

Institutional Effectiveness Committee
2014-2015
Final Report

Committee Members:

- Fran Blase, Associate Provost for Curricular Development and Support and Associate Professor of Chemistry, Co-Chair
- Catherine Fennell, Director of Institutional Research, Co-Chair
- Jesse Lytle, Chief of Staff, President's Office, Co-Chair
- Franklyn Cantor, Presidential Fellow
- Kelly Cleary, Dean of Career and Professional Advising
- Martha Denney, Dean of the College
- Kaye Edwards, Associate Professor, Independent College Programs
- Spencer Golden, Director of Enterprise Systems, Instructional and Information Technology, Interim Co-CIO
- Jim Keane, Registrar
- Janice Lion, Associate Director of CPGC
- Tom Lloyd, Professor of Music
- Chris Mills, Assistant Vice President for College Communications
- Gabriela Moats, Accommodations Coordinator
- Shannon Mudd, Visiting Assistant Professor of Economics
- Alex Norquist, Associate Professor, Chemistry
- Ellen Schultheis (*ex officio*), Senior Assistant for Curricular and Provostial Affairs
- Terry Snyder, Librarian of the College
- Theresa Tensuan, Associate Dean of the College, Dean of Multicultural Affairs
- Mitchell Wein, Vice President for Finance, Chief Administration Officer
- Diane Wilder, Assistant Vice President, Institutional Advancement
- Kelly Wilcox, Director, Office of Academic Resources (OAR)

Report of the Working Groups

1. Senior Thesis (Year III)

Working Group: Fran Blase, Ellen Schultheis

And

2. Program and Concentration Learning Goals (Year III)

Working Group: Fran Blase, Ellen Schultheis (in collaboration with David Moore and Jen O'Donnell)

Every Department/Program, Concentration or Interdisciplinary Minor based at Haverford College has developed a set of learning goals for the respective course of study and these goals will appear on each program's website. Some programs (e.g. Dance, Theater) that are based at Bryn Mawr and whose website is maintained by Bryn Mawr are the exceptions.

For each Department or Program that offers a major and a capstone senior thesis experience, the learning goals for the senior thesis project have been articulated. Additionally, departments and programs have described the preparedness for and structure of the senior thesis project and shared the assessment criteria for the capstone work in conjunction with the learning goals. All of this information will be posted on the department or program website.

3. Examine College Distribution and Other General Education Requirements (Year III)

Working Group: Fran Blase in collaboration with the Educational Policy Committee (Phil Meneely, Chair, Kim Benston, Martha Denney, Phil Bean, Theresa Tensuan, Jim Keane, Koffi Anyinefa, Marilyn Boltz, Colleen Cumberpatch '15, Jessica Libow'15, Ellen Schultheis)

EPC continued discussions of the College's General Education requirements. Appendix 1 includes the most recent communication to the faculty during the May 2015 faculty meeting.

4. Civic Engagement (Year II)

Working Group: Fran Blase, Kaye Edwards, Shannon Mudd, Tom Lloyd, Janice Lion, Kelly Cleary, Jesse Lytle, Theresa Tensuan, Martha Denney, Franklyn Cantor

This subgroup was rather large, and to maximize efficiency and productivity, it was subdivided into two smaller working groups.

These sub-subgroups submitted pre-proposals to the Initiative for Ethical Engagement and Leadership requesting funding for two projects:

A. Support for a new 0.5 credit course offered in spring 2016, entitled "Civic Engagement and Social Responsibility" to be taught by Kaye Edwards; students involved in service projects through Eighth Dimension, Athletics, and MAST will be encouraged to enroll. This course will serve as a pilot project and will have an enrollment limit of 24. Consequently, not every student who participates in volunteer activities will be part of the course, which underscores the need for more classes of this type. The class will focus broadly on the issue of social inequalities, and within that broad parameter, topics of homelessness, poverty, racism, school funding, and disability can be discussed. Plans are underway for a college-wide symposium on homelessness in fall 2015, and the course will be an excellent intellectual extension of the symposium talks and presentations. (Grant request: \$7200)

B. Janice Lion, under the supervision of Kelly Cleary, Director of CCPA, and in partnership with other community members will serve as a campus wide coordinator of CESR learning. She will help foster a robust, organized civic engagement presence in the Haverford College community, and will be constructing a blueprint for Haverford College's civic engagement efforts for the future.

Janice proposes to work as CESR coordinator for 20 hours per week over a 40 week period (800 hours) in the 2015-2016 academic year, and she will focus on community development projects that dovetail into the Initiative in Ethical Engagement and Leadership. CESR experiences present practical opportunities for students to grapple with ethical dilemmas in ways which are simply not possible within the classroom. These experiences, in tandem with courses and/or extracurricular reflection sessions, enable students to process and learn from experience in critical yet supportive communities. Students who engage in CESR develop a sense of responsibility for the common good and develop into ethical and civic-minded local, national and global leaders. (Grant request: \$26,000)

Project Goals and Tasks for Part Time Coordinator

- Facilitate and provide management for civic engagement working group developing reports and organizing materials as needed.
- Develop and implement an informational clearinghouse as well as a centralized tracking system for civic engagement activities
- Maintain content for the Civic Engagement web site
- Organize resources and make them available to the college community and community partners/organizations, possibly using Career Connect system to serve as a clearinghouse for internships/jobs/volunteer opportunities, modeled on Bryn Mawr/LILAC/Civic Engagement Office
- Develop and share templates for faculty seeking to incorporate activities such as field trips or study tours into their curriculum (check lists of logistical considerations)
- Disseminate information about external resources such as conferences on civic engagement, and encourage faculty, staff and students to take advantage of available funding in order to participate
- Work with the provost's office, institutional effectiveness committee and with the institutional research office, and other colleges to learn about civic engagement outcomes and how they might be assessed
- Work with institutional advancement and the president's office to develop programs for a recently funded Ethical Leadership initiative, seeking to connect current leadership programs with civic engagement/community based learning programs
- Develop tools for student groups such as athletes to incorporate reflection into service endeavors; train student leaders to facilitate reflection sessions for peers
- Develop programs which deepen and broaden non-academic community service activities, including internships and fellowships (Jaharis fellowship, MAST, Summer Serve)

- Work with the Center for Career and Professional Advising to help students articulate how skills and knowledge developed in service learning experiences are applicable to future career endeavors; educate students about professional opportunities/careers where these skills will be valued
- Serve as promoter and coordinator for students pursuing independent academic practical engagements through the Bryn Mawr's Praxis III program
- Learn about models used by other institutions and seek resources to develop a model which suits Haverford's unique needs (pilot for possible center for civic engagement)
- Represent the College at PHENND quarterly meetings for college service learning directors
- Ensure the sustainability of the coordination and support for civic engagement endeavors beyond this field placement year
- Seek funding to hire staff to play this central role
- Develop structures which can be maintained by College's current staff

The 0.5 credit course has received approval and the Civic Engagement Coordinator position proposal has been selected to proceed to the next round for review, and a more well-developed, detailed proposal is currently under development.

Lastly, a CESR workshop was organized on May 12, 2015, and approximately 30 faculty and staff attended. Four faculty members presented a description of their courses and discussed the benefits as well as the challenges of incorporating a civic engagement component in coursework. Dr. Alan Bloomgarden, Director of Community Engagement at Mount Holyoke College, discussed strategies for developing sustainable civic engagement work at small liberal arts colleges and he led a robust discussion and brainstorming session.

5. Alumni Relations (Year III)

Working Group: Kelly Cleary, Diane Wilder, Spencer Golden, Chris Mills, Jesse Lytle, Fran Blase

The first initiative for this working group focused on communication with three constituencies: alumni, current students and faculty. The group discussed managing contact and content to alumni in order to collect information in an organized fashion. Simultaneously, the group recognized that it is also important to provide a feedback loop to faculty and current students.

CCPA created several programs and links on its website to provide information to the Haverford community about alumni and build connections to our alumni. There is a 'Beyond Haverford' site which gives the breakdown of areas of employment for recent Haverford graduates, and there is the 'Fords on Friday' series where alumni and current students have the chance to talk about careers. There also is a LinkedIn group and a 'Quakers in Business Forum,' all designed to open lines of communication and provide updates between alumni, faculty, staff and students.

Because alumni form close relationships with faculty during their undergraduate careers, they often will reach out to faculty mentor(s) or a former professor to provide updates about professional studies or a new job. Thus, it is important for faculty to be familiar with the available alumni resources in order to direct current students to Haverford College alumni in professional fields of interest.

Two communications were sent to the faculty (see Appendix 2 and Appendix 3) one requesting colleagues forward alumni updates when they receive them and instructing them how to access alumni information. The second communication from Kelly Cleary, Director of CCPA, highlighted the resources available to faculty and current students on the CCPA website about career opportunities and alumni resources.

The second initiative focused on alumni profiles posted on academic department and program websites. Some departments have outdated information, and other departments have more current alumni profiles. It requires significant effort for individual departments to update their alumni pages, and Communications, CCPA and Institutional Advancement are partnering to create a more efficient strategy that can easily provide current information about alumni for academic pages.

6. Non-Discrimination Policies and Procedures (Year II)

Working Group: Martha Denney, Jesse Lytle, Fran Blase, Theresa Tensuan, Chris Chandler

Dr. Liliana Rodriguez, Associate Dean of Diversity at Swarthmore College was invited to give a workshop on diversity and hiring practices. She accepted the invitation and visited campus on October 20, 2014. Liliana discussed hiring practices and issues of diversity and inclusion, particularly in faculty searches. There were 12-15 faculty present along with a similar number of professional staff, and it was an extremely informative presentation. She raised interesting questions, had creative ideas, gave guidance about best practices, and fielded questions well. It was suggested that the College support this kind of workshop at the beginning of each academic year for chairs of search committees, particularly before tenure track searches gain momentum.

On Tuesday, November 4, 2014, James A. Keller of Saul Ewing, LLC gave a workshop at Haverford College on Sexual Misconduct on College Campuses. This was part of the RCM&D Education Seminar Series.

All college employees are required to attend Title IX/Violence Against Women Act (VAWA) training in May 2015 and renew this training on an annual basis. The college must also update its Faculty and Staff policies on sexual harassment. Finally, it was recommended that there should be sensitivity training for faculty and staff to provide them with a clear sense of appropriate behavior and language toward students and toward fellow employees.

7. Students' Disabilities (Year I)

Working Group: Fran Blase, Gabriela Moats, Martha Denney, Kelly Cleary, Gabriela Moats and Kelly Wilcox (in collaboration with Hiroyo Saito, Steve Fabiani, Sharon Strauss and Margaret Schaus)

The Office of Disabilities developed an excellent website with a number of links and resources for faculty and students. <http://www.haverford.edu/ods/>

The working group focused more broadly on the enhancement and improvement of the students' learning experience in the classroom. A series of workshops were organized in spring semester 2015 that focused on physical, behavioral and cultural challenges that undergraduate students face, but the meetings also emphasized ways to enhance the learning experience for all students.

The President's Office supported this workshop series by providing small stipends for faculty who attended, and the Office of Academic Resources and the Office of the Provost provided funding for speaker honoraria and food.

Four Access to Learning Workshops: Spring 2015

1. The first workshop was a half-day event held on **Friday, January 16, 2015 in Stokes Auditorium** (the Friday before second semester classes begin) from 9:30-1:30 pm. Dr. Rebecca Cory from the City University of Seattle, a noted expert on Universal Design and an editor of the book, *Universal Design of Higher Education: From Principles to Practice* was the guest speaker who has experience as a disability services provider, professor, and researcher.

Dr. Cory gave a presentation on Universal Design and had an interactive session with approximately 60 attendees from Haverford, Bryn Mawr, Swarthmore and Chestnut Hill Colleges in addition to Temple University. During lunch, the attendees broke into small working groups, and then the large group reconvened for a faculty panel which included John Dougherty (HC Computer Science), Heather Curl, (Bi-Co Education Program), Seth Gillihan (Visiting Faculty Member, HC Psychology), (David Lippel, HC Mathematics.)

2. The second workshop was held on **Monday, February 23 at 4:15 pm in the Faculty Dining Room** and Kelly Wilcox, Director of OAR and Assistant Dean, led the discussion about students with ADHD, and offered effective strategies and advice for helping the students achieve their academic potential in classes and laboratories.

3. The third workshop was held on **March 23rd 4-5:15 pm, in the Faculty Dining Room** and was led by Barbara Hall, Lecturer in Haverford's Writing Program and also Multilingual and Developmental Writing Specialist in the Writing Center, and collaborate Julianne Reynolds, Learning Instructor for International Students at the Weingarten

Learning Resources Center at the University of Pennsylvania. They discussed strategies for working with students who are non-native English speakers, often referred to as English Language Learners (ELL's).

4. The fourth and final workshop occurred on **Tuesday, April 14 in Hilles 109** the topic focused on Participation and Behavior Management in the College Classroom with a particular focus on how autism, anxiety and depression impact students' participation, behavior, and management of academic expectations in college. Dr. Leslie Rescorla, Professor of Psychology at Bryn Mawr College and Director of the Child Study Institute provided background information on the nature of these conditions, and discussed strategies for maintaining classroom expectations while accommodating different participation styles Her presentation was followed by a panel consisting of Disability Service providers, Deans, and Faculty from the TriCo campuses.

Feedback from faculty and support staff attendees was collected after each workshop and most responses were favorable, finding the information helpful and also offering constructive suggestions for future work. Appendix 4 is a copy of the questions sent to attendees.

It was recommended that some of the speakers should be re-invited to lead these workshops again and hopefully reach out to faculty who were unable to attend in the first iteration. It was also suggested that a student advisory group could be convened to talk about issues of learning differences in the classroom, and to brainstorm about events that can encourage more faculty and student interest in issues related to learning access.

8. Data Management Working Group (Year III)

Working Group: Cathy Fennell, Co-Chair, Spencer Golden, Co-Chair, Fran Blase, Franklyn Cantor, Steve Fabiani, James Keane, Jesse Lytle, Alex Norquist, Terry Snyder, Ellen Schultheis, Diane Wilder.

This is the third, and likely final year, of the Data Management Working Group (DMWG) of the Institutional Effectiveness Committee (IEC). The group was expanded to include a faculty member and a few additional staff members

The DMWG met eight times over the course of the year. Prior to the initial meeting, Cathy Fennell, Spencer Golden and Steve Fabiani met at the request of Fran Blase, IEC Chair, to confer about the IITS perspective on agenda for the DMWG. How could the DMWG be most helpful to IITS? Highlights of that interesting and involved conversation were brought to the first DMWG meeting where the group confirmed that our role this year should be more strategic than operational, and the topics on the agenda were identified. Initially four spring meetings were to be dedicated to data warehouse related topics. However, some attention was redirected to providing input into the Human Resource and Payroll system selection process, which is the most imminent data management task before us.

Over the past three years, the DMWG has contributed substantively to the College's progress on "recommendation 12" from the 2010 Middle States self-study. This recommendation pertains to facilitating data collection and improving information sharing. The group's accomplishments include:

2012-13

- the articulation of Data Management Principles
- the development of a Statement on Confidentiality
- support for an integrated records management system (led by the College Librarian)
- creation of mechanisms to involve users in our steps toward a data warehouse (including DMUG)

2013-14

- creation of an inventory of stand-alone databases (for integration into the data warehouse)
- fast-tracking of key data-sharing projects (e.g. integrated student on-boarding and new processes for student information integration into Raiser's Edge for outcomes tracking)
- referral of two areas of concern to the IT governance group:
 - 1) the need for an integrated HR/payroll/financial system
 - 2) the need for a system for collecting/reporting co-curricular activity data and mechanisms for the aggregate reporting thereof

2014-15

- review of and input on the Middle States Periodic Review Report draft response about our progress on "recommendation 12."
- input into the formulation of a governance process for IITS project prioritization (now approved by Senior Staff and the Property Committee of the Board)
- discussion of data security policies
- participation in and reflection on the options for a new HR/Payroll/finance system

Through all of these meetings, there was great value in the cross-functional perspectives and interactions of the group. During our final meeting, we discussed options for continuing these exchanges outside of the IEC structure. Two conclusions were reached:

A. IITS will diagram and notate an overarching IT governance structure, stewarded by IITS, which will include several bodies. Thus far, we have talked in terms of an IT Capital Governance Committee for large project evaluation and prioritization, a Strategic Data Management Council, and a potential IT Advisory body. The Strategic Data Management Council is the logical successor of the DMWG in which representatives of

all College Divisions work with IITS leadership including the IT Project Management Office to address data and technology issues that affect various constituencies. Some outcomes from the Council will likely end up as Project Proposals evaluated by the IT Capital Governance Committee. These components, and possibly another, together will enable more robust alignment between IITS and the Haverford community. The draft charges of some of these bodies are outlined below (and are still evolving):

1) IT Capital Governance Committee

Representatives of all College Divisions review and prioritize IT project proposals along with community feedback on those proposals and evaluate them based on alignment with institutional priorities, likely benefits to the community, and the human, capital and opportunity costs of the projects.

2) Data Management Council

This is the logical successor to the DMWG in which representatives of all College Divisions, work with IITS leadership and the Project Management Office to proactively and reactively address data and technology questions and issues that affect various constituencies of the Community. Some outcomes from the Council will likely end up as Project Proposals evaluated by the IT Capital Governance Working Group.

3) IT Advisory Group

Representing the community at large, this group provides ongoing input to the IITS leadership regarding alignment of IT operations, processes and practices with community needs.

B. Annually, IITS will host a meeting of the full DMUG to maintain contact, mark progress, and exchange ideas.

9. Risk Management for Travel (Year II)

Risk Management Council

Associate Provost (Fran Blase)

Dean of the College (Martha Denney)

Administrative VP (Mitch Wein)

Chief of Staff (Jesse Lytle)

The Council first developed a charge to clearly define its goals and activities.

CHARGE: *The Travel and Risk Management Council consists of the Vice President for Finance and Administration, Chief of Staff, Dean of the College, and Associate Provost for Curriculum (chair). The Council will also consult with faculty and staff who have expertise that could be valuable in establishing policies and reviewing activities, as well as confer with legal counsel as appropriate. The Council will carefully weigh risks and liabilities against the benefits and educational value of travel.*

The Council will maintain an inventory of sponsored off-campus experiences, examine and regularly review current practices, and make decisions regarding policies and procedures for employees and students who are traveling domestically or internationally for College business or College sponsored programs. In situations deemed of potentially high risk, the Council will participate in the approval process with relevant College personnel. The Council will be responsible for ensuring that these processes are clear, transparent, and widely circulated.

The Council will meet on a regular basis to discuss general issues of safety and best practices, and may ask the various sponsoring offices to provide additional information as well as recommend specific materials and guidebooks. The Council will ensure access to consistent forms, policies and information (insurance, medical, emergency contact, etc.) for all campus constituents.

The Council met to discuss international student internships, particularly to countries deemed high risk. Donna Mancini was brought in as a consultant for the Council's deliberations.

The Council also discussed college policies regarding faculty and student travel and the following memo was included in the April 16, 2015 faculty meeting materials.

Travel and the Risk Management Council

A Travel and Risk Management Council has been created to maintain an inventory of sponsored off-campus experiences, examine and regularly review current practices, and make decisions regarding policies and procedures for employees and students who are traveling domestically or internationally for College business or College sponsored programs. The Council members include the Vice President for Finance and Chief Administrative Officer (Mitch Wein), Chief of Staff (Jesse Lytle), Dean of the College (Martha Denney), and Associate Provost for Curriculum who serves as chair (Fran Blase). This group also consults with faculty and staff who have expertise that could be valuable in establishing policies and reviewing activities, and confers with legal counsel as appropriate. In travel situations deemed potentially high risk, the Council will participate in the approval process with relevant College personnel.

General Procedure:

Faculty members should consult the Travel Resources website:

<http://www.haverford.edu/travelresources/>

If faculty members are traveling internationally with students, they should contact Donna Mancini, Dean of Global Affairs, to notify her of the trip and follow the instructions on the travel resources website. If the destination is to a country on the State Department Travel Warning List or to a country deemed potentially high risk, the information will be forwarded to the Travel Council who will review the proposal in consultation with Donna Mancini and the faculty member, and carefully weigh risks and liabilities against the benefits and educational value of travel.

If faculty are traveling internationally without students to a country on the State Department Travel Warning List or to a country deemed potentially high risk, and the trip is supported by College funding, the Council will review the proposal and discuss the possible limitations to the

College's ability to support the faculty member in case of an emergency. In cases of external funding, faculty are strongly encouraged to purchase insurance for trips to countries on State Department warning or high risk. Donna can assist in identifying potential providers.

Future topics for the Travel Council:

- a. College policy regarding family members accompanying faculty and students on trips.
- b. Regularizing the use of the student medical information form to better inform faculty about the overall health of the individual students participating in the travel.
- c. Creating a registry of faculty, staff, student travel and coordinating all student travel in one centralized office.
- d. Developing and distributing policies and procedures; posting them on the Travel Resources website.
- e. Developing a handbook and training materials for group led trips. Faculty and staff attend workshops. Include Title IX/VAWA and sexual harassment refresher.
- f. Have all students traveling on college funds and their parents sign waivers.

10. Periodic Review Report (Year I)

Working Group: Cathy Fennell, Fran Blase, Jesse Lytle, Franklyn Cantor, Ellen Schultheis

The Middle States Periodic Review Report (PRR) is a 50-page document (not including appendices) due June 2015. The purpose of the report is to update the Middle States Commission on Higher Education about almost every aspect of the College's educational mission, including assessment of outcomes and financial health. The PRR also discusses progress made on the specific 21 recommendations that emerged from the 2010 Self-Study document.

The working group met regularly throughout the academic year to develop a plan for assembling the PRR, and the members of the group collected data, reached out to various constituents and offices for information and wrote sections of the report. A website was created to provide on-line access to the PRR and to allow for communication with the community. A draft was shared with Senior Staff and members of the Educational Policy Committee (EPC) in mid-March, 2015. Members of Senior Staff and Professor Philip Meneely, Chair of EPC, provided valuable feedback and their comments were incorporated. The document was edited, some sections re-written and the penultimate draft was shared with the Board of Managers, faculty and staff in mid-April. Community members offered insight and at the time of this report, the final draft is nearing completion.

11. IEC Website Redesign (Year I)

Working Group: Franklyn Cantor and Cathy Fennell (with David Moore, Sebastiana Skalisky and Jen O'Donnell in Communications)

The working group created a streamlined and easily navigable website for Assessment and IE activities which will serve as a resource for future IEC Committees, Middle States committees and College task forces and working groups.

http://www.haverford.edu/president/institutional_effectiveness/assessment.php