EDUCATIONAL POLICY COMMITTEE MEETING

Friday, January 16, 2015

2:00-4:00 pm

Conference room, MCB 3-104

**Minneapolis Campus**

AGENDA

**Present: David Kirkpatrick, Michael Waltonen, Nikki Letawsky Shultz, Sandy Mand, Leslie Schiff, Lorene Lanier, Jane Glazebrook, Akila Pai, Alexandra Martin, Susan Wick, Jim Cotner, Paul Silicano, Deena Wasserman, Barbara Irish**

**Absent: Fumi Katagiri, Jane Phillips, Jean Underwood, Stephanie Wiesneski**

1. Approve minutes from December 19, 2014 meeting

* Committee has asked that notes from the last meeting be cleaned up. Will approve those minutes at the February meeting.

2. Old Business

 a. None pending

3. New Business

2:05P-2:20P
a. CBS RLT services overview (Mike Waltonen)

* See handout “Technology Project Awards”
* Financial and human resources from CBS-RLT will be available for faculty projects
* Contact CBS-RLT with rough ideas. They can then meet with you, then fill out and submit a funding request for you.
* Example: CBS-RLT reduced printing costs by giving students a $20/year credit for printing on their U-cards (as a response to student concerns).
* Example: Facilitated getting laptops for BioSci 6, and built up wireless in the space based on feedback.
* This will reduce the administrative/technological burden on faculty.
* Michael will create a listing of services/completed projects to fuel ideas for additional projects. Michael will share these with Sandy Mand for her class.
* Can be utilized for small or large projects. Very open-ended services provided.
* Students can also request this service through the Student Board. Mallory is developing a webform that will be used to send to CBS-RLT.

2:20P-2:45P

c. BTL’s role in meeting the University’s Grand Challenges initiative (Deena)

* BTL looking to develop Grand Challenges course, and recently met as a Dept to discuss at their retreat.
* Looking to connect across colleges.
* There will be a small amount of money from the University to support these courses.
* Provost is looking for 10 courses at the 3000-level
* Plans for the Grand Challenges courses are still being developed—important not to have firm plans in place for the course until the Provost’s office outlines the final expectations for these courses.
* Honors courses will be removed from Honors, offered to everyone, and will serve as seeds for some of the new GC courses.
* Courses will not likely need to be on the books for this fall.
* Grand Challenges currently defined are based on courses currently offered. Colleges will be able to choose their own challenges.
* The courses should also meet a theme.
* Could collaborate with CEHD.
* BTL will create course with lab component that incorporates Active Learning
* Budget model is not set yet.
* EPC should continue discussing ideas—these courses will likely be competitive.

*\* Note: All papers for directed research writing intensive will need to be in by April 24th—this will give the students 2 weeks to make corrections.*

2:45P-4P

b. Adding quantitative and elements and incorporating more evolution into the CBS curriculum (Jane G.)

* Evolution:
	+ Jane convened a small meeting to discuss how to increase evolution teaching in curriculum based on Jim Cotner’s feedback in EPC.
	+ Evolution is very basic knowledge for all CBS majors.
	+ Foundations is designed to get students thinking like scientists, and can act as a leveler. Leslie felt that this was too many credits to spend on process rather than retention.
	+ Would like to add an Ecology course at the 3000-level, but then would run out of room in programs for upper-level courses.
	+ Instead of requiring 1/3 EEB courses, could require 2/3 (currently, semester limitations & scheduling are the biggest factors in choosing EE or B courses)
	+ Could add modified evolution-only lecture courses that are required.
	+ Could offer more sections for the current evolution course (new hires could potentially odder additional sections)
	+ It may be time to look at the program as a whole (not separating upper and lower division)
	+ Could be important to remove some pre-health
	+ Could revise content of existing courses to include more evolution, but this may not be a coherent enough experience for students. Without a central emphasis, students may miss the importance.
	+ Ideally, there should be 24 upper-level credits offered. Currently EEB has only 13.
	+ Will need to see if there are redundancies in Foundations I and II. Could look at performance data and exit surveys.
	+ Action item: Will need to look at the Major structures to see what would need to be given up in the curriculum to add more evolution. Paul will bring to DUGS to look at programs to see what additional credits can be found. Nikki will send out curriculum spreadsheet for review to all committee members.
* Quantitation:
	+ Could add modules to courses, or modify current courses.
	+ No room in curriculum for additional courses.
	+ Suggested that we need to send out a survey to gauge what quantitative elements are currently already present in courses, and to gauge interest in creating additional content. There may not be an issue, but currently we don’t have the data.
	+ Should new quantitative faculty hires participate in teaching these elements?
	+ A budget model would need to be created if people were brought in to teach modules.
	+ Action item: Jane G. will create a survey to send to the DUGS (who can then send to faculty) to figure out what quantitative elements are currently already present in courses, and to gauge their interest in creating additional content.