

## Biology Academic Advisory Committee Minutes Fall Meeting, 22-23 November 2002; Macon, GA

Prepared by Greg Hampikian, Secretary and Chair-Elect; please send corrections to [greghampikian@mailclayton.edu](mailto:greghampikian@mailclayton.edu)

### Attendance

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	<b>Item</b>
	<b>Items 1-10 were discussed on November 22</b>
1	<b>Select Agents and Materials in the Classroom</b> Jeff Owens from the BOR spoke about the BOR select agents list. There was a great deal of discussion about possible changes to the list, particularly providing more uniformity in the list by using genus and species designation for all agents. There was also some discussion about why a separate BOR list is needed in addition to the new federal list (being updated by year's end).

Jeff offered to be available for questions and comments at [jeff.owens@usg.edu](mailto:jeff.owens@usg.edu)

Jennifer Turco raised some concerns about the BOR list, asking why, for example, *Listeria monocytogenes* and adenoviruses are not listed, but rhinovirus is. She also pointed out that some agents are listed by species, and others by syndromes or toxins.

Greg Hampikian requested that the BOR provide a list of safe teaching agents for the teaching colleges. A starting place might be the strains available through Carolina Biological or other education suppliers.

**2 Quality Undergraduate Education (QUE) and It's National Role**

Dennis Bogyo explained the effort to develop and publish standards for core courses by professors from Georgia, Nevada, California, and Maryland. The second phase of this project will be to develop assessment instruments for these courses. See <http://www.gsu.edu/~wwwque/about/index.html>

**3 Biology Major Fields Test and its use in USG Biology Programs**

Greg Hampikian circulated a survey of system schools. Clayton State will be the 6<sup>th</sup> system institution to require the test. Discussion centered around the idea that the test is not used for individual student assessment, but rather to help the institutions assess their teaching. There was some discussion about how to get students to take the test seriously (since it has no grade impact.)

School	Degree	Fields Test	No Test	Other Test	When	Transcript	Grade	Brochure for Major
Augusta State University	BS	X			Senior Year	No	No	Yes
Columbus State University	BS	X			Senior Seminar, Dec. and May	May in future	No	
Fort Valley	BS			X*				
GA State	BS		X					
Georgia College and State University	BS	X			Senior Year	No	No	
Georgia Institute of Technology	BS		X					Yes
Georgia Southwestern University	BS	X			Senior Year	No	No	
Georgia State	BS		X					
Kennesaw	BS		X					
Savannah State University	BS			X**				Yes
Southern Polytechnic State Univ.	BS		X					
UGA	BS		X					
Valdosta	BS	X			Offered Fall, SP, Sum. To seniors	No	No	
Coastal GA Com. College	AS		X					
East Georgia College	AS		X					
Floyd College	AS		X					

Floyd College	AS		X					
Gainesville College	AS		X					
Macon State College	AS		X					
Middle Georgia College	AS		X					
South Georgia College	AS		X					

\*In-house at Ft. Valley:  
 Sophomore Diagnostic, and a Senior exam which requires 60% in order to pass  
 Can be taken up to 3 times

\*\*In-house at Savannah State:  
 Test based on 8 core classes for the major - Biol. 1107 & 1108  
 (Principles I & II), Mol. Cell. Biol., Ecol. & Evolution, Botany, Genetics,  
 Microbiology, and Physiology. The students will take the Exit Exam  
 (effective this year) while enrolled in  
 a senior course, Biol. 4930 'Senior Synthesis'. In order to pass the class,  
 the students must achieve a passing score on the exit exam.

- 4 **Recommendation Form**  
 Dorothy Zinsmeister explained the procedure for submitting Advisory Committee recommendations to the BOR using the BOR Recommendation Form. The form can be attached to our minutes, and will be considered by the chief academic officers (or appropriate BOR committee).
- 5 **Area F Review and Agreed Upon Learning Outcomes for Core Classes**  
 Dorothy Zinsmeister explained that the Committee has a new charge from the BOR. We are to review area F and approve or recommend changes; and identify institutions not in compliance with the recommendations approved by the Council on Majors in 1997.  
 See <http://www.usg.edu/admin/comm/charge03.phtml>
- We are also charged with devising a common set of learning outcomes (content and performance) for core courses with common numbers. There was some discussion about the list of “topics to be covered” prepared by this committee several years ago (pre-dating the posted minutes); the chair promised to find the list and circulate it.
- There was some discussion that this charge may take more than a year.
- 6 **What Biology and Programs and Departments are Doing About Teacher Certification?**

	<p>Elizabeth Elder circulated the 154-credit Biology with certification program at Georgia South Western. Dorothy Zinsmeister mentioned that the 120 credit rule does not apply for secondary education programs, but the norm is 129-132 hours.</p> <p>The discussion turned to the question of program assessment by the BOR. Programs with low enrolment and low graduation rates will have to justify their existence. The review “triggers” are described below.</p> <p>For Graduate Programs:  Graduate enrollment in the major (average over the past three years) is less than 10.  Graduate Degrees awarded in the major (average over the past three years) is less than five.</p> <p>For Bachelor's Programs:  Enrollment in the major (average over the past three years) is less than 15.  Degrees awarded in the major (average over the past three years) are less than 10.</p>
7	<p><b>Quality Core Curriculum and the Standards Meeting. Are the Wrong Individuals Teaching Science in Grades K-5</b></p> <p>Dorothy Zinsmeister and Greg Hampikian reported on the P-16 System meeting, and on the results of Georgia’s Math Science Partnership proposals to NSF (none of the Georgia proposals were funded.) Concern was expressed over the teacher shortage, and the Praxis II scores, which showed a high pass rate in general science, but low rates in the specialized areas. It was also pointed out that teachers are considered “in-field” if they teach 51% of their time in the field of their training.</p> <p>Dave Bechler explained the cognitive and psychological tests given at VSU to prospective K-5 teacher education students. He will provide the committee with the data in order to support the argument that there should be a specialized training for students who wish to teach K-5 science.</p>
8	<p><b>Human Anatomy and Physiology in Area D of the Core Curriculum and Other Area D Problems</b></p> <p>Dave Bechler explained that having A&amp;P in area D would allow students to switch out of “pre-nursing” without a penalty. Others spoke about the limitations of A&amp;P to fulfill the goals of area D, and of the potential resource drain if all students could take A&amp;P as an area D choice.</p>
9	<p><b>Regents Quantitative Skills Test</b></p> <p>Dorothy Zinsmeister explained that no student will be exempt this Fall. Students will be able to re-test on portions of the test.</p>
10	<p><b>SOTAB</b></p> <p>A preliminary list of speakers was announced. The full schedule will be mailed before the semester’s end. The themes are Forensic Entomology and Emerging Infections</p>
	<p><b>Items 11-17 were discussed on November 23, 2002</b></p>
11	<p><b>Election of New Officers and the Executive Committee</b></p> <p>Chair: Greg Hampikian</p>

	<p>Chair-Greg Hampikian  Chair elect-Tim Rhoads  Past chair-Dave Bechler  2 year representative- Eric Sun  4 year representative-Elizabeth Elder  Regional university representative-Donald Reinhardt</p>
12	<p><b>Workloads and the Department Headship</b>  Dave Bechler expressed interest in preparing a survey of how department head workload is handled across the system. There was an informal discussion that demonstrated a great deal of variety in teaching load, administrative assistance, and general duties. It was recalled that the BOR has decided that this is an institutional issue.</p>
13	<p><b>Cobb Vote for Alternative Explanations of Evolution</b>  Ron Matson, Sarah Palace and Laura Carruth discussed a response to the Cobb County action.</p> <p>A sub-committee on evolution and teaching was formed to draft a response by the AAC. The members are: Gene Mesco, Ron Matson, George Stanton, Terry Schwaner and Dave Bechler.</p> <p>There was some discussion about what is the best approach to improve Georgia's knowledge of evolution.</p> <p>Georgia Citizens for Integrity in Science Education made a presentation, and urged members to visit their website.  <a href="http://www.georgiascience.org/">http://www.georgiascience.org/</a></p>
14	<p><b>Cooperative Agreements Between USG Institutions and the Georgia Biomedical Partnership</b>  Greg Hampikian put in a plug for working with the Georgia Biomedical Partnership and other industry organizations to improve the science climate in Georgia. Several participants related positive experiences with bringing industry members to their college or university. Greg mentioned that he would like to invite industry and P-12 representatives to the AAC meetings.</p> <p>See  <a href="http://atlantabioscience.com">Atlanta Bioscience.com</a>  <a href="http://atlantabiotechnetwork.com">Atlanta Biotech Network</a> (Emory grad. students)  <a href="http://georgiabio.org">Georgia Biomedical Partnership (industry)</a>  <a href="http://gallifescience.org">GA Lifescience Summit</a> (industry and academia)</p>
15	<p><b>Introduction of the NSTA and Its Advantages.</b>  Dave Bechler put in a plug for NSTA and their publications.  <a href="http://www.nsta.org/">http://www.nsta.org/</a></p>
16	<p><b>Dealing with Productive, but Hostile and Difficult Faculty</b>  Dave Bechler initiated a discussion of how to best help faculty members who may be suffering from stress or other mental health issues. There were a number of suggestions, including a "self-disclosure" form.</p>

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**Funding for Equipment at Smaller System Colleges**

Dave Bechler raised the issue of substandard equipment at some institutions. Many participants agreed that small budgets for labs were severely impacting science education.