Meeting Minutes of October 10, 2014

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|  | Present | Absent | Excused |
| **Faculty** |  |  |  |
| Batcher, Doris | x |  |  |
| Black, Cheryl | x |  |  |
| Coman, Marius | x |  |  |
| Donaldson, Kurt | x |  |  |
| Furler, Robert | x |  |  |
| Hepner, Roy | x |  |  |
| Hermann, Henry | x |  |  |
| Hooks, Ed | x |  |  |
| Huang, Li | x |  |  |
| Israsena Na Ayudhya, Thep | x |  |  |
| Jester, Roz | x |  |  |
| Koepke, Jay |  | x |  |
| Liu, Qin |  | x |  |
| Manacheril, George | x |  |  |
| McDevit, Dan | x |  |  |
| McGarity, Lisa | x |  |  |
| McKenzie, Jonathan | x |  |  |
| O’Neal, Lyman |  | x |  |
| Russell, Micah | x |  |  |

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|  | Present | Absent | Excused |
| Ottman, Tina | x |  |  |
| Prabhu, Nimmy | x |  |  |
| Romeo, Peggy | x |  |  |
| Trevino, Marcela | x |  |  |
| Ulrich, Melanie |  |  | x |
| Vala, Teju | x |  |  |
| Verga, Vera | x |  |  |
| Wilcox, Bill | x |  |  |
| Witty, Mike | x |  |  |
| Wolfson, Jed | x |  |  |
| Xue, Di |  | x |  |
|  |  |  |  |
| **Adjunct Faculty** |  |  |  |
| Mary Shaw | x |  |  |
| Angeli Misra | x |  |  |
| Ann Mantell | x |  |  |
| Athens, Wendy | x |  |  |
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The meeting opened at 1:00 PM on Canvas Conference.

1. Minutes of September 12 meeting: The minutes were reviewed and adopted.

2. Sharing Teaching Strategies for Student Success: Dr. Bill Wilcox made a short presentation of his LOG project which makes use of in-class study groups to increase student participation. 5-15 minute lecture/discussion segments will alternate with 3-5 minute study group sessions.  Students in the study group session will work on a problem designed to reinforce the preceding lecture segment and/or set the stage for the coming segment.  Students will be asked to evaluate in-class study groups by comparing their learning on days when he uses in-class study groups with days when he does not. This has the advantage of involving the whole class actively in the process of learning and also to generate some energy by physical movement within the class. Marcela Trevino and Robert Furler reported that they do similar things in class with positive results. Dan McDevit uses clicker questions to spark small group discussions. Vera Verga said that students need to do work outside of class in order to make the group works meaningful. A concern that group work is more time consuming and might make it difficult to cover the syllabus content was expressed. Jed Wolfson expressed a similar concern. Henry Hermann suggested that although it may slow things down, it will help the students learn the material better.

3. New Courses/Change of Course update:

(i) PHY1020C Fundamentals of the Physical World – Sent to Curriculum Committee drop box for Jan 23 meeting.

(ii) BSC1050C to EVR1001C – Cheryl Black and Nimmy Prabhu will work on this. Lisa reminded that the Curriculum committee should have it for their January meeting in order that the course may be ready for the fall semester

(iii) PCB3063C – Prerequisite change - Sent to curriculum drop box for Jan 23 meeting.

4. Science General Education Offerings: The latest version of general education courses was discussed. Part A has 8 courses including PHY1020C and EVR1001C which are yet to be approved by the Curriculum Committee. Lisa asked if CHM2032/2032L and CHM2210/2210L could be added to the general education list. CHM2032/2032L is a general education course and is listed in part B. Since CHM2045/2045L and CHM2046/2046L, both general education courses, are prerequisites of CHM2210/2210L, this need not be designated as a general education course. Jon MacKenzie pointed out that BIO1051C is a 3 credit course, and this correction will be made. The same goes to BSC1050C.

5. Assessment Mission:

A Departmental Assessment Mission statement redrafted by Dr.Peggy Romeo was read and adopted with minor alterations as follows:

“**By creating a positive educational environment, the Science faculty at FSW helps students excel in interpreting the natural world, improving critical thinking and problem-solving skills, and developing essential content knowledge in order to better prepare them for a range of careers and further educational opportunities. Through continuous assessment and improvements of our courses, our faculty is devoted to maintaining a quality curriculum which reflects a high standard of learning**.”

A draft mission statement of the Assessment Committee was also read which emphasized the need for active participation of students, faculty and administrators individually and collectively for the success of the assessment process.

6. Course Level Assessment: George Manacheril shared a course Assessment Plan template and discussed the following guidelines for course level assessment.

* Most science courses have common finals in place. But it is not enough to have a common final. It is important to document the assessment results and the improvement actions taken.
* We should aim at having common finals for all science courses by spring 2015.
* Course supervisors to fill in the assessment plan and send to Peggy as soon as possible indicting their plans for the spring semester.
* Common finals to contain a minimum of 20 questions and they should address as uniformly as possible all the course outcomes listed in item IV of the syllabus. In the answer key for the final, each question to have a key word of the corresponding outcome and the outcome number. An example was shared to make this clear. This will help in analyzing the results linked to outcomes.
* A copy of the common final and the answer key to be sent to Peggy preferably before the end of the fall semester. These will be then sent to Crystal Revak, the Assessment Specialist.
* Crystal will send out scantron forms to individual faculty by mid semester with instructions on how to return them.
* Crystal Revak will send out scantron forms to those who teach BSC1010, ISC1001C, ISC1002C and PHY2048 by October 13 with instructions on how to return them.
* Peggy has received assessment plans for BSC1011 (Peggy), both ISC courses (George), CHM2210 (Thep), all physics courses (Marius) and BSC1005 (Mary) so far.

7. Text book issues/updates: Rozalind Jester has sent books for OCB1000C and OCE1001C to the library. Others are urged to find the possibility of doing the same. Wendy Athens suggested adding HSC1531 Medical Terminology to the list of courses that need books in the library.

8. Student Evaluation of Instruction (SEI): In continuation of the discussions on this topic in the September meeting, an email was sent out to faculty asking if they would like 3 additional questions specific to science be added to the SEI. Some replied yes with suggested questions, a total of 13 questions in all. The 13 questions were discussed, but there was little enthusiasm for any of them to be included in the SEI. Many expressed doubt about the value of having three additional questions. A vote was then taken on whether we need 3 additional questions. By a vote of 10 to 8 with 7 abstaining, it was decided that we do not need three additional questions. This decision was communicated to the VPAA.

9. Meeting time and format: There was general consensus that the format of the meeting can be improved if everyone has access to the use of a microphone and updated computers. It was suggested that we explore with Theo the possibility of buying web cams for all full time faculty.

10. Syllabus issues: To address issues discussed in the meeting of the Department Chairs with the VPAA and those that arose from reviewing the fall syllabi, the following suggestions were made:

(i) The grading policy to contain breakdown of points for the various components of grading like assignments, homework, labs, projects, class participation, tests, quizzes etc. A sample for this was shared.

(ii) The text book listed in the syllabus to be the current one.

(iii) At least a weekly breakdown of schedule showing topics covered, assignments set and test details with tentative dates be given in section XI.

11. An excuse policy for students who are on college sponsored assignment: With the advent of training schedules for sports events, study abroad programs and other curricular and extracurricular activities in the horizon, we are likely to encounter genuine requests for accommodation to enable students to participate in these events. It was suggested that we should make efforts to understand these needs and work with those affected in such a way that their academic work will not suffer unduly.

12. George Manacheril presented a follow up of Randall Monroe’s “What if” using the following examples from a review of his work in the Wall Street Journal.

(i)What would happen if you try to build a physical model of the periodic table of elements, in which each element is represented by an actual brick of the substance in question?

(ii) What would happen if all of the DNA of a person suddenly disappeared?

(iii)

