questions

- Vertical integration questions:
  - Academic Board observation -- vectors
  - Consistent analytic skills -- “The Whopper”
  - Basic midshipman development -- oral & written expression, ethics, critical thinking, computer, ...
- National pedagogical trends:
  - NSF-sponsored SUCCEED initiative
  - NCSU & Rensselaer integrating MS&E
  - “Applications to Principles” in Chemistry
- Addressal requires multidisciplinary approach

Instincts

- Dean actively involved
- Faculty Senate Core Curriculum Subcommittee must play prominent role
- Results could
  - Affect how Department Chairs and DivDirs allocate resources
  - Provide perspective to individual faculty on how contributions fit into overall program
- Open forum -- “Y’all Come!”

Core Curriculum: Developing an Approach

- Approach evolving; sharing current status
- Collaborative Core Curriculum Review
- Hand-Over-Hand in public forum
- Integrated/harmonized with Curriculum 21 and accreditation process

Format Envisioned

- Large auditorium/lecture hall
- Open seating
- Formatted briefings with flexibility to adapt structure to needs of material and briefer
- Briefings by (responsibility of) Dept Chairs
- Open discussion and engagement

Sequence

- One Department at a time
- Logical progression thru entire Core

Timing

- Begin ASAP
- Proceed (weekly?) to completion

Topics to be Covered (1 of 3)

- Overview
  - Core Course(s) taught
  - Overall objectives
  - Why a Core subject
  - Differentiation of multiple tracks, if applicable
  - Student performance over last (5) years
  - Assessment results
  - Changes over last (5) years
  - Anticipated changes over next (5) years

Topics to be Covered (2 of 3)

- Individual courses (1 of 2)
  - Objectives, Prerequisites
  - Who teaches
  - Diagnostics/placement
  - Changes in student preparation over time, if observed
  - Foundations of knowledge being built for follow-on courses in Core or Majors
  - Timing/sequencing issues, especially externally

Topics to be Covered (3 of 3)

- Individual courses (2 of 2)
  - Currently used text (how long, adequacy)
  - Format/learning model
  - Range of class sizes
  - Common or individualized testing
  - Contribution to student development: oral and written expression, ethics, learning, computer...
  - Principal topical coverage and hours devoted
  - Changes desired in this course to improve student learning?

The Review Group: Who Does It?

- Initial inclination to use Academic Assembly
  - Broadly based
  - Members control resource allocation
  - Already constituted; avoids organizational growth
- But…
  - Group is large and unwieldy for the purpose
  - Persuaded that this approach may not be sufficiently sensitive to faculty “ownership” of curriculum

In Addition,…

- While I want to be part of the process,
  - Expect to learn a lot
  - Consistent with Dean's role as chief academic officer
- Rationally,
  - My availability should not set the pace
  - Really a "we" issue, rather than a top-down, hierarchical issue

The Review Group: Current Thinking

- Work with Faculty Senate Core Curriculum Subcommittee to organize and conduct review, document results
- Anticipate that deans, DivDirs, chairs will actively participate
- All faculty welcome to participate as their interest and other commitments allow

Integrated/Harmonized with Related Reviews

- Curriculum 21 will provide valuable input
  - Faster paced, focused & complementary
  - Substantive (and repeatable) methodology for feedback from Fleet and FMF
- Last Middle States accreditation identified need to strengthen our assessment process
- Institution accreditation occurs on 10 year cycle with 5 year sub-cycle

A Possible Integrated Vision:

- Year Zero: Institution Accredited
- Year One:
- Year Two: Feedback from Fleet & FMF
  Core Curriculum Review
- Year Three:
- Year Four: Institution Self-Study
- Year Five: Accreditation Review

Repeat

Open for Your Questions:

(1) Any topic covered

(2) Any other topic in which you are interested