Meeting Minutes of September 11, 2015

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| --- | --- | --- | --- |
|  | Present | Absent | Excused |
| **Faculty** |  |  |  |
| Batcher, Doris | x |  |  |
| Black, Cheryl |  |  | x |
| Coman, Marius | x |  |  |
| Donaldson, Kurt |  | x |  |
| Furler, Robert | x |  |  |
| Gaidos, Gabriel | x |  |  |
| Hepner, Roy | x |  |  |
| Hermann, Henry |  | x |  |
| Hooks, Ed | 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 |  |  |
| Paudel, Yadab | 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** |  |  |  |
| Hermann,Lisa | x |  |  |
| Jensen Susan | x |  |  |
| Mantell Ann | x |  |  |
| Mary Shaw | x |  |  |
|  |  |  |  |
| Dean  Martin McClinton | x |  |  |
|  |  |  |  |

The meeting started at 1:00 PM by remembering the victims of 9/11 fourteen years ago.

1. Minutes of August 18, 2015 meeting was adopted.
2. In the segment on strategies for student success, Prof. Manacheril discussed briefly the concept of mindfulness that deals with simple techniques to teach students to concentrate on the activities in the class room. He also talked about the importance of breaking the uninterrupted lecturing using active learning techniques to help students sustain their interest and concentration. A meta-analysis of 225 studies that compare STEM classes taught using various active learning approaches with classes taught by lecturing only, published in the June-July edition of the Teaching Professor Newsletter, was presented as evidence for the success of active learning methods compared to lecturing only method.
3. Text book issues: In order to make sure that the text books that are adopted are the ones the bookstore provides, it is important that the syllabus contains the adopted textbook details and nothing else.
4. The library has requested that we obtain extra copies of text books to be kept in the library for student use. Course supervisors, if you haven’t done so, please work with the book representatives to obtain these extra copies for the library.
5. Dr. Rozalind Jester is a member of the Library Advisory Committee and the Honors Advisory Council. She provided the following updates on the working of these two committees that are of interest to science faculty.
6. The staff and faculty have undergone reorganization over the last year to move from a “campus” focus to the “school” model. The new organizational chart can be found here:  <http://www.fsw.edu/assets/pdf/library/Organizational-Chart.pdf>
7. The librarians want to remind faculty that they are available to provide research instruction for your classes, and they can tailor it to specific projects or assignments you require. They can visit your classroom or you can schedule a time in the computer lab.
8. The library welcomes your input on materials in the collection. If you have suggestions you may contact Cindy Campbell.

iv. The physical collection is currently undergoing a major “weeding” in order to create much needed space. This process takes into consideration the current relevancy of the content, their physical condition, and removing out-of-date materials. Some faculty have expressed concern. The librarians want to ensure faculty that they are using strict criteria in this process. The goal is to consolidate the collection so that it is current and relevant to students and faculty.

b.      Honors Scholar Program updates/reminders

i. The HSP encourages interested faculty to apply to become honors faculty.  Please contact the program coordinator, Wendy Chase ([wchase@fsw.edu](mailto:wchase@fsw.edu)) for an application.

ii. The Spring 2016 honors courses have been scheduled. Currently there are a limited number of science honors courses we can offer (2-3 per semester) due to enrollment challenges. As of Fall 2015 there are ca. 100 students enrolled in the HSP. The goal is to double that in the next 1-2 years.

1. Given the small number of classes we are able to offer now, the Honors Advisory Council encourages honors faculty to contribute by participating in other types of HSP events (e.g. give a scholarly lecture, offer a workshop, mentor a thesis project). As the program grows we anticipate a need for more honors faculty to teach more honors courses, but until then we ask honors faculty to communicate with each other in order to share the privilege of teaching honors courses.
2. Biology courses and prerequisites: Dr. McClinton has been engaging the Biology faculty in discussions regarding offering BSC 1085C, BSC 1086C and MCB 2000C. Also discussions are ongoing to remove the prerequisite of BSC 1010/1010L from HUN 1201. We need to act on these this semester so that the Curriculum Committee can act on them in their February meeting for these courses to be available for fall 2016 offering.

The existing courses BSC 1093C, BSC 1094C and MCB 2010C will continue to be offered for science and education majors.

1. Assessment updates: Course supervisors of those courses that had common finals Fall 2014 and Spring 2015 were reminded to forward their course improvement plans to Dr. Marius Coman, the assessment coordinator for the department. Common finals for other courses that need updating learning outcomes, can be done after the learning outcomes are finalized. It was suggested that the final should ideally contain 2 to 3 questions per leaning outcome. We will aim to complete this task by the end of the Fall semester.
2. General education competencies and section IV of the syllabus:

The 8 new general education competencies were reviewed. Dr.Lisa McGarity, a member of the General Education Ad Hoc committee, suggested that science courses require only the primary competency, and all course learning outcomes supporting it. According to the time line suggested by the committee, the process of revising section IV of the syllabus by faculty and forwarding it to the Curriculum committee is not due until Fall 2016. The curriculum committee will consider these changes for approval in Spring 2017. Once the learning outcomes are finalized, choosing a general education competency and tying it to the learning outcomes may be a simple process, and we can work on it along with completing the learning outcomes.

The meeting concluded at 1:52 PM.