Meeting Minutes of November 13, 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** |  |  |  |
| Susan Jensen | x |  |  |
| Sarah Dilling | x |  |  |
| Lisa Hermann | x |  |  |
| Anjali Misra | x |  |  |
| Mary Shaw | x |  |  |
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The meeting started at 1:00 pm on Canvas Conference.

1. Minutes of October meeting:

The change suggested by Marcela Trevino was made. A motion to adopt the minutes was moved by Jonathan and seconded by Rozalind. The minutes were adopted.

1. ARC Grants:

The first recipients of ARC research grants were congratulated. 7 out of 8 awards this time are from science department.

1. Faculty concerns on BSC 1010 prerequisite removal:

Martin addressed the Biology faculty concern regarding faculty load as a result of the removal of BSC 1010 prerequisite from A&P, microbiology and nutrition courses. Although we could expect a significant fall in the number of BSC 1010 and lab sections offered, it is likely that we could run a good number of these sections. While overload and adjunct teaching may be affected, Martin will explore the possibility of credentialing Biology faculty to teach other courses such as nutrition and environmental science. Also we expect an increase in the number of sections for BSC 1005C. He then talked about the potential of offering an AS degree program in Chemical Technology and associated College Credit Certificate in scientific workplace preparation. This may be a pathway for AA degree holders coming back to college to complete their prerequisite courses to move on to engineering, pharmacy, medical school or other science degree programs. Melanie asked what the requirements are for teaching nutrition. According to credentialing manual, it requires masters in nutrition or related area. Martin will explore if some of the biology and biochemistry graduate courses can be considered related areas. Lisa asked about the job prospects for AS degree in Chemical Technology. Even though we have no data on it at present for SWF, this program prepares students with microbiological and chemistry skills that some of the local companies would need. We need to explore this before embarking on the AS program. Marcela asked if we could consider offering an Ecotourism program. Peggy said that such a program was developed some years ago and the details might be hiding somewhere in the Dean’s office. Martin will discuss this with Marcela and Peggy and explore the possibility of running such a program.

1. SLS 1515 for Health Professions:

In order to address the problem of student preparedness in the light of Biology prerequisite removal from A&P, Microbiology and Nutrition courses, Tina has been initiating a discussion with Dr. DeLuca and the SLS personnel to have special health professions focused SLS sections. According to Dr. DeLuca, the Biology teachers can use whichever scientific content, activities and experiences they deem appropriate to facilitate the SLS student learning outcomes. She suggested that a meeting of interested Biology faculty be arranged with SLS faculty representatives to work out the details. Bill Wilcox, Marcela Trevino, Melanie Ulrich, Lisa Hermann and Angeli Misra volunteered to work with Tina on this. George will work with Dr.DeLuca and Tina for an initial meeting.

1. Updates on new courses and change of course proposals

Change of course proposal for HUN 1201 was approved by the curriculum committee in their November meeting. New course proposals for BSC 1085C, BSC 1086C and a change of course proposal for MCB 2010C have been forwarded to the curriculum committee for their December meeting. Also a new course proposal for ESC 1001C Introduction to Earth Science is made by Jonathan McKenzie, and this will be sent to the curriculum committee for the February meeting.

1. Assessment updates and Compliance Assist requirements
2. Gen Ed Assessment Participation:

There are seven submissions for Gen Ed Assessment from the science department.

1. Course level assessment Update:

The Assessment Office will be doing the analysis on the common final for BSC 1010, BSC 1011, BSC 1050C, BSC 1051C, BSC 1093C, BSC 1094C, ISC 1001C, ISC 1002C and PHY 2048 this Fall. All science courses will be assessed using common final starting Fall 2016. A question was asked to clarify the purpose of the common final.

Common finals basically serve two purposes, one is to ensure that learning outcomes are covered consistently across all sections, and the second is to identify areas that need improvement. The  improvement measures can be for the whole course in terms of improved class activities for interactive learning, change of course materials, change of assessment strategies or anything else that might have an impact on student success. Or it can be specifically to improve certain learning outcomes. The common final results can lead to the formulation of LOG statement and that can become the focus of the improvement plan for the Fall term. Implementation of the plan in the Fall term leads to the next cycle of assessment and improvement plan.

Different types of analysis formats provided by the Assessment Office were discussed. These analyses are very useful and we should be able to use them to answer questions related to course objectives and learning outcomes. We are expected to set goals and objectives for the improvement of each course and document them in the college’s Compliance Assist platform comprising of the following:

1. Assessment goals
2. How were the results from the prior year used to develop this goal?
3. The assessment method
4. The results and analysis
5. Using the analysis results

In order to assist the Department Assessment Coordinator to do this successfully, course supervisors are encouraged to meet with the faculty teaching the course in the spring semester, study the assessment analysis results and suggest ways to improve student performance in terms of learning outcomes and in relation to the goals originally set. Each faculty then make up a plan for the next academic year and can become the core of the LOG proposal that we are all expected to do each year. Ideally an improvement plan should be available for each course by the end of the spring semester. Course assessment is an ongoing process. The results from the previous year are used to make changes/improvements on the course and the cycle of assessment continues.

Several concerns were raised on the lack of seriousness some faculty attach to common final. Some use it as homework assignment while some others simply use it as extra credit. It was generally felt that in order to get students buy into the assessment concept successfully, faculty need to give the seriousness it deserves and that we need a department policy on how the common final score gets factored into the student grade.

1. Adjunct Mentoring

This program has been successfully implemented for the past two years. Adjunct Faculty Mentors (AFM) are assigned to all first-time adjuncts and adjuncts who are scheduled for portfolio. Mentors have been assigned to all adjuncts scheduled for portfolio in the 2015-16 year and also new adjuncts who will be teaching in the Spring 2016 semester. Lisa volunteered to mentor the new Chemistry adjunct on the Collier Campus. In addition to helping the adjuncts to get started, mentors are expected to do a class visitation either in the Fall or Spring semester and complete an observation form that goes into the adjunct portfolio. A full time faculty mentor will receive $150 for an adjunct and $200 for a DE instructor. This is an opportunity for college service and all full time faculty are encouraged to participate in the mentoring program. A full time faculty is allowed to have up to 5 adjunct mentees.

The following full time faculty have volunteered for adjunct mentoring:

1. Joanne Avila HUN 1201 William Wilcox

2. Katherine Cummings BSC 1010 Vera Verga

3. Ruth Davies HUN 1201 Christina Ottman

4. Rebecca Chifanzwa BSC 1010L Teju Vala

5. Ann Mantell BSC 1010/L Cheryl Black 6. Frederick Posey BSC 1010/L Cheryl Black

7. Shreelal Shindore BSC 1093C Teju Vala

8. Michael Sauer BSC 1051C Jonathan McKenzie - done

9. Christopher Norris CHM 2046 Qin Liu

10. Blake Schmidt ISC 1001C George Manacheril

New Adjuncts:

1. Dr. Krickle Chemistry Qin Liu

Contact: [krickle@egr.uri.edu](mailto:krickle@egr.uri.edu)

2. Dr. Vincent Lumetta Biology Michael Witty

contact: [vjlu50@hotmail.com](mailto:vjlu50@hotmail.com)

3 Dr. Roxanna Bradway Nutrition Gabriel Gaidos

contact: [RoxannaMB@LeeSchools.net](mailto:RoxannaMB@LeeSchools.net)

4. Dr. Ralph Laudan Biology Teju Vala

contact: [ralphlaudan@gmail.com](mailto:ralphlaudan@gmail.com)

14. New Chemistry Adjunct, Collier Lisa McGarity

In the absence of any other business, the meeting closed at 2:04 PM.