OVERVIEW:

To effectively and efficiently mediate the development and offering of W, Q, and B courses, we need to create a coordinated University-wide plan. Our experience so far with the ad hoc process has been valuable in helping us refine our procedures, but it has become clear that it is not sustainable to handle the volume of courses that will be needed, nor is the Task Force aware of the broad range of Faculty and program goals that must be taken into account in such a process.

We need to be attentive to the distribution of W, Q and B courses and FTEs across programs and Faculties, and we need to move as quickly as possible to “bulk funding.” Our funding formula is based on the estimated average cost per student seat for W, Q and B courses, but “average costs” include models ranging from the relatively inexpensive to the relatively expensive, and cannot adequately factor in the costs of new TAs or new CFL faculty. Programs need to be able to put together “package deals” in which, for example, they agree to offer enough new WQB courses as part of load to warrant sufficient funds to enable them to hire a new lecturer, or as part of their negotiation with Deans, to obtain a new CFL position. This cannot be accomplished piecemeal and the Task Force cannot add value to these negotiations.

Keeping these principles in mind, we developed the following three-phase plan. During the initial phase, Plan A, development and operating funds will be available to support the revision of existing courses to enable them to qualify as W, Q and B courses and for the development of new W, Q and B courses. As a result of these initial pilots, faculties will begin to make commitments to funding certain courses on a recurring basis. We plan to enter a second phase, Plan B, where we are both transferring recurring funds for courses that have already been piloted and/or are reasonably stable and are continuing to fund pilot courses. Finally, we plan to enter a third phase, Plan C, where all funds are allocated on a recurring basis to faculties according to their commitments to offer WQB courses.

PLAN A: INITIAL PHASE - ALLOCATING TRANSITIONAL FUNDS

Transitional funds will be allocated for the development and offering of W, Q and B courses. These will be non-recurring, one-time-only funds; however, such funds may be allocated in the expectation that, if successful and appropriate (with respect to unmet need and the distribution of courses across programs), the courses we support will be incorporated into the curriculum and funded on a recurring basis.

Transitional funds may be used:

- To purchase materials and supplies
- To hire research assistants
- In special cases, for course releases to develop new W, Q or B courses (Such releases would be granted only for the development of exceptional courses designed to meet a
large portion of the unmet need. Such courses would usually have high enrolments, maybe be double or triple listed (e.g., WQB) and fall in the “Q for Humanities” and B-Sci categories.)

- If necessary, to pay for sessional instructors to offer new W, Q or B courses or to “replace” regular faculty who offer new W, Q or B courses.
- To reduce the student/TA ratio for W and “Q for the Humanities” courses up to 1/3.

**Funds will not be available for**

- New (additional) T.A.s, except for new courses and for courses whose pedagogy has changed substantially
- New CFL faculty

**Application process:**

- Complete W, Q or B Proposal Form, which contains criteria for W, Q and B courses, guidelines for funding, and a place to verify that the Chair/Director and Associate Dean has approved the course. Faculty proposing the development of W courses are encouraged to consult with CWIL.

- Send proposal to Sarah. (We hope this process will be facilitated by using a web-based proposal form.)

**Evaluation Process**

- Sarah and Susan check all proposals to ensure that they are complete.

- Appropriate Support Group determines whether the proposed course meets the criteria for W, Q or B courses (preliminary “certification”). Where multiple designations are requested, all appropriate SGs will need to review the proposal.

- Task Force reviews funding request and makes recommendations about transitional funding.

- Task Force forwards recommendations to Course Proposer, Chairs/Directors, Deans and VP, Academic (or designate).

- Funds are transferred to Faculties. Note that TA “top-up” funds should be transferred only after the 3rd week of classes when enrolments are stable/known.

**PLAN B: RAMPING UP - ALLOCATING BOTH TRANSITIONAL AND RECURRING FUNDS**

**Target date: December 2004 for course funding for 05-3 and the near future**
As Faculties begin to make commitments to offer WQB courses on an on-going basis, recurring funds will be transferred provided enrollment targets are met. The Task Force, in consultation with the Faculties, will continue to encourage proposals for pilot projects, which will be assessed as outlined above. The Support Groups will continue to determine whether the proposals received fulfill the WQB criteria. If so, they are certified and listed (in the Calendar, etc.). Where course proposals appear not to meet the appropriate criteria, the SGs work with the programs as needed to clarify and/or revise the courses so that they can meet the criteria.

Proposed process for transfer of recurring funds

As we revise our estimates of met and unmet need (in conjunction with preliminary certification and articulation) and obtain a sense of the distribution of existing WQB courses across programs (and a preliminary sense of Programs’ interest in refining their existing courses and developing new WQB courses), we will meet with the VP and Deans to decide how much responsibility each Faculty is interested in assuming for the development and recurring offering of WQB courses. Funds will be transferred to Deans on a $ per seat basis in accordance with the commitments they make.

Summary of process for approving new courses as WQB

Each course ultimately has to go through the certification process: review and recommendation by the appropriate subgroup to receive a WQB; recommendation to the appropriate Faculty UCC; passage to SCUS with a request for a change of designation; and approval by SCUS, at which point the course become an "official" WQB course and be listed as such in the Calendar.

SFU courses should enter the certification process in one of two ways:

1. Some will have gone through the regular university course approval process and will have a new course number assigned. It would be useful for everyone if any courses that are implemented for the specific purpose of meeting the WQB requirements be vetted by the appropriate Support Group before going through the rest of the formal approval process to ensure they will, in fact, meet the WQB criteria. We recommend the following procedure: Following Department approval, courses should go to support groups. Following support group approval, information about the course will be copied to the UCITF and the course will go to the Faculty UCC; following Faculty approval, finally, to SCUS.

2. Others will be coming forward as a "tryout" or "pilot" from the program/faculty's perspective. In this case, the Support Groups have already determined that the courses have met the WQB criteria. The Task Force is updated about courses that are deemed to meet the criteria. The courses should then be approved in the usual way; Department UCC; Department Approval; Faculty UCC; Faculty Approval; SCUS. The Task Force will consider these proposals simply to see if they have the approval of the Chair and Associate Dean, are affordable and address one of our specific needs. The role of the Task Force in this case will be to monitor Met/Unmet need, fulfillment of Faculty commitments and the effectiveness of the implementation of the new curriculum.
PLAN C: FINAL IMPLEMENTATION – TRANSFER OF RECURRING FUNDS
ACCORDING TO COMMITMENTS FROM FACULTIES

Target date: Spring 2006

As more courses become certified as W, Q or B, more funds can be transferred to the Faculties based on commitments. Eventually, the Faculties will coordinate the delivery of all WQB courses. The Support Groups will continue to certify courses as needed and the Task Force will continue to monitor Met/Unmet need, fulfillment of Faculty commitments and the effectiveness of the implementation of the new curriculum.