

COUNCIL ON ACADEMIC AFFAIRS

200 BRICKER HALL

April 16, 2008

3:00-5:00 PM

MINUTES

Professors: Sheryl Barringer, Larry Baum, Daniel Collins, Lora G. Dobos, Marcia Farr, E. Kay Halasek (Chair), Michael Ibba, Daniel A. Mendelsohn, W. Randy Smith (Vice Chair), Brian L. Winer.

Student Members: Bradley Cromes (Inter-Professional Council); Sean McKinniss (Council of Graduate Students)

Guests: Terri Childers, Rand McGlaughlin, Office of the University Registrar; David Roy, Senior Assistant Director, Enrollment Services; Dr. John Wanzer, Assistant Provost, Office of Enrollment Services; Professor Edward H. Adelson, Associate Executive Dean, Colleges of the Arts and Sciences; Professor Martha Garland, Vice Provost for Enrollment Services and Dean of Undergraduate Education; Professor Richard Gunther, Department of Political Science; Professors Valarie Mockabee, Associate Dean, College of the Arts, Mellasenah Morris, Director and Robert Ward, Chair, Curriculum Committee, School of Music.

APPROVAL OF THE MINUTES OF THE MEETING OF APRIL 2, 2008

Barringer moved approval of the minutes of the meeting of April 2, 2008. Seconded by Cromes, the motion passed with three abstentions.

COMMENTS FROM THE CHAIR – PROFESOR E. KAY HALASEK

Halasek met with representatives from City and Regional Planning (CRP) to discuss the status of its new undergraduate degree proposal. It was decided to set a meeting with Subcommittee C, individuals from City and Regional Planning, and Geography to sort out issues related to program overlap. This meeting has been scheduled for April 24, 2008. The suggested revision proposed by Geography includes a 10-hour (two courses) set of “required electives” in Geography for students in the CRP major, but CRP is not agreeable. If no compromise is reached then Smith will take the issue to the deans of the respective colleges and to the Provost.

Halasek had e-mail exchanges with Professor John Davidson, Chair, Rules Committee. He had a question on the Centers Rule relating to oversight committee membership. Halasek wanted to know if the wording for the 3-36 B5 Oversight should read "...COMPOSED 'PRIMARYLY' or 'MAJORITY' OF REGULAR FACULTY"? Council members chose the wording 'primarily.' The second question was whether to use temporary/conditional or one or the other? Council agreed to use the term 'conditional.'

COMMENTS FROM THE VICE-CHAIR – PROFESSOR W. RANDY SMITH

Smith presented the center rule proposal at the Faculty Council on April 3, 2008, and at the Board of Trustees meeting on April 4, 2008. Faculty Council was very supportive of the proposal. The center proposal will be brought back to the Faculty Council after the Rules Committee has reviewed it. The Chair, and members of the Trustees, expressed appreciation to the Council for its efforts to move this proposal forward.

Smith and Halasek met with the new Director of the Knowlton School of Architecture, Professor Ann Pendelton-Julia, to discuss changes to the School's general education curriculum (GEC) as an outgrowth of last year's GEC revision. The proposal will come forward to Council soon.

Smith met with Professors Chris Zacher, Secretary, University Senate, and Robert Perry, Chair, Faculty Council, to discuss faculty appointments (3 from Faculty Council and 3 Presidential appointments) for Council next year. They will recommend names within a few weeks. They will recommend faculty with curricular experience.

Smith and Halasek met with Professor Matthew Platz, Interim Dean, College of Mathematical and Physical Sciences, and faculty from the Department of Mathematics. They are planning four new tagged masters degrees for Autumn 2009 and wanted procedural guidance.

Smith received a formal proposal from Professor Tom Rosol, Dean, College of Veterinary Medicine, in consultation with Professor Bobby Moser, Dean, College of Food, Agricultural, and Environmental Sciences, to use the term "center" for their proposed Center of Excellence in Food Animal Health Production and Well Being. Having the use of "center" will help them increase interdisciplinary work among several colleges and increase opportunities for external funding. If they want to establish a formal academic center after receiving funds, they have to submit a formal proposal to Council for approval, following the center guidelines. Smith asked if there were any objections to use of "center" and there were none.

**USE OF STUDENT EVALUATION OF INSTRUCTION (SEI) DATA –
PROFESSORS MARTHA GARLAND, VICE PROVOST FOR ENROLLMENT
SERVICES AND DEAN OF UNDERGRADUATE EDUCATION, AND RICHARD
GUNTHER, DEPARTMENT OF POLITICAL SCIENCE**

Garland and Gunther were invited to discuss making the results of Student Evaluation Instruments (SEI) public – a proposal from the SEI Oversight Committee. Garland indicated that SEI Oversight Committee is a subcommittee of this Council and gives an update every year. This update is on a particular issue of making SEI results public. This presentation is informational only and the committee is not seeking Council approval. The SEI committee wants to put scores of item #10 of the SEI on the web for all courses below 599, taught by permanent instructional staff, that have more than five enrolled students. Courses taught by graduate students are not included due to FERPA.

Garland added that the committee has concluded that it needs to make the SEI results SEI public not only due to increased pressure from Undergraduate Student Government, but also because there are a number of for profit enterprises that have developed instruments such as ‘Pick A Professor’ and ‘Rate My Professor’ that student use to get information about a class or a professor. These instruments lack sensible, valuable information. Garland gave some examples of the ratings from ‘Rate My Professor’. Gunther also gave some examples of his rating on ‘Rate My Professor.’ Garland informed the Council that SEI data represent a public record. They receive numerous requests for public record documents. There are a number of institutions that publish SEI results. The committee feels that it is not an unreasonable request from students. A handout was distributed with a list of universities that publish at least some results in some form on the web, usually accessible to campus users only.

A sample of SEI results found that students evaluate elective courses better than required courses. Garland cautioned that the Promotion and Tenure committee should be cognizant of this information. Smith added that Professor Carol Anderson, Vice Provost for Academic Policy and Faculty Resources, will present at the Department Chairs/School Directors meeting on April 24, 2008 on the Use of Student Evaluation of Teaching related to Promotion and Tenure.

It was noted that although SEIs are available in paper form and on the web, the response rate is lower for the web based SEIs. However, the results are not dramatically different for both versions.

Is access to web SEIs restricted? It can be accessed with a valid University identification. Classes taught by the graduate students are not included in the web version of the SEIs.

Why are graduate level courses not included in the publication of SEI results? Graduate level classes are very small and results are spotty. More over, graduate students do not have very many choices of courses.

When will the publication of SEI results be effective? The web site is already in development. They are working on identifying courses taught by permanent instructional staff who are not graduate students. It will be effective when the SIS is deployed.

Will there be any revisions to SEI? No.

Have you contacted other universities that are publishing SEI results? For most public universities, publishing SEI results has not been an issue. Publishing SEI results gives better information than the information available from, say, 'Pick A Professor' and 'Rate My Professor.'

Do students respond to electronic SEIs? Is there any difference in scores? Although the response rate is low for electronic SEIs, compared to paper SEIs, there has not been dramatic difference in scores.

REVISION TO THE BACHELOR OF ARTS (BA), BACHELOR OF MUSIC EDUCATION (BME), AND BACHELOR OF MUSIC (BM) DEGREE PROGRAMS – PROFESSOR SHERYL BARRINGER, CHAIR, SUBCOMMITTEE B

Barringer gave an overview of the proposal. The principal revisions are to reduce the total requirements for each by 5 credits with the following changes. The Aural Training requirements are changed from 13 to 12 credit hours with changed delivery methods. The music history content is reduced from 16 to 15 credit hours. The music theory course requirements in “form and analysis” are reduced from 21 to 18 credit hours. And all degree programs will meet the standards of the National Association of Schools of Music (NASM) – Music’s professional accrediting agency. Subcommittee B was satisfied with the response received to their questions and recommends approval of this proposal.

DISCUSSION WITH PROFESSORS MELLASENAH MORRIS, DIRECTOR, ROBERT WARD, CHAIR, CURRICULUM COMMITTEE CHAIR, SCHOOL OF MUSIC, AND VALARIE MOCKABEE, ASSOCIATE DEAN, COLLEGE OF THE ARTS

Ward gave an overview of the proposal. Five credits hours are dropped from three different degree programs reducing credit hours required to graduate to 181. The purpose of the proposed changes is to provide the student a bit more flexibility in choosing upper level courses in the major area and to comply with the standards of the NASM. The BA degree in Music is designed for a student who wants to major in music, but who wants a broad liberal arts degree rather than a specialized professional tagged degree such as the Bachelor of Music or Bachelor of Music Education. Students who choose this major have varied goals, ranging from a vocational music activities to graduate study in music theory, musicology, or in an unrelated field such as law. The School of Music plans to allow current students pursuing the BA degree in Music to finish the degree under the existing plan or choose to finish the degree under the new plan. The proposed changes will address students concerns by limiting the amount of time second-year students will spend in the classroom for music history, and the amount of time first and second-year students spend in the classroom for aural training. The elimination of Music 220 (Music Technology, 3 credits) as a requirement for graduation in music programs, and including it as an elective in most programs and as a requirement for a few specific programs, reflects the greater technological sophistication of the entering student.

What is the mechanism for tracking benefits of these changes? It has been successful in the peer institutions and will be a part of regular assessment activities.

Subcommittee B moved approval of the proposal. It was seconded by Collins. The motion passed with one abstention.

**PROFESSORS E. KAY HALASEK AND W. RANDY SMITH -
SUBCOMMITTEE D**

- **Proposal to Reduce Credit Hours for four Majors in the School of Physical Activity and Educational Services (PAES) , College of Education**

Halasek gave a summary of the proposal. It is the College of Education and Human Ecology's (EHE) response to the general education curriculum changes from 2007 that had yet to be approved for this College. The EHE Curriculum Committee, and the EHE Faculty Council have approved the reduction of credit hours in the four majors in PAES from 196 to 181, except for three programs that will reduce to 182-183. These three programs have fewer or no electives. The reduction was achieved by reducing 5 hours from the GEC, and hours from elective hours or from major hours. Although the effective date requested was Autumn 2007, the effective date will be Autumn 2008.

Subcommittee D moved approval of the proposal. It was seconded by Winer. The motion passed unanimously.

- **Proposal to Reduce Credit Hours for the BS in Nutrition, a Tagged Degree Offered, College of Education and Human ecology and College of Food, Agricultural, and Environmental Sciences.**

The Curriculum Committees of the two colleges have approved the reduction of credit hours in the BS in Nutrition from 191 to 181 credit hours. The 10 credit hour reduction was made by reducing the social sciences from 15 to 10 credit hours, and by reducing electives by 5 credit hours.

Subcommittee D moved approval of the proposal. Seconded by Barringer, it passed with one abstention.

- **Proposal to Change the name of the Minor in Consumer Affairs to Consumer Services**

The EHE Curriculum Committee has approved a name change: from Minor in Consumer Affairs, to Minor in Consumer Services. They were asked to keep the Fisher College of Business informed, but got no response.

Subcommittee D moved approval of the proposal. It was seconded by Collins. The motion passed unanimously.

- **Proposal to Revise the Civil Engineering Major, College of Engineering**

Halasek gave an overview of the proposal. The Civil Engineering program has historically used a Capstone Design model that introduces the Capstone Design venue to sophomores/juniors relatively early in their Civil Engineering program. Specifically, there is one hour of capstone design content in Civil Engineering 405 and 406. 405 must be taken as a first course upon acceptance in to the Civil Engineering major and most students take 406 soon there after. 660, the 4 hour capstone design course, is taken by seniors within two quarters of graduation.

Feedback from students indicates that, while 660 is very beneficial, one ten-week quarter does not permit undertaking as challenging a set of projects as could be accomplished in two quarters.

The program proposes to modify the capstone design experience by requiring two three-hour courses in the senior year. These courses will have a generic number CE 660, and will consists of two specific letter-graded courses, CE 660.01 and CE 660.02, each of which will be 3 hours. The hours required will be achieved by reducing 405 and 406 by one hour each, and adding the two hours to the 660 sequence. Thus there will be no net change in hours in the curriculum. All students entering the curriculum during or after Autumn 2008 will be under the new program. Students currently in the pipeline can graduate under the present program. Nevertheless, it is anticipated that most students will opt to do the new program voluntarily. Therefore, a transition program is proposed that will allow these students to graduate with no increase in hour requirements. Students wishing to voluntarily switch to the new program who have already taken 405 and 406 will be allowed to apply their extra hour(s) in these courses toward the Technical Elective requirements. The program will continue to use the Portfolio Model to provide accreditation specified technical communications components and to provide the equivalent of a Third Writing course.

Subcommittee D moved approval of the proposal. It was seconded by Dobos. The motion passed with one abstention.

- **General Discussion on Minors at the University**

A comparison table of minor guidelines from Arts and Sciences and other colleges was distributed. The table contained information such as prerequisites, total credit hours in the minor, minimum grade point average in the minor,

allowed pass/non-pass courses, allowed S/U courses, allowed 100-level courses, allowed GEC overlap, allowed major overlap, minimum acceptable credit transfer, minimum upper level courses, declaration of minor, and allowed independent study courses. The table did not have all the information from all the colleges. It was agreed to collect more information and continue this discussion at the next meeting.

The meeting was adjourned at 4:50pm

Respectfully submitted,

W. Randy Smith
Lakshmi Dutta