

COUNCIL ON ACADEMIC AFFAIRS

200 Bricker Hall

August 26, 2010

2:00 PM – 4:00 PM

MINUTES

ATTENDANCE

Faculty:

- ✓ Dr. Leslie Alexander (History)
- ✓ Dr. Lawrence A. Baum (Political Science)
- Dr. Neelima M. Bendapudi (Marketing and Logistics)
- ✓ Dr. Marilyn J. Blackwell (Germanic Languages and Literatures)
- ✓ Dr. James W. Cogdell (Mathematics)
- ✓ Dr. Jay S. Hobgood (Geography)
- Dr. Daniel A. Mendelsohn (Mechanical Engineering)
- Dr. Robert J. Ward (Music)
- ✓ Dr. John W. Wilkins (Physics)
- ✓ Dr. Kay N. Wolf (Allied Medical Professions)

Students:

- ✓ Ms. Sarah K. Douglas (CGS, History)
- Ms. Olga A. Isenberg (CGS, Business)
- Mr. Benjamin T. Reinke (USG, Physics)
- Ms. Meghan Offenberger (IPC, Pharmacy)
- ✓ Mr. John D. Tannous (UGS, Political Science)

Administrators:

- ✓ Dr. W. Randy Smith, (Academic Affairs), Vice Chair

Guests:

- Dr. Ann Christy, Faculty Fellow, Academic Affairs
- Dr. Alexis C. Collier, Associate Provost
- Ms. Andrea Bour, Office of the University Registrar
- Ms. Sarah Lang, Academic Planning Specialist, College of Education and Human Ecology
- Ms. Jessica Mercerhill, Curriculum Reform Program Director, College of Education and Human Ecology
- Dr. Caroline Whitacre, Vice President for Research
- Dr. Joseph Steinmetz, Executive Dean, College of Behavioral Sciences
- Dr. Gifford Weary, Divisional Dean, Social and Behavioral Sciences
- Dr. Dan McDonald, Associate Director, School of Communication
- Dr. Amy Nathanson, Associate Director, School of Communication
- Dr. Elliot Slotnick, Associate Dean, Graduate School
- Dr. Robert Brueggemeier, Dean, College of Pharmacy
- Dr. Katherine Kelley, Assistant Dean, Assessment and Accreditation, College of Pharmacy
- Dr. Jim McAuley, Associate Professor, College of Pharmacy

of Arts and Sciences

The Council came to order at 2:03 PM

COMMENTS FROM THE CHAIR—PROFESSOR JAY S. HOBGOOD

- The Minutes from the meetings of July 7 and July 22, 2010 are being edited and the Council will act on them at the next meeting.
- Hold September 8, 2010 for a possible additional Council meeting.

COMMENTS FROM THE VICE CHAIR — PROFESSOR W. RANDY SMITH

- Smith, Hobgood and Cogdell have been working with the University Senate leadership to ensure that most of the business that needs to be completed will get on the University Senate's Agenda on October 7, 2010.
- A set of faculty and students has been identified to join this Council and help with the overload work during quarter to semester conversion process.

REVIEW OF THE CENTER FOR COGNITIVE SCIENCE – Guests: Caroline Whitacre, Vice President for Research; Joseph Steinmetz, Executive Dean of Arts and Sciences and Vice Provost

Hobgood noted that Whitacre and Steinmetz were invited to provide an overview of this review and also to explain possible benefits of moving this center administratively to the College of Arts and Sciences.

Whitacre provided a summary of the review. This center is primarily based on faculty from Psychology, Linguistics and Computer Science. Faculty who have been in the Center from a long time and new faculty gave their assessment of the Center to the Review Committee chaired by Professor Richard Herrmann. The report is a high level distillation of their conclusions and not a detailed reiteration of the self study. The Center has excellent metrics and looks very good in terms of productivity. Whitacre considers the Center to be fairly narrow in its scope, and given the wealth of resources on this campus, it could be more broadly based. It also has a pedagogical emphasis. The Office of Research endorses the review report and supports having the Center change its reporting line to the College of Arts and Sciences. The Office of Research is prepared to move the budget accordingly.

Steinmetz discussed his previous experience in working with cognitive science centers at other institutions and features that make them successful, at, for example, Indiana University. Strong centers usually include core faculty with computational, experimental, and theoretical approaches to cognitive and neuro-science. This Center currently is missing some of the components that could make it more successful, and the College of Arts and Sciences has an

interest in the development and success of this center, and also in strengthening its presence in behavioral and cognitive neuroscience fields more broadly across campus. Arts and Sciences is also building an imaging facility inside the Department of Psychology that will be opening in a year. It will have the capability to obtain functional brain imaging (MRI) to understand functions of mind and brain during cognition. This is a perfect opportunity to develop a Center of Cognitive Science parallel to neuro-science program development.

During the discussion, the following issues were raised and clarifications provided.

- Is it likely for this center to move in the College of Arts and Sciences in the near future? Yes. There are ongoing conversations and plans to facilitate this process and to develop the future of this Center. It is expected that the mission will be broadened to include different academic programs, especially graduate-level programs, and perhaps to promote even undergraduate programs in neuro-science.
- Is the center dysfunctional in some ways at this point? There are concrete plans to change its actions and to make it become the nucleus of a Center comparable to highly ranked centers nationally.
- Should this center become a College center or remain a University center, considering that faculty from the College of Engineering and the College of Medicine are also using its instruments and facilities? At this point it remains a University Center. At this time, the Center is missing some academic pedagogic features to its structure that can be fulfilled and expanded by faculty from the College of Arts and Sciences. This transition is best not just for the Center, but also for the University. There are new interdisciplinary programs being developed and they will definitely benefit from the existence of this center within the College of Arts and Sciences.
- Will moving the center from the Office of Research to the College of Arts and Sciences be enough to address the problems outlined in the report? There will be additional investments necessary, such as future hires in Psychology, and Mathematics, and also in the administrative part of this center. Ultimately, the Center could develop opportunities within the arts programs, and will benefit from collaborations among interdisciplinary programs.

There were no other concerns with this review at this time.

Hobgood moved approval of this review; it was seconded by Blackwell; and the motion carried with all in favor.

Smith noted that any formal change in reporting line for the center will need to be approved by this Council, and would then affect subsequent review processes. A progress report will be requested in one year.

PROPOSAL TO ESTABLISH REGULAR CLINICAL/PRACTITIONER TRACK FACULTY, SCHOOL OF COMMUNICATION, COLLEGE OF THE ARTS AND SCIENCES - SUBCOMMITTEE C – JIM COGDELL, SARAH DOUGLAS, KAY WOLF

Guests: Gifford Weary, Divisional Dean, Social and Behavioral Sciences; Professors Dan McDonald and Amy Nathanson, Associate Directors, School of Communication

Wolf presented an overview of the proposal. The School of Communication would like to attract highly qualified practitioners of multimedia fields to ensure that students will receive an outstanding experience in the journalism major and be well prepared for the job market. Tenured or tenured track faculty do not have extensive practical experience to teach the capstone courses. The clinical faculty track would fill this void with highly qualified, knowledgeable and experienced professionals. The School of Communication would like to add three new clinical faculty members starting this Autumn. They encountered difficulties in attracting faculty in the courses that are very experiential and related to the practice of journalism. Law, Business, Engineering, Psychology, and Speech and Hearing Sciences, already requested establishment of clinical tracks.

Nathanson provided an overview of the proposal. The School of Communication would like to make three Clinical Faculty appointments in the area of multimedia journalism for the new journalism program with an emphasis on multimedia skills. It has been challenging to attract and keep qualified faculty with a high level of experience. The new faculty will teach two of the five skilled courses which are considered capstone-like classes (Comm. 426, Multimedia Journalism and Comm. 621).

During the discussion, the following issues were raised and clarifications provided.

- The previous proposal, “Revision to the Public Affairs Major in Journalism” approved by this Council in April 21, 2010, did not present any information regarding the need to hire new faculty. At that time, School of Communication was counting heavily on new lecturers to teach these courses. The lecturers are high motivated to teach these courses but they are not experts in real journalism at a practical level.
- It is very difficult to find tenure track faculty who also have a long experience in journalism. Previously it took almost six years to hire someone with extensive experience in this field. This option of clinical/practitioner track would be an extra path in hiring experienced professionals in journalism and give extra stability in maintaining these people in current positions. Currently, the visiting faculty have a direct impact on students who have to deal with a high turn around in instructors and different methods of learning this profession.
- If clinical faculty would be used for few years, are there ways to support them professionally and help them be up to date with the most current methods used in journalism? Clinical faculties are expected to engage in professional activities that keep them up-to-date, visible in their field, and well-connected to the community and also increase the reputation of the School of Communication.
- How are the clinical faculty working in the other departments, and is their teaching load minimized to facilitate professing journalism? Weary said that they represent a very important

component in Psychology and Speech and Hearing programs. They maintain their professional experience as well as being a faculty member.

Pending updates to the proposal (pp: CAA1 and CAA 2 of 20), Wolf moved approval of this proposal; it was seconded by Tannous; and the motion carried with six in favor, three opposed and one abstention.

The proposal will be sent to the University Senate for action at its next meeting: October 7, 2010.

**REVIEW OF THE REVISED GRADUATE SCHOOL HANDBOOK FOR SEMESTERS -
Guests: Professors Elliot Slotnick, Associate Dean, Graduate School, and Steven Fink,
Provost Faculty Fellow and Department of English**

Slotnick presented an overview of the revised Graduate School Handbook. The revised book went to the Graduate Council, to other Semester Conversion Committees, including the Curriculum Committee, and to the Senate Fiscal Committee. This revision was not an effort to change policies and alter rules and procedures, but to transform them into the semester calendar.

Some highlights include:

- post-candidacy was kept at 3 credit hours per semester or term;
- transforming the credit hours using the 2/3 formula;
- the fourth quarter fee authorization became the Summer Term Fee Authorization;
- full time, before-candidacy, will be considered 8 credit hours.

During the discussion, the following issues were raised and clarifications provided.

- A group of three students was also involved in every change of this book.
- A minimum of two consecutive pre-candidacy semesters or one semester and a Summer term with full time enrollment must be completed while in residence at this university.

- Pre-candidacy fellows who maintain their appointments during summer term must enroll in six credit hours. Post-candidacy doctoral students must register for at least three credit hours. Any exceptions to these policies must be approved in advance by the Graduate School.

- A graduate associate (GA) may not be denied a fee authorization. This is an entitlement that accompanies the title of GA. By the same token, no graduate student who is not on appointment as a GA (except for various fellows, trainees, and those receiving a fourth-quarter summer term fee authorization) may receive a fee authorization.

- Post-candidacy students are considered full time students when enrolled for three credit hours and, with such enrollment, are required to carry health insurance as a condition of enrollment, and may be eligible for health benefits.

- Graduate and professional students on associate appointments at any appointment level (not trainees or fellows) paid through the Ohio State payroll system, receive additional premium savings through pre-tax health care premium deductions.
- Units have the option to consider the number of credit hours needed for completion of a certain program. There is considerable variation among other institutions, but we will have eight credit hours per semester considered as full time status.
- A student may not enroll for more than sixteen credit hours per semester or eight credit hours in summer term or four credit hours in the May term, including audited courses, without advisor and Graduate School approval. Detailed information regarding the May Term will also be published on line.

There were no other concerns from the members of this Council regarding this review.

Hobgood moved approval of this revised Graduate HandBook; it was seconded by Douglas; and the motion carried with all in favor.

Smith indicated that these revisions will be discussed by the Semester Conversion Coordinating Committee at its meeting on September 7, 2010.

SEMESTER CONVERSION: PROPOSAL FOR THE PHARMD PROGRAM, COLLEGE OF PHARMACY

Guests: Professor Robert Brueggemeier, Dean; Katherine Kelley, Assistant Dean for Assessment and Accreditation; and Professor Jim McAuley

Brueggemeier presented an overview. This program will go through a full re-accreditation review in October 2010. Notable changes to the program include the combining of six quarters of pharmacology and therapeutics course sequences (12 courses total) into four combined or integrated pharmacology and therapeutics courses. A course on immunology offered in the second year was integrated into medicinal chemistry in the first year, and a required two-semester sequence in management was combined into a one-semester course. A two course sequence in physiology formerly taught by the department of Physiology and Cell Biology will be moved to Pharmacy. This decision was made in consultation with the Department of Physiology.

Kelley has been leading assessment activities for the College of Pharmacy to drive the decisions in changing the curriculum based on data collected from student performance, faculty and student satisfaction. The addition of Clinical studies to the second year of the program in the semester calendar was a major result of the self study process. The PharmD Program Committee had wide representation from students, faculty, and alumni and they all helped reshape this program.

During the discussion, the following issues were raised and clarifications provided.

- One of the evidence based changes that was already implemented included the conversion of 12 course sequences into 4 combined courses. The transformation in semesters will allow this conversion to happen into a more logistical way. Through curriculum mapping, it was found that some curriculum content was over covered while other content was under covered. Practical learning activities were also incorporated in the program and students can directly apply the information they are learning in classrooms. Integrated pharmacology and therapeutics courses are taught concurrently to benefit the students learning process.
- The final program model is a result of an internal self assessment, in which the outcomes were mapped to the courses and to the list of required contents given by accrediting body. The present model aligns with a national trend found in most PharmD programs.
- The retention rate for this program is about 96-97%. For the last three years, OSU students had a 100% passing rate to the state board exams.
- For future Program Request Submissions, it would be helpful for members of the Council to have an extra column included on the Course Listing sheet presenting the number of credit hours per course. According to guests, the technology used in Program Requests is user friendly in imputing this transition plan and everything worked smoothly.

There were no other concerns from the members of this Council regarding this review.

Hobgood moved approval of this review; it was seconded by Cogdell; and the motion carried with all in favor.

Sarah Lang (graduate student) and Niraj Antani (undergraduate student) were introduced to the Council as new members. They will each serve for two years

The meeting adjourned at 4:23 PM.

Respectfully submitted,

W. Randy Smith
Liana Crisan-Vandeborne