

**SCIENCE DEPARTMENT MEETING MINUTES\***

*FRIDAY, FEBRUARY 8, 2019*

*Location: Online (SCOPE) Discipline Groups*

***A&P/HSC Discipline Group***

FACULTY	PRESENT	ABSENT	EXCUSED
Fay, Erik	X		
Hepner, Roy	X		
Hermann, Henry	X		
Hooks, Ed	X		
Koepke, Jay	X		
McCombs, Glenn	X		
Mera, Leonel	X		
Samaliazad, Esmaeel	X		
Handte, Gordon	X		
Vala, Teju	X		
Wolfson, Jed	X		

ADJUNCT FACULTY

***BIO/MICRO/NUTRITION Discipline Group***

FACULTY	PRESENT	ABSENT	EXCUSED
Cameron, Angus	X		
Donini, Jordan			X
Gaidos, Gabriel	X		
Hermann, Lisa	X		
Ottman, Tina			X
Romeo, Peggy	X		
Slisher, Jessica	X		
Trevino, Marcela	X		
Ulrich, Melanie	X		
Verga, Vera	X		
Witty, Mike	X		

ADJUNCT FACULTY

Ann Mantell	X		
Nina Infantado	X		
Judy Robinson	X		
Helen Kashleva	X		
Sandra Tirado Dela Espriella	X		

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***CHEMISTRY Discipline Group***

FACULTY ( <i>Chemistry</i> )	PRESENT	ABSENT	EXCUSED
Hilton, Kim			
Liu, Qin			
McGarity, Lisa			
Page, Rebecca			
Pasishnyk, Serhiy			
Xue, Di			

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***ENVIRONMENTAL/OCEAN/EARTH SCI/GEO Discipline Group***

FACULTY	PRESENT	ABSENT	EXCUSED
Cameron, Angus	x		
McKenzie, Jonathan	x		
Porter, Emily	x		
Sauer, Mike	x		
Jordan Donini			x

ADJUNCT FACULTY

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***PHYSICS/ASTRONOMY Discipline Group***

FACULTY ( <i>Phys/Astronomy</i> )	PRESENT	ABSENT	EXCUSED
Coman, Marius	x		
Manacheril, George	x		
Paudel, Yadab	x		

<i><b>Discussions</b></i>		
<i><b>No.</b></i>	<i><b>Topic</b></i>	<i><b>Highlights</b></i>
<b>1.</b>	<i><b>Break-outs into Discipline Meetings</b></i>	<p>For the <b>February 8<sup>th</sup></b> meeting, disciplines within our department met separately to discuss textbooks. Each discipline group met via group conference in SCOPE. Minutes for each group were submitted to Peggy Romeo for compilation into a single document to be uploaded onto the Document Manager.</p> <p>The minutes for each of the five discipline-group minutes are itemized in the following table.</p>
<b>2.</b>	<i><b>Next Meeting</b></i>	<p>The next meeting, scheduled for <b>March 15<sup>th</sup>, @ 9:00 – 11:00</b>, will again be limited to the discipline-specific groups. All groups will conduct their meeting using the Blue Button of SCOPE.</p>

## Discipline Group Discussions

No.	Group	Highlights
1.	<b>Physics/Astronomy</b> Meeting was facilitated and minutes were prepared by <i>Marius Coman</i>	<ol style="list-style-type: none"> <li>1. For the physics and ISC/science courses the common finals do address the SPAS' MISSION statement regarding preparing students to develop strong intellectual and practical skills in math and science;               <ul style="list-style-type: none"> <li>○ And as part of the SPAS school we strive to providing the highest quality academic learning opportunities for students in the areas of physics and sciences.</li> <li>○ Faculty decided no parts of the SPAS mission need any revisions.</li> </ul> </li> <li>2. Marius will compile the labs uploaded by Yadab, George and Luminita and by the end of February will upload them for reviewing.</li> <li>3. The labs will be used for the Summer 2019, Fall 2019 semester and on; No lab manual will be required anymore.</li> <li>4. We have also discussed whether to administer the common final exam for PHY2048 in both semesters, Spring and Fall. We currently administer PHY2048 common final exam in the Fall semesters and the PHY2049 common final exams in the Spring semesters.               <ul style="list-style-type: none"> <li>○ We will continue assessing PHY2048 in the Fall semesters only and PHY2049 in the Spring.</li> <li>○ Since in the Spring only 2 professors out of 4 might teach PHY2048 all were in favor to administer it in the Fall only. The reason is that the objective for administering a common final exam is to ensure consistency across campuses. Same applies for the PHY2049 common final; it will be administered in the Spring semesters only.</li> </ul> </li> <li>5. Marius will send a final exam to be reviewed and implemented as the assessment tool for PHY1007C - final exam as common assessment tool;</li> <li>6. PHY1020C: George will send a final exam that will be reviewed and eventually used as the common assessment tool.</li> <li>7. Faculty revisited the idea of adding a 2nd competency to the syllabi: 2 Faculty - out of 3- considered the best match would be: Think critically about questions to yield meaning and value.</li> <li>8. Luminita sent a final exam that will be used as a common assessment tool for AST2002C; Starting semester will be decided.</li> </ol>

**Discipline Group Discussions**

No.	Group	Highlights
2.	<p><b>Biology/Micro/Nutrition</b> Meeting was facilitated and minutes were prepared by <i>Melanie Ulrich</i></p>	<p><b>Topic 1 – Develop COMMON ASSESSMENT TOOL for any course without one</b></p> <ul style="list-style-type: none"> <li>• Complete:               <ul style="list-style-type: none"> <li>○ BSC 1010</li> <li>○ BSC 1011 – is working on more updates</li> <li>○ MCB 2010C – will address the need for detailed learning outcomes and then increase the number of questions from 30 to 50</li> </ul> </li> <li>• Needs one:               <ul style="list-style-type: none"> <li>○ BSC 1005 – goal is for use in Fall 2019 to reflect the new learning outcomes that were submitted to the Curriculum Committee for approval</li> <li>○ HUN 1201 – detailed learning outcomes will be completed first for Fall 2019, then the common assessment will be developed</li> </ul> </li> </ul> <p><b>Topic 2 – Finalize GOALS or ACTIONS (set during September 2018 meeting) &amp; set action plan for follow-up based on goals (if didn't set goals, set goals now and then create action plan):</b></p> <ul style="list-style-type: none"> <li>• Each group (BSC 1005, BSC 1010, BSC 1011, HUN 1201 and MCB 2010C) will upload to files how they are accomplishing their goals for the next meeting</li> </ul> <p><b>NOTE:</b> The following string occurred during the above discussion:  <b>Helena Kashleva:</b> It looks like with the new proctoring system, Proctorio, tests in online courses are not secure.  <b>Helena Kashleva:</b> I used Proctorio in the fall  <b>Dr. Vera Verga:</b> Online should be secure if you use Proctorio correctly  <b>Dr. Vera Verga:</b> I have felt comfortable with my courses  <b>Gabriel Gaidos:</b> Proctorio is secure  <b>Jessica Slisher:</b> I have been using it with no issues on security.  <b>Dr. Vera Verga:</b> You have to have the exam securely set up  <b>Helena Kashleva:</b> There is no way to stop students from taking notes or even pictures. Proctorio does not do it  <b>Dr. Vera Verga:</b> and then they cannot do anything but your exam  <b>Dr. Vera Verga:</b> It does if you monitor eye movements etc. room scans  <b>Jessica Slisher:</b> I recommend contacting IT to explain the situation and set up the Proctorio!  <b>Gabriel Gaidos:</b> Proctorio records and flags behaviors  <b>Helena Kashleva:</b> Proctorio does not flag those things  <b>Helena Kashleva:</b> It flags only face and eye movements and sound  <b>Gabriel Gaidos:</b> It does flag. It has a menu of flags, that need to be set up.  <b>Helena Kashleva:</b> And you have to adjust the settings so not everybody is flagged  <b>Dr. Vera Verga:</b> Helena I can talk to you personally and explain how I use it  <b>Helena Kashleva:</b> I saw students doing things that breach test security - while the Proctorio settings were the strictest  <b>Helena Kashleva:</b> OK, Vera  <b>Dr. Vera Verga:</b> then those students need to get zeroes</p>

	<p><b>Jessica Slisher:</b> and be reported</p> <p><b>Helena Kashleva:</b> You cannot view the whole recording for everybody</p> <p><b>Dr. Vera Verga:</b> you can and you should</p> <p><b>Helena Kashleva:</b> It takes hours, even days</p> <p><b>Dr. Vera Verga:</b> fast forward</p> <p><b>Helena Kashleva:</b> You can only review flags</p> <p><b>Dr. Vera Verga:</b> no you get the whole test</p> <p><b>Helena Kashleva:</b> And even that takes a lot of time. Other people who teach online actually complained about it</p> <p><b>Dr. Vera Verga:</b> I would also talk to the folks who don't complain and are successful</p> <p><b>Topic 3 – Identify and record in minutes activities that address SPAS MISSION – Be specific for which part of mission your activities address; Be specific for how your activities address; Be specific of part of mission we may need to change</b></p> <ul style="list-style-type: none"> <li>• <b>Angus Cameron</b> <ul style="list-style-type: none"> <li>○ I would say that graphing, and quantifying accuracy and precision are evidence of developing strong practical skills in math and science.</li> <li>○ For those of us who use group work, or have students giving presentations, that should fit learning workplace skills.</li> </ul> </li> <li>• <b>Gabriel Gaidos</b> – We do some research. What part: apply knowledge in real world setting; How part: active involvement</li> <li>• <b>Dr. Vera Verga</b> <ul style="list-style-type: none"> <li>○ Micro prepares students for the real world by teaching them about unseen world and how it is affecting them every day and their future careers such as nursing, etc.</li> <li>○ Biology equals LIFE so we cover it all if you are living you are using biology nutrition micro</li> <li>○ Rewarding careers are all of the programs we send them to at FSW like nursing, etc.</li> <li>○ Vision also is keeping the rigor of the courses at a good level</li> <li>○ Serving community too... our Biology club does that</li> </ul> </li> <li>• <b>Lisa Hermann</b> – Our emphasis for sustainability in BSC1005 and BSC1011 meet the civic issues and the social responsibility</li> <li>• <b>Judy Robinson</b> – I use current events mixed in with that days lesson or chapter</li> <li>• <b>Sandra Tirado Dela Espriella</b> <ul style="list-style-type: none"> <li>○ Mission: I know something that capture my attention.... having some many students from overseas in my class... "involved in our democracy"... seems something we need to revise as some students study and then travel.... don't stay in the US...just a thought...</li> <li>○ Marcela Trevino – Yes Sandra, maybe replace with "involved in a democratic society"?</li> </ul> </li> <li>• <b>Jessica Slisher</b> – Expand their educational opportunities... could be the student assistants for lab and research.</li> <li>• <b>Marcela Trevino</b></li> </ul>
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		<ul style="list-style-type: none"> <li>○ Provides the knowledge foundation for understanding biological processes at the molecular level</li> <li>○ <b>Angus Cameron</b> – Great point. Can we add "molecular and cellular" to that Marcela?</li> <li>● <b>Nina Infantado</b> <ul style="list-style-type: none"> <li>○ For 1010L, my students develop strong intellectual and practical skills when I teach them to use a variety of tools to create tables, graphs, calculations (by hand, Microsoft Excel or Google Sheets); they also learn to analyze their collected data using our Lab Manual Worksheets and for my finals, I ask them to use Collaboration on Canvas to create a group lab report and present in front of class.</li> <li>○ Marcela Trevino – Yes Nina, use of digital tools for data processing and sharing...?</li> <li>○ Nina Infantado – Yes. I use Collaboration tab on Canvas so I can keep track of each group work and submission - Dr. Trevino</li> <li>○ For skills in real-world setting, I highlight the importance of lab safety at the beginning by making it part of my lab participation grade, then the students are required to set up of their labs and clean up after themselves so they start developing good work etiquette, especially for lab.</li> </ul> </li> </ul> <p><b>Topic 4 – One Book/One College (Biology/Micro/Nutrition Discipline Group only) – overbooked so postponed until March</b></p> <p>Next meeting will be <b>March 15, 2019 from 9:00 am – 11:00 am</b> an include a discussion of assessment (Fall 2018) results and One Book/One College (potentially)</p> <p>Meeting ended at 1:56 PM</p>
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<i>Discipline Group Discussions</i>		
<i>No.</i>	<i>Group</i>	<i>Highlights</i>
3.	<p><b>Environ/Ocean/Earth Science/Geology</b></p> <p>Meeting was facilitated, and minutes were prepared by <i>Jon McKenzie</i></p>	<p><b>Goals/Actions/Course Assessment Tool:</b></p> <ul style="list-style-type: none"> <li>Goals/Actions in September 2018 were to create course assessments for each of our courses. Jon presented course assessment created for EVR 1001C. Encouraged feedback and assigned each course supervisor to create a draft assessment for their course by next meeting</li> <li>Mike: OCE/OCB</li> <li>Emily: BSC1051C Update</li> <li>Jon: ESC</li> </ul> <p><b>Mission</b></p> <ul style="list-style-type: none"> <li>Discussed mission, seems very long and complex. Could be simplified.</li> <li>In our classes it was decided that through our lectures/presentations we address the section of the mission statement that mentions “preparing students to develop strong intellectual and practical skills”</li> <li>We also agreed that by including student lead presentations in our courses we are “helping them acquire transferable and lifelong learning and workplace skills.”</li> </ul> <p><b>Other Business</b></p> <ul style="list-style-type: none"> <li>Jon finished the draft of the EVR lab manual and sent it out to all instructors for feedback.</li> </ul>

<i>Discipline Group Discussions</i>		
<i>No.</i>	<i>Group</i>	<i>Highlights</i>
4.	<b>Chemistry</b>	No minutes were submitted.



## Discipline Group Discussions

No.	Group	Highlights
5.	<b>A&amp;P/HSC</b> Meeting was facilitated, and minutes were prepared by Jay Koepke	<p><b>We addressed the following tasks assigned.</b></p> <p><b>Task #1:</b> Develop common assessment tool for any course without one.</p> <p><b>OUTCOMES:</b></p> <ul style="list-style-type: none"> <li>• Faculty members agreed to review both common finals for improvement.</li> </ul> <p><b>Task #2:</b> Finalize goals or actions and set action plan for follow-up based on goals.</p> <p><b>OUTCOMES:</b></p> <ul style="list-style-type: none"> <li>• Faculty decided to set up folders within the “A&amp;P Group” in Canvas to share activities, animations, etc. for each Topic (Organ System). This will act both as a method to share resources and a source for new adjuncts to obtain supplement materials and resources.</li> </ul> <p><b>Task #3:</b> Identify and record in the minutes activities that address SPAS mission.</p> <p><b>OUTCOMES:</b></p> <ul style="list-style-type: none"> <li>• Disease research project allows students to apply knowledge and skills to real medical problems.</li> <li>• Laboratory activities (dissections, blood typing, blood pressure measurements, urinalysis) help develop practical skills.</li> <li>• Strong performance of FSW’s health programs/students is a reflection of the student’s strong background in anatomy and physiology.</li> <li>• Students have opportunities to participate in and develop leadership roles in FSW’s health science club. Events have included seminar speakers (Dr. Handte’s forensic pathology discussion) and tours of medical companies such as Arthrex. These events expose students to real-world settings.</li> <li>• Many faculty (Professor Hermann for instance) participate in research and share their research by giving seminars.</li> <li>• Collaboration between SPAS (Professor Fay) and the School of Arts, Humanities and Social Sciences on a blended course with Anatomy and Physiology and English literature.</li> </ul> <p><b>Task #4:</b> Textbook adoptions – OER, etc.</p> <p><b>OUTCOMES:</b></p> <p>Our March meeting we will meet face-to-face to discuss options and determine the resources (OER, Wiley, or another publisher) that will be used moving forward.</p>

*\*Minutes edited, correlated, and recorded by Dr. Peggy Romeo*