

October 30, 2014

Dear colleague,

I write on behalf of the Educational Policy and Planning Committee to let you know about the committee's plans for 2014-15. This is the EPPC's third year of work. Its purpose is to coordinate curriculum across the Arts and Sciences, reporting regularly to the faculty about its work. At our faculty meeting on Monday, November 10, 12:00 – 2:00 p.m., in the Faculty Room in Low Library, the EPPC will lead a discussion of global course development (including that which is arising out of the Mellon grant) and of work on course evaluations. We invite you to join us.

Much of the work of the EPPC is done through its four subcommittees: on global education, instructional technology and course evaluations, learning outcomes, and curricular structure, as well as through a new working group on course numbering. A brief account of that work follows. A full list of subcommittee members can be found [here](#).

The **subcommittee on Global Education**, which doubles as the Faculty Advisory Committee for the Office of Global Programs, chaired by Professor Holger Klein, is spending the fall semester examining and crafting a recommendation for changes in the language requirement for undergraduate study abroad programs. In the spring, the subcommittee intends to examine how the Arts and Sciences might better support programs for graduate students abroad.

In the realm of global education, the EPPC has also sought to help coordinate the process of course development arising out of the Mellon grant. You may recall that departments were invited to submit proposals for assistant professor lines linked to courses to be offered abroad as part of the IBS process. In 2013-14, Music, EALAC, Art History and History were awarded such lines; in 2014-15, Anthropology, Italian, English, and Slavic received positions. Departments are thus developing courses; some, indeed, have already been offered. This fall, the EPPC and the OGP brought faculty developing such programs together for the first time to share experiences and to create a platform for the exchange of ideas and issues of common concern; we plan to continue that discussion with the full faculty at the meeting on November 10. We hope you will join us.

The **subcommittee on Course Evaluations and Instructional Technologies** was formed last spring, chaired by Professor Adam Kosto, to take up issues raised by the rapid development of instructional technologies and, in particular, to carry forward work on course evaluations begun by the Committee on Science Instruction and strongly supported by students. We hope that you replied to the recent survey sent out to gather information about faculty preferences with regard to evaluations. Professor Kosto will report briefly to the faculty on the results of this survey, and on the work of the committee, on November 10.

The **subcommittee on Learning Outcomes**, chaired by Professor Brent R. Stockwell, is responsible for working with Arts and Sciences departments to report on how we measure

learning outcomes for our reaccreditation by Middle States. Departments will need to submit materials describing specific learning outcomes for representative programs, such as an undergraduate major, and how we measure the extent to which students realize these outcomes; the EPPC hopes to provide templates and guidance to make this process productive and not burdensome. Moreover, we anticipate this will be a valuable intellectual exercise in defining the goals of our educational programs and how we measure their success; such introspection may lead to changes that benefit all members of our community. The subcommittee is working with Vice-Provost Melissa Begg, who will be coordinating our submission.

The **subcommittee on Curricular Structure** (formerly the working group on points), chaired by Susan Pedersen, is involved with two projects. First, it is working to implement the recommendations made last year to raise the point values of particular types of courses from three to four points. Department chairs, DUSs and DGSs will have received a letter about this, and an administrative group working with the subcommittee will follow up. Changes to individual courses may be made now, but we expect that substantive changes involving classes of courses will take effect in fall 2015. The EPPC has also constituted a Working Group on Course Numbering, which will craft a plan to systematize and rationalize course numbers across departments. We hope to bring a proposal about course numbering to the faculty by the spring.

These are the issues with which the EPPC is involved right now. We are, however, ready to take up issues of concern to the faculty and welcome your suggestions and comments about our work.

Yours sincerely,

Susan Pedersen
Professor of History
Chair, EPPC