

NAS Forum

There is a special NAS Forum planned on April 4th to get your input.

Common Concerns from Committee members

Success in the first year—how to achieve this?

How do we attract good students, an enthusiasm for the science majors

How can we monitor faculty morale?

How much is research an integral part of the curriculum? Should research be given better class structure (ie develop research "classes")?

Should there be more science in our GE courses? More laboratory courses for non science majors?

More interdisciplinary courses are attractive. What type of apparatus will motivate their development?

More interdisciplinary majors: How many (if any)? Should a track system be used (adding 3-6 junior or senior courses) which are taken once the foundation courses are out of the way?
Major/minors were mentioned: meteorology, cognitive science, molecular biology, neuroscience, GIS minor, science writing, science education

How can we do a better job mentoring (formally and informally)?

Survey

We would like to know what you think the legacy of this committee should be (what should be in the final report)? Perhaps this is best achieved by a short survey:

The goal of this committee should be to:

Write a *Natural Sciences at Eckerd* **Mission Statement (T/F)**

Set up an apparatus/mechanism to **provide guidance** for

1. long term growth and assesment of the sciences (which should work in tandem with the administration) **(T/F)**
2. the science general education perspective and interdisciplinary courses **(T/F)**
3. the addition of new majors/minors **(T/F)**
4. general science competencies (minimum or maximum lab classes, seminars, research with students) **(T/F)**
5. science resource use (class and laboratory sizes and use, staffing, etc.) **(T/F)**
6. the first year as part of a natural science program (how many courses, pedagogy) **(T/F)**
7. the upper level courses as part of a natural science program (how many courses, pedagogy) **(T/F)**

Set up an apparatus/mechanism to **provide oversight** for

1. long term growth and assesment of the sciences (which should work in tandem with the administration) **(T/F)**
2. the science general education perspective and interdisciplinary courses **(T/F)**
3. the addition of new majors/minors **(T/F)**
4. general science competencies (minimum or maximum lab classes, seminars, research with students) **(T/F)**
5. science resource use (class and laboratory sizes and use, staffing, etc.) **(T/F)**
6. the first year as part of a natural science program (how many courses, pedagogy) **(T/F)**
7. the upper level courses as part of a natural science program (how many courses, pedagogy) **(T/F)**