Education Committee Meeting Minutes
March 19, 2020

Attendance: Trish Elliott, Chris Gill, Sophie Godley, Mike LaValley, Nikki Longe, Chris Louis, Taylor Mahoney, Junenette Peters, Meera Ruparelia, Lisa Sullivan, Leslie Tellalian, Amanda Velez

1. Changing to pass/fail grading
   a. Many members feel as though it should stay as the same graded system to prevent significant changes and keep everything as normal as possible
   b. Students who may need to or are trying to raise their GPAs wouldn’t have the opportunity to do so if it changed to pass/fail grading

2. Conducting exams moving forward
   a. Live classroom exams
   b. Example: larger class administered a midterm via Blackboard that was timed and then had students turn on cameras for monitoring
   c. Open book exams
      i. Changing exams so that students will still be tested on theories and concepts learned in a different way while still showing they know the material
   d. Center for Teaching & Learning is offering resources for faculty who have questions about how to make changes needed

3. Leadership & Management update
   a. Last meeting update: determined what was working and what was not in courses, student feedback, structure providing outcomes or not
   b. New models have been considered
      i. Consensus seems to be to use a flipped classroom approach
         1. Students prepare before class with a case or activity
         2. First half the class: focused on conceptual issues and theories that students need to know
         3. Second half of the class: students learn from students
            a. Examples: 4 case studies for 4 groups, address questions within the case study, present to classmates and learn from one another
         4. General framework: learning on an individual, team, and organization level

4. Education innovation pilot award submission
   a. Pilot review criteria included in the agenda email
   b. Committee feedback
      i. Liked the proposal but don’t think it necessarily fits within the perimeters of the award criteria
         1. Doesn’t include a budget

5. Special topics course approval – Machine Learning
   a. Originally submitted as a Phase I in the fall
   b. Would be for Fall 2020
   c. Committee feedback
i. Class participation should be moved back to 10% or need justification as to why it is 15%

ii. Considering what the term machine learning signals to students: can all students understand and make that connection?

iii. Course description needs to be a little clearer about what skills will be developed so that those unfamiliar with what machine learning is can understand that too

iv. Making the syllabus a little less specific so that students who are unfamiliar with machine learning can actually understand the main points behind it

v. Will ask about pushing the course to Spring 2021 if she needs more time if there isn’t another GH option
   1. Consider her coverage
   2. She has a lot of time to figure out the specifics of the class but registration is in 2 weeks so the time period to market to students is much smaller

vi. Consider what level this course should be taught at
   1. High-level master’s/doctoral?
   2. If it’s being used as an introduction to machine learning, the target audience would be different

   d. Course was approved as a special topics course
      i. Advertising the course is going to be especially important since the name machine learning won’t be in the title (would be in the course description)
         1. Won’t be listed when students are paging through the classes

6. Phase II proposal – Essentials of Population Health Research
   a. Background
      i. Once students complete this, they go immediately into an “accelerated training”
         1. Essentially an intense session on SAS and R
      ii. Course is not about computing, but rather the background behind the computing
      iii. Must be completed over 7 weeks (why it appears that there are 7 class sessions) for international students to complete
      iv. Goal behind the course: take students through the whole arch of what a research project looks like
         1. Ultimate product: a research abstract
   b. Committee feedback
      i. Concerns about amount of material included
         1. Example: session 3 is essentially a full epidemiology class in 1 session
            a. Will run this by Megan for additional feedback
         2. Biostats portion is a lot for 2 weeks of instruction
         3. Overall the committee thinks there’s too much content
            a. Make it fewer topics with more practice
      ii. Session 7 isn’t necessary to include because students are taking a research-specific course outside of this
      iii. Consider adding an assessment to see if students can actually perform these skills
7. Course evaluation pilot – the following courses have not been confirmed for the Spring 2020 course evaluation pilot. Please confirm if these instructors in your department will be participating
   a. Almost all courses are confirmed except for the ones below
      i. BS860: Statistical Genetics II – Dupuis
         1. Mike will follow up
      ii. EH811: GIS for Public Health Data Analytics – Fabian
      iii. GH745: Monitoring and Evaluation of Global Health Programs – Halim
      iv. PH717: Quantitative Methods for Public Health – MacLeod
      v. PH719: Health Systems, Law, and Policy – Ulrich
         1. Chris will follow up
   b. Committee feedback
      i. Will hold off for this semester given the external events that have happened
      ii. Evaluations this semester will likely be focused on the move to remote instruction which wouldn’t provide too much useful feedback anyway

8. End of year award process
   a. Final list of nominations should be received on Friday
   b. Amanda will send out an email on Monday with all the nominations to review
      i. Return names for award winners by next Friday (3/27)
   c. Amanda will check in with Mary about seeing if this can be delayed or if we should proceed as planned