

Draft of ASCC Minutes
Tuesday, April 14, 2015
3:30-5:00pm
BCC 204

Present: Laura Nash (chair), Terry-Ann Jones, James Simon, David McFadden, Margaret McClure, Michael Pagano, John Miecznikowski, Steven Bayne, Glenn Sauer, Kathryn Nantz

Guests: Kraig Steffen, Jonathan Stott, Janie Leatherman

Meeting began at 3:30pm.

I. Approval of Minutes from February 10, 2015

Glen Sauer moved to approve, John Miecznikowski seconded; All in favor.

II. 5-Year Biochemistry Review (presented by Kraig Steffen)

- The program was approved by the State in 2008, with the first major starting in Fall 2009
- Long process- developed over many years between Chemistry and Biology departments
 - Major issue was figuring out which courses to include and which to not include (cannot just combine a B.S. in Chemistry with a B.S. in Biology and double count everything)
- Degree is Chemistry in Biochemistry – more chemistry than other programs out there
- Intensive Major – Very little flexibility with this degree in terms of course sequence – this is because of the commitment to ACS and commitment to a strong chemistry program and Fairfield U's core
- Advisory committee is comprised of a faculty member from chemistry and biology departments along with the chair of chemistry
- In the early 2000s very little chemistry majors, as low as 3 students
- The addition of biochemistry has positively impacted the department
 - Spring 2014 numbers: graduated 12 majors – 7 biology and 5 chemistry
 - Class is down to 4 biology and 4 chemistry as of now but hoping to see that number increase
 - Increases and decreases are typical of the sciences throughout the year
- Budget has increase from \$3000 in the first year to \$8500 now
 - This budget supports the biochemistry lecturer and laboratory sequence (large amount goes to the sequence), which is required of biochemistry majors, also

taken by biology majors and the pre-health professionals majors (pre-med, pre-dental, pre-pharm)

- The impact of the new bioengineering major is the biggest uncertainty right now – does not know if this will be a popular major and its impact on the sciences
- Two full-time faculty members are teaching biochemistry (Aaron Van Dyke and Glenn Sauer) with approval of new hire in the Fall (Jillian Smith)
- Staffing concern is in laboratory support, under negotiation between other departments
- Interest has increased in the major because it will better help students prepare for the MCATs

Discussion –

- John Miecznikowski – Question about the impact on other programs
 - Confused about this sentence – “Students in the biochemistry major will take 4 upper-level courses, which are also taken by biology students”
 - Knows students take BI 170, BI 171, BI 172 and a 4th elective
 - Are these considered upper-level?
 - Glen Sauer – Biochemistry I and Biochemistry II those are upper-level and then an upper-level biology elective
 - Wording issue, should be – “Take 3 upper-level courses which are also taken by biology students”
- James Simon – How will the lack of lab space be addressed?
 - Biochemistry has one dedicated lab, as interest increases that will need to change
 - The department is running out of introductory chemistry lab spaces – all are being used through out the day even most evenings
 - A new lab was included in the budget proposal – not sure if it will go through
 - Renovations include taking an organic chemistry lab on the 3rd floor of Bannow and turn that into an introductory teaching lab, remodel another lab into an organic lab and then an under utilized space into another introductory teaching lab
 - One biochemistry lab right now is not a problem, it is used for two biochemistry lab sessions a week and other courses
- Laura Nash –Would staffing issues limit the number of labs being run?
 - One more laboratory manager would be great to work half on running the lab and also in other capacities
- Steven Bayne – when was the minor approved?
 - The minor has been around for a while
 - It began as a concentration then turned into a minor

John Miecznikowski moved to endorse the program, David McFadden seconded; All in favor, one abstention.

III. Revised Physics Degree (presented by Jonathan Stott)

- Physics had their external program review in Fall 2014
- Main comment from the reviewers is that the program is overly restrictive and does not allow room for any flexibility or options
- New Proposal
 - Change 3 currently required courses and turn those into 3 physics electives that can be satisfied by any 200-level or higher physics courses
 - Eliminate 2 credits from requirements:
 - Eliminate: Circuits with lab and replaced with an ordinary circuits course, this eliminates one credit
 - Quantum Mechanics is currently 4 credits, proposing to change that to 3
 - 'Suggested Program of Study' instead of 'Required Program of Study' list

Discussion –

- John Miecznikowski – Math course number changes
 - Make sure to double-check course numbers – they recently changed many of their numbers
- Kathryn Nantz – Did the department discuss these changes? There are no minutes given.
 - Yes – unanimous agreement
 - Needs to send department minutes in order to vote
- McFadden: How does the physics major at 44 credits compare to other science majors?
 - Non-science majors require 30 credits
 - Biology requires 34 credits
 - Chemistry requires 46 credits, with math and physics is 66 credits
 - Relatively consistent
- Kathryn Nantz – Is the program bound to any national societies?
 - No – the department's goal is to provide a curriculum that is comparable to other schools so that they are well prepared for graduate schools
- Kathryn Nantz – Is the capstone a two-semester capstone?
 - Yes – 4 credits total – students are advised to split the credits 1 and 3
 - It is independent study or a group project
- Kathryn Nantz – How many majors is typical?
 - On average: 10 students
 - Right now is 5 seniors, 1 junior, 2-3 sophomores, and 1 freshman

Steven Bayne moved to request for a revision and resubmit with formal minutes from Physics Department meeting and a copy of the 5-year external review, David McFadden seconded; All in favor.

IV. **Humanitarian Action Minor, Internship and Capstone** (presented by Janie Leatherman)

- Curriculum goal to equip students with proper tools and resources to be able to respond and assist to humanitarian types of emergencies in local communities and abroad
- Vision of the minor is centered on learning, reflecting and acting – hopes to encourage students to engage in discernment
- Strongly anchored in moral and ethical commitments to do something and to make a difference
- Believes goals and objectives inline with the core mission of Fairfield University as a Jesuit institution
- Curriculum –
 - Introductory course
 - Can be taken from the applied ethics, history, or politics departments.
 - It was developed in collaboration with David Schmidt, David McFadden and Janie Leatherman to provide students a gateway course with consistent information from the different fields and perspectives
 - This course has already been approved
 - Content analysis courses
 - Applied context courses
 - Internship
 - Serviced by the Assistant Director of the Center of Faith and Public Life, who also Directs the campus's Jesuit Universities Humanitarian Action Network (JUHAN) program
 - Capstone
 - Provides a format of Integrated learning that guides students from all they have learned through the minor
- Three key questions that guide work –
 - Why is there human suffering?
 - What are the causes of human suffering?
 - What are our individual and collective responsibilities to respond to it?
- This minor is building on what Fairfield has deeply involved in for a number of years – the JUHAN network
 - Since 2009 – 1,254 students have enrolled in 62 JUHAN courses (33 different courses from 14 disciplines in CAS, DSB, GSEAP, SOE)
 - Many student responses show the need and robust interest for this minor from various campus surveys
- Minor has been vetted through different departments, programs and schools across campus
 - Ability to tailor curriculum of the minor to various majors because of the scope of what humanitarian groups do
- Administrative Structure for the Program –

- Take the existing advisory board and move that into the interdisciplinary advisory board for the minor
- Director resources and the stipend has been discussed with the Dean
- JUHAN will continue to provide enrichment opportunities for students

Discussion –

- Kathryn Nantz – Clarify the relationship between JUHAN courses and the minor
 - The minor will give students the professional training they will need for humanitarian type of work
 - It will also show students, for example, if they major in Accounting how they can use their accounting skills in the humanitarian field
- Terry-Ann Jones – Clarify the distinction from international relations’ humanitarian track
 - The program was developed into three thematic areas: (1) global development, (2) diplomacy, peace and conflict, and (3) social justice and humanitarianism
 - There will be some overlap – the only foundational course they will share is International Relations Course in Politics
 - Elective courses do overlap quite a bit
 - To ensure against double-dipping – students can only double count two courses from any major or minor towards the humanitarian action minor
 - They are less concerned about the double-dipping and more concerned about making it clear for students the distinction from the two
 - This is an advising matter
 - Needs to make it clear on the website that these are two distinct programs that can complement each other and are not redundant
- Steven Bayne – Can the capstone be something else other than the 15-25-page paper?
 - Would students be able to organize a humanitarian project instead?
 - The internship is more project oriented
 - A paper would be a reflective moment where they can pull together what they have learned from the prior courses
 - This may change as they get real-student feedback

David McFadden moved recommend the approval of the minor; John Miecznikowski seconded; All in favor.

Additional Discussion –

- Kathryn Nantz – Note for the 5-year review of this minor – address how has this minor developed and helped fill a need for the school
- Also would be helpful for 5-year reviews to look at the minor and all the minors/programs it affects and look at it’s impact on them

V. **Biology – Nutrition 1:26**

- Jacqueline Vernarelli was hired by the Biology Department as a link between the Biology Department and the Nursing Program
 - Her specialty is in community nutrition, she does not do lab work but does sensitive database, community nutrition research
 - She is switching over to nursing, but will teach this course as a biology course
- Course targets sophomore-level biology majors, nursing and other non-biology majors who have taken some biology classes
- A 300-level course was taken out so that she can teach this course

Discussion –

- Steven Bayne – There are no answers to questions 9-11 and no signature on 12
 - Laura Nash – Signature can now be submitted electronically
 - David McFadden – Form needs to be properly complete – this is the responsibility of the department and the chair
- Steven Bayne – The points on the syllabus are not the same, how do points and percentages line up?
 - Steven Bayne – confusing and will be confusing for students
- Steven Bayne – Academic Dishonesty Policy is not accurate – policy requires it to be a '0' not an 'F'

John Miecznikowski moved to request for a revision and resubmit, David McFadden seconded; All in favor.

For next meeting on April 28:

- Biology Nutrition courses
- Humanitarian minor courses – capstone and internship
- Updated Forms by Lisa Nagy
- Graduate Math courses
- Revised Physics Degree

Meeting adjourned at 5:10pm.

Minutes submitted by: Kat Phrasavath