

ECC Self Study — TLDR

Below are issues and concerns that have emerged during the first two years of this committee. For a fuller picture, see the accompanying document, "ECC Self Study"

ECC Charge

1. Approval of changes to existing majors, minors, or concentrations:

ISSUES:

- When reviewing proposed changes to majors/minors/concentrations, ECC should consider the effects any change will have on enrollment imbalances/pressures, e.g., do the changes funnel students away from or towards courses in a way that would exacerbate enrollment issues?
- ECC should take seriously the effects that changes to majors/minors/concentrations would have on the liberal arts education at Haverford as articulated in the norms set out in the academic catalog.
- Since new faculty positions tend to have material impacts on the existing curriculum and the ability of existing majors/minors/concentrations to sustain their curriculum, ECC should be involved in discussions with SCPC when reviewing requests for new faculty. At the moment, there is no formal/explicit language to bring ECC into such discussions.
- In cases where a change to a faculty's position has material consequences on a department's, program's, or concentration's ability to sustain its curriculum (e.g., changes to a faculty's Memorandum of Understanding), ECC should be consulted about the effects those changes will have. In the cases where such revisions have consequences for staffing, ECC should partner with SCPC.
- ECC could be the committee to initiate and advance a college-wide discussion about the effectiveness of the distribution requirements in realizing the liberal arts education we claim to espouse (again, articulated in the academic handbook).
- ECC should create a clear set of guidelines that outline the various criteria the committee considers when reviewing proposed changes to majors/minors/concentrations.
- In some cases, we think these items could be added to the existing charge. In other cases, it might be sufficient to create and disseminate a working document detailing our procedures.

2. Addition of new courses and changes to existing courses:

ISSUES:

- ECC should create guidelines for setting course enrollment limits for the various course levels and types of courses. These would not be regulations, but rather a set of guidelines for faculty to consider when they propose courses.
- ECC should create guidelines for determining Domains. The proliferation of multiple domains has reduced the usefulness of the different categories. Again, these would not be a set of regulations but a set of principles that faculty consider when proposing courses.

3. Coordinating College-wide assessment:

ISSUES:

- ECC should work with the associate provost in reviewing the results of the various assessments.
- Drawing on conversations with chairs and coordinators, ECC should work with the associate provost to

think about how best to use these results.

- ECC should work with the associate provost to refine the assessment processes, e.g., timing, forms, feedback, etc.

4. Coordinating accreditation-related processes:

ISSUES: N/A

5. Drafting, revising and updating new policies:

ISSUES:

- It is important to make explicit ECC's role in creating new policies. In some cases, new policies will come from other committees/interested parties. In those cases, ECC has an important advisory role to play, but we need to make clear the nature of that role. What does it mean to consult, collaborate, or coordinate with ECC.
- In some cases, ECC might take the lead in bringing new/revised policies to the faculty. In other cases, ECC might be merely the mechanism by which those policies are proposed to the faculty. In both cases, it is important to demonstrate that ECC has played a role in the process.

6. Supporting and participating in the external reviews of departments and programs (initiated by the Provost's Office).

ISSUE:

- It is unclear what value ECC adds to this process. Particularly given all the other touchpoints external review committees have. Perhaps ECC does not need to participate in the external review process.

7. Coordinating with the Dean's Office on pre-major advising.

ISSUES:

- Similar to Issues under point 5 above: What "coordinating" means should be made clear. If the relationship is more than simply one notifying, ECC should determine ways to make clear the role it played.

8. Review of departments' and programs' Diversity, Equity, and Inclusion plans.

ISSUES: N/A

9. Interrelationships and cross-campus partnerships:

ISSUE:

- Ensure that ECC is actually involved in discussions between campuses that will affect the curriculum (e.g., discussions involving Bi-Co majors and programs as well as closely linked departments).

10. Intersection of educational policy with advising, athletics, and co-curricular activities:

ISSUES: N/A

11. Academic calendar and available teaching times.

ISSUES: N/A

12. Liaising with other offices.

ISSUES: N/A

ECC Self Study

Below are some issues and concerns that have emerged during the first two years of this committee. I have arranged them under that portion of the charge to which they apply. If we have not had the opportunity to implement or act on a particular part of the charge, we have made no comment (and have marked that by "ISSUES: N/A"). I am happy to provide context for any of the Issues.

ECC Charge

1. Approval of changes to existing majors, minors, or concentrations:

Specific details of major, minor, and concentration requirements are the responsibility of individual departments. Proposed changes submitted by departments and programs must not require additional staffing, and any proposed changes that may have such staffing implications should be referred to the SCPC by ECC for additional review to ensure that no additional staffing is required. Review and approval of proposed changes by the ECC is limited to concern with the extent of specialization that may be promoted by the number of courses that students are required to take in a department or program, the depth and breadth of the major, minor, or concentration curriculum, and the sustainability of the proposed changes. Changes are approved by the ECC Chair and brought to the full Committee where they are considered approved unless concerns are raised; these changes do not need to be approved by the full faculty.

ISSUES:

- When reviewing proposed changes to majors/minors/concentrations, ECC should consider the effects any change will have on enrollment imbalances/pressures, e.g., do the changes funnel students away from or towards courses in a way that would exacerbate enrollment issues?
- ECC should take seriously the effects that changes to majors/minors/concentrations would have on the liberal arts education at Haverford as articulated in the norms set out in the academic catalog.
- Since new faculty positions tend to have material impacts on the existing curriculum and the ability of existing majors/minors/concentrations to sustain their curriculum, ECC should be involved in discussions with SCPC when reviewing requests for new faculty. At the moment, there is no formal/explicit language to bring ECC into such discussions.
- In cases where a change to a faculty's position has material consequences on a department's, program's, or concentration's ability to sustain its curriculum (e.g., changes to a faculty's Memorandum of Understanding), ECC should be consulted about the effects those changes will have. In the cases where such revisions have consequences for staffing, ECC should partner with SCPC.
- ECC could be the committee to initiate and advance a college-wide discussion about the effectiveness of the distribution requirements in realizing the liberal arts education we claim to espouse (again, articulated in the academic handbook).
- ECC should create a clear set of guidelines that outline the various criteria the committee considers when reviewing proposed changes to majors/minors/concentrations.
- In some cases, we think these items could be added to the existing charge. In other cases, it might be sufficient to create and disseminate a working document detailing our procedures.

2. Addition of new courses and changes to existing courses:

Department chairs and program coordinators are responsible for submitting new courses and changes to existing courses to the ECC for committee approval. The Committee's responsibility is limited to the approval of the domain of a course, its level, its contribution to aspects of the general education requirements, and any cross-listing or other overlap with another department or program. Department chairs and program coordinators are responsible for approving all other new course information and changes to existing courses that do not warrant the proposal of a new course, such as course titles and descriptions. Choice of teaching methods, specific textbooks and course materials, assignments and assessment methods, laboratory work, and lecture topics are the responsibility of the faculty member in charge of the course. The Committee is responsible for developing structures, processes, and forms by which new courses are proposed and existing course modifications are made. This responsibility includes orienting new faculty to these procedures, related training for department chairs and program coordinators, and outreach and communication of these procedures to the full faculty. The ECC presents the list of approved courses to the faculty each semester to inform the faculty of changes to the curriculum. The Provost may approve temporary curricular changes or additions (for one year only) without prior discussion by the ECC. The need for these temporary changes may arise after ECC has met to formally consider curricular changes and may involve new interim appointments to the Faculty. The Provost is responsible for reporting these changes to ECC.

ISSUES:

- ECC should create guidelines for setting course enrollment limits for the various course levels and types of courses. These would not be regulations, but rather a set of guidelines for faculty to consider when they propose courses.
- ECC should create guidelines for determining Domains. The proliferation of multiple domains has reduced the usefulness of the different categories. Again, these would not be a set of regulations but a set of principles that faculty consider when proposing courses.

3. Coordinating College-wide assessment:

a. Coordinating annual assessment processes for curricular programs. ECC develops the format, timeline, and content of assessment procedures used for all curricular programs at the College.

b. Reviewing assessment data. ECC is responsible for reviewing curriculum-related assessment data submitted to the College (e.g., Departmental Assessment Plans). If, in the course of these duties, the ECC finds curriculum-related issues that should be addressed, the ECC is responsible for bringing these to the attention of the relevant faculty, departments, programs, and/or committee(s). The ECC should be especially attentive to passing curricular issues to the SCPC when relevant.

c. Revising assessment processes. If, in the course of its duties, ECC finds that a revision to assessment processes or procedures is necessary, ECC is charged with developing the new structures.

ISSUES:

- ECC should work with the associate provost in reviewing the results of the various assessments.
- Drawing on conversations with chairs and coordinators, ECC should work with the associate provost to think about how best to use these results.
- ECC should work with the associate provost to refine the assessment processes, e.g., timing, forms, feedback, etc.

4. Coordinating accreditation-related processes:

a. ECC is responsible for collaborating with the Associate Provost for Curricular Development, who leads the accreditation process, during any accreditation review or related activity.

b. ECC is responsible for collaborating with departments, programs, committees, and offices to gather information that is relevant to any accreditation review or related activity.

ISSUES: N/A

5. Drafting, revising and updating new policies:

a. ECC is responsible for reviewing, on an annual basis, the Academic Regulations and bringing to the faculty any changes for approval on the faculty floor.

b. ECC is responsible for supervising revisions and updates to the Course Catalog, in consultation with the Registrar's Office.

c. ECC is responsible for drafting, revising, and updating any other new academic policies pertaining to the existing curriculum as needs arise.

ISSUES:

- It is important to make explicit ECC's role in creating new policies. In some cases, new policies will come from other committees/interested parties. In those cases, ECC has an important advisory role to play, but we need to make clear the nature of that role. What does it mean to consult, collaborate, or coordinate with ECC.

- In some cases, ECC might take the lead in bringing new/revised policies to the faculty. In other cases, ECC might be merely the mechanism by which those policies are proposed to the faculty. In both cases, it is important to demonstrate that ECC has played a role in the process.

6. Supporting and participating in the external reviews of departments and programs (initiated by the Provost's Office).

a. Developing a multi-year calendar for external departmental and program reviews

ISSUE:

- It is unclear what value ECC adds to this process. Particularly given all the other touchpoints external review committees have. Perhaps ECC does not need to participate in the external review process.

7. Coordinating with the Dean's Office on pre-major advising.

This may include processes, training of advisors, advising documents, and requirements for students.

ISSUES:

- Similar to Issues under point 5 above: What "coordinating" means should be made clear. If the relationship is more than simply one notifying, ECC should determine ways to make clear the role it played.

8. Review of departments' and programs' Diversity, Equity, and Inclusion plans.

ISSUES: N/A

9. Interrelationships and cross-campus partnerships:

a. The Committee should concern itself with interrelationships among divisions, areas, departments, and/or courses. It should also pay attention to issues of educational cooperation, particularly with Bryn Mawr and Swarthmore Colleges. When considering curricular changes, the Committee should particularly take into account the offerings at Bryn Mawr College.

ISSUE:

- Ensure that ECC is actually involved in discussions between campuses that will affect the curriculum (e.g., discussions involving Bi-Co majors and programs as well as closely linked departments).

10. Intersection of educational policy with advising, athletics, and co-curricular activities:
- a. The Committee is responsible for educational policy as it relates to student advising, athletics, and other co-curricular activities.

ISSUES: N/A

11. Academic calendar and available teaching times.

The committee is encouraged to pay special attention to coordination with Bryn Mawr and Swarthmore Colleges and the impact on BiCo and TriCo departments and programs in considering the below changes.

- a. Although exact dates on the academic calendar are set by the College administration, major changes in the general calendar (e.g., the addition or removal of a mid-semester break or a change to the length of the semester) are the responsibility of the Committee and must be approved by the full faculty.

- b. Changes to the general structure of available teaching times, as described in Section V.A.1 of this faculty handbook, are the responsibility of the Committee and must be approved by the full faculty along with associated changes to that section.

ISSUES: N/A

12. Liaising with other offices.

The Committee maintains close liaison with the Head Librarian, the three Centers (HCAH, CPGC, KINSC), the director of College Writing, the Office of Academic Resources, the Provost's Office, and the Director of Athletics so they can take into account the implications of educational policy for their programs and so that ECC can advise on the educational impact of changes being considered in their programs.

ISSUES: N/A