

Educational Policy Committee (EPC)

November 4, 2009

Present: Dean Leslie Miller-Bernal, Associate Dean Speaker, Professors Amy Godert, C.J. Koepp, Ted Lossowski, Susan Tabrizi, and student representative Kelley O'Keefe.

The meeting was called to order at 9:05 am.

1. The minutes from October 28 2009 were discussed and approved with minor corrections.
2. The visiting position in psychology that will need to be filled for the fall of 2010 was discussed. Since this was a two-year position with one year left, and also since one member of the psychology department is now half psychology and half women's studies, the need for this position is evident. Due to this unusual circumstance it will not be necessary to review this position. The position would be advertised as a one year position with the possibility of extending it. We were concerned about continuity and the availability of hiring a good replacement but concluded that the current job market is in our favor. An advertisement will go out this week stating a date of December 1st to begin application reviews.
3. The committee next discussed the institutional goals and how to differentiate student and college goals. It was decided to have one list instead of two. What had been known as the institutional goals should now be academic goals that are academic and co-curricular goals. These goals should address the classroom, living on campus and express their interrelationship. The old institutional goals were broken down into buzzwords. From these, the committee discussed having both a written list of goals and also a graphic depiction of these goals. At this point the question was asked, what does a Wells student look like? In addition, what should our GenEd look like and should it be a reflection of who and what a Wells student looks like? From that information a diagram should be crafted that shows this relationship.
4. A suggestion for GenEd was examined that came from one individual on the subcommittee for distribution requirements in the four divisions. It was suggested that each division develop a divisional course that is team-taught and would explore how each individual discipline examines various issues in the world. Students would be able to take these four courses during their four years, one each year, continually benefiting from the on-going maturation that takes place the longer one is in school. Questions asked were how do we balance GenEd with the major, and should it be worked into the capstone?

The meeting adjourned at 10:25 am.

Respectfully submitted,

Theodore Lossowski