

COUNCIL ON ACADEMIC AFFAIRS

**200 Bricker Hall
February 6, 2013
3:00 - 5:00 PM**

MINUTES

Attendance

Faculty:

- ✓ Dr. Heather Allen (Chemistry)
- ✓ Dr. Mollie Blackburn (School of Teaching and Learning)
- ✓ Dr. Lisa Florman (History of Art)
- ✓ Dr. Ken Goings (African American and African Studies)
- Dr. Ashok Krishnamurthy (Engineering)
- Dr. Eric MacGilvray (Political Science)
- ✓ Dr. James Rathman (Engineering)
- ✓ Dr. Fernando Unzueta (Spanish and Portuguese)
- ✓ Dr. Kay Wolf (Health and Rehabilitation Sciences)
- Dr. Henry Zerby (Animal Sciences)

Students:

- ✓ Niraj Antani (USG, Political Science)
- ✓ Emily Chorey (Inter-Professional Council, Veterinary Medicine)
- Courtney Kasuboski (USG, Industrial and Systems Engineering)
- ✓ Sarah Lang (CGS, Education and Human Ecology)
- Ann Morrison (Optometry)
- ✓ Akshay Paropkari (Engineering)

Administrator:

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

Guests:

- Dr. Steve Fink (Arts and Sciences)
- Mr. Michael Gable (Office of the University Registrar)
- Dr. Scott Herness (Graduate School)
- Ms. Marnie Janson (USG, Pharmacy)
- Ms. Sarah Odum (College of Education and Human Ecology)
- Dr. Patrick Osmer (Graduate School)
- Ms. Melissa Soave (Office of Academic Affairs)
- Dr. Bernadette Vankeerbergen (Arts and Sciences)
- Dr. John Wanzer (Assistant Provost, Office of Undergraduate Education)

The meeting came to order at 3:00 PM.

REPORT FROM THE CO-CHAIR – PROFESSOR KAY N. WOLF

The proposal received from the College of Nursing relating to Mathematics general education requirements has been withdrawn and the College is working closely with the Department of Mathematics.

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

On March 25, 2013 there will be a conference related to STEM education hosted at the Ohio Union by Battelle, Case Western Reserve University, and The Ohio State University and will cover issues related to undergraduate and graduate STEM education.

The Coordinating Committee for Semester Conversion met on February 5, 2013 yesterday. The Committee is reviewing the implementation process of the quarter to semester conversion. Among this issues discussed:

- Space for classes;
- GTA appointments;
- Various issues related to the May session;
- Structural issues related to the Autumn semester

A new issue of Quarter to Semester Update (QSU) as distributed last week.

COLLEGE OF PUBLIC HEALTH

• NEW ADMISSION AND RETENTION POLICY

Guest: Michael Bisesi, Sr. Associate Dean and director of Academic Affairs; Amy Ferketich, Associate Professor

Wolf presented the overview of the proposal. The admission criteria have already been approved by this Council. The most important updates are on the retention part of the policy. Students admitted to the BSPH program are required to maintain a semester and cumulative GPA of 2.8 (after a minimum of 24 semester credits) or higher until they graduate from the University. Students are also required to earn at least a C- or higher in all courses comprising the major. Students who do not maintain those academic standards can be placed on Program Action. The three levels of Program Action are: Program Warning, Program Probation, or Program Disenrollment. A 2.8 GPA is not required for graduation; it is just required to stay in the major. For example, a student who maintained a 2.8 GPA up until the last semester before graduation, and then drops below the 2.8 mark will not be penalized from graduation. Student progress is being tracked up to graduation. These stipulations are part of the retention policy which is

different than the graduation policy. Students might find themselves on various reasons to be in any of the Program Actions; either for a grade lower than C- in a specialization or core course; or for a cumulative GPA lower than 2.8.

This policy on admission and retention will go into effect when the next cohort of students will be admitted. Current students already in the plan are not going to be harmed by this policy. Those students who wish to switch their tracks will be permitted to do so even if they are on a Program Action. For example students enroll in the Environmental Public Health specialization, which requires considerably more math and science courses, can choose to switch to Public Health Sociology specialization.

The undergraduate program in Public Health is still small. The aim of this policy is to align with the other retention policies existing within the health sciences. Both of the specializations of this major are interdisciplinary with Arts and Sciences. The Undergraduate Studies Committee is formed by faculty from both colleges. This committee reviews and decides whether or not to readmit student who might fall below the retention criteria.

Wolf moved approval of this proposal; the motion was seconded by Antani and carried with all in favor.

UPDATES ON INTERDISCIPLINARY GROUPS

- **LIFE SCIENCES NETWORK**

Guests: Kathleen Boris-Lawrie, Executive Director, Life Sciences Network; Richard Moore, Executive Director, Environmental Sciences Network

Dr. Osmer, Dean, Graduate School, presented an overview of the networks within the University. The networks were developed as flexible adaptive ways to collect groups across campus to work together on issues on which they are directly interested, and to advance the graduate programs and research in the University. The networks are flexible groups that can be built upon existing organizational structures within the University and they are adaptive in a way that can be changed and restructured to keep up with the changing research environment at the national level in order to respond to new opportunities. It is a way to enable interdisciplinary work between faculty and students with the support of upper administration.

Dr. Boris-Lawrie provided a presentation of the Life Sciences Network (LSN). The goal of the LSN is to advance Ohio State's strong tradition in life science research training. At the national level the trend in research is for interdisciplinary activities. The LSN vision is to link discipline-based and interdisciplinary graduate programs and the Office of Research in common purpose to build on Ohio State's strength on research in life sciences.

The creation of the LSN is a result of the external review of the interdisciplinary graduate programs 2004; doctoral program assessment and plan of Graduate School 2008; Provost's task force on the life sciences 2009; and NRC rankings 2010. The mission of the LSN is to advance the impact and productivity of research activities of life sciences faculty, staff and graduate students. It is expected that partnerships within the University will raise the visibility, integration, and recognition of the University's life sciences research and graduate programs to the highest levels of public and private recognition. The network integrates with the major initiatives ongoing within the University: forge one OSU; put students first; focus on faculty success; recast our research agenda; commit to our communities, simplify university systems and structures.

The portal <http://lsn.osu.edu/> is a main source of information that draws together people and resources from 12 colleges and schools; serves internal and external life scientists; and provides a single entry point to the full scope of life sciences research activity at the University. This page is a source of information about ongoing fellowships and grants in life sciences within the University. Continuous presentations are being made within the University to raise awareness about the LSN.

The future objectives of the LSN include:

- Maintain the gateway to life sciences: the LSN portal;
- Advance the scope and rigor of scientific training;
- Catalyze extramural research.

In partnership with the Program Council, the LSN has generated: measures to incentivize faculty to advance interdisciplinary research; seed grant funds supporting innovative faculty proposals to significant RFAs; measures to reward graduate programs progressing to NIH-level metrics; and external assessments recognizing the University's life sciences programs and high impact strategic initiatives.

• ENVIRONMENTAL NETWORK

Dr. Richard Moore presented an overview of the Environmental Sciences Network (ESN). The ESN was developed as a result of the Task Force Report on the Environmental Sciences in 2009. It is formed by a community with "tremendous but untapped potential". More than 400 faculty are engaged in the ESN. They work together on grants, teaching, and research. The scope of the ESN is to capture the potential existing at OSU. The network reduces the barriers to perform interdisciplinary research, teaching and outreach. It raises the profile of research and graduate programs in Environmental Sciences. The network aims to recruit and retain talented graduate students in Environmental Sciences across the university.

The ESN link <http://esn.osu.edu/> is developed and maintained with support from the College of Arts and Sciences. The list of deans collaborating in this network include: Dr. Osmer - Graduate School, Dr. Steinmentz - Arts and Sciences, Dr. Williams - Engineering, Dr. McPheron – Food, Agricultural and Environmental Sciences, Dr. Whitacre – Research. The ESN website is a quick stop to search for faculty clusters interested in the same type of research. For example, faculty members are cross listed by research interest themes and keywords. The portal includes a list of active grants. Various teams work on three of the most important seed grants: Shale Water Management Research Cluster, Coastal Vulnerability Research Cluster, and Agroecosystem Critical Zone Research cluster.

These networks are the preferred method of organization for researchers instead of centers. The networks are adaptive and flexible to keep up with various types of faculty clusters and with the ever changing demand for research. The University Research Council is overseeing the networks activities. They are also guided by various Deans and their support.

PRESENTATION: CREDIT ALLOCATION GUIDELINES FOR EDUCATION ABROAD PROGRAMS

Guests: Kelechi Kalu, Associate Provost for Global Strategies and International Affairs; Grace Johnson, Director, Study Abroad

Kalu presented a short overview of the guidelines proposed for credit allocation for education abroad programs. The College of Arts and Sciences had specific requirements already in place to allocate credit for education abroad. The intent is to extend these guidelines to the University level. These guidelines are in conformity with those of the Ohio Board of Regents.

The semester conversion process provided a good opportunity for the administration to take a close look at how programs are developed, and how specific academic experiences can be transferred into coursework credits. In creating these guidelines, benchmark institution policies were reviewed. The research took into consideration the number of hours spent in classroom settings and outside, in field experiences. The guidelines were presented to the College Associate Deans for curriculum, at a meeting in December 2012, with the recommendation to be presented to this Council, before becoming applicable at University level.

Members of the Council recommended that some degree of flexibility will need to exist with regard to definition of the faculty members, or resident academic authority, teaching specific courses. There are cases in which specific experiences might be taught by a person who is not a faculty member: e.g. museums experts, guest speakers. The guidelines are left open for interpretation and adaptation by each College offering programs abroad.

Unzueta moved approval of this proposal; the motion was seconded by Zerby and carried with all in favor.

SUBCOMMITTEE D – Professors Kay Wolf, Randy Smith

COLLEGE OF ENGINEERING

• NEW TRANSFER STUDENT RESIDENCY REQUIREMENT FOR GRADUATION

Guest: Edward McCaul, Assistant Dean

Wolf presented the proposal. Under University Faculty Rule 3335-9-30, the graduation requirements for all students are to complete a minimum of 30 semester credit hours at the University through regular course enrollment before they can receive an undergraduate degree from the university. In order for a student to receive a degree from the College of Engineering, the 30 hours required by the university must be hours that have been approved by the program from which the degree is offered. This policy will make clear specifications for transfer and international students who might enroll at OSU with a high number of undergraduate credits. The programs granting the degree are the ones responsible for choosing which credit hours students will need to complete before a degree will be granted. The course attribution will be done on individual basis in cooperation with the advisors. Currently there are no students enrolled and in this situation, so the policy will apply to future students.

Wolf moved approval of this proposal; the motion was seconded by Lang and carried with all in favor.

COLLEGE OF EDUCATION AND HUMAN ECOLOGY

• ESTABLISHMENT OF A GRADUATE INTERDISCIPLINARY SPECIALIZATION IN APPLIED SCIENCE IN EDUCATION

Guest: Laura Justice, Professor, Executive Director, Children's Learning Research Collaborative

Wolf presented the proposal. Applied developmental science (ADS) is a multidisciplinary field of study that seeks to integrate basic science and developmental theory with applied science on practices, policies, and programs. The ADS specialization is unique in that that is will focus on translational research as it applies to education, broadly conceptualized to capture educational experiences from infancy into adulthood. The specialization is envisioned to provide a meaningful integration of doctoral-level training opportunities available across the College of Education and Human Ecology and within related fields, such as speech and hearing sciences

and psychology. The purpose of this specialization is to promote interdisciplinary scholarship among individuals whose general academic focus is on one of the following: developmental science and theory or pedagogy; educational policy, practice, and programming; and basic and applied research methodologies.

At least 14 but no more than 20 hours of graduate-level coursework are required; at least 9 hours must be from outside the home graduate program in at least two different areas, but may include cross-listed courses. There are 2 core courses required, designed specifically for this GIS. A research apprenticeship and a capstone presentation are also required for graduation.

It is expected that the initial enrollment will be no more than 10 students. The proposal was approved by the Graduate School Curriculum Committee on December 16, 2012 and the Graduate Council approved it on January 14, 2013.

Graduate GIS programs are expected to provide broader knowledge in comparison with a graduate minor which involves only one program and provides depth in the core subject.

Wolf moved the approval on this proposal; the motion was seconded by Unzueta and carried with all in favor.

ENVIRONMENTAL SCIENCES GRADUATE PROGRAM (ESGP)

• ADDITION OF A SPECIALIZATION IN AGROECOSYSTEMS SCIENCE

Wolf presented the proposal. A growing number of graduate students is interested in approaching agricultural science from an agroecosystems perspective, stemming from interest in such topics as food systems, sustainability, adaptation of agriculture climate change, and systems approaches to maintaining environmental quality. The themes addressed by this specialization are: local food system development, food system assessment and sustainability; watershed ecology and participatory water quality management programs; renewable energy from agroecosystems; and sustainability science and policy. The agroecosystem science designation is too broadly interdisciplinary to exist within any of the many disciplines that contribute to the specialization. Furthermore, the subject matter is comprised of courses from many of the disciplines that comprise ESGP. The core course list is comprised of options rather than requirements, therefore, no one department or discipline is placed in a position of responsibility for maintaining viability of the specialization. Neither the core course lists nor the one for required course for this specialization is expected to result in an enrollment burden given the relatively small number of students involved.

Any student admitted to the ESGP is eligible to pursue the Specialization in Agroecosystems Science. The objectives are for the students to develop a set of Analytical Skills and Engineering expertise that are needed to address the measurement and analysis of variation and change in agroecosystems, including their biological, physical, social and economic dimensions. Students in this specialization will develop an understanding of ecology, in terms of the relationship among species and between the biological and physical components of ecosystems, consistent with the core biology and physical sciences subject areas of ESGP. Students enrolled in this specialization will develop an understanding of social, economic and political relationships that have an impact on the functioning of agricultural ecosystems.

There is one required course for all students: GEOG 5220 Fundamentals of Geographic Information Systems. Students in the MS program will need to complete at least 3 credits and student in the PhD program will need to complete at least 6 credits of courses from a selected list. At least 2 credit hours are required in special topics courses related to the specialization for both MS and PhD degrees.

This ESGP graduate program had no specializations. This is the first one developed. The students pursuing their PhD in this program will need to fulfill their required curriculum for their program and in addition the requirements for this specialization, in order to receive it. Depending upon the student's choice, a PhD student pursuing the Specialization in Agroecosystems Science in ESGP could take:

- as few as 25 required credit hours to achieve the ESGP and Specialization requirements (18 credit hours that satisfy both ESGP core and Specialization requirements plus 2 ESGP seminar credits plus 5 credit hours in GIS and special topics that are unique to the Specialization); or
- as many as 43 credit hours (18 credit hours that satisfy ESGP core requirements plus 23 credit hours of non-ESGP core courses for the Specialization plus 2 ESGP seminar credits)

Regardless, 37-55 of the student's 80 required credits will be electives selected by the student, advisor, and advisory committee. These requirements are exclusive of the PhD requirements, but they might overlap. The administration of the degree is not left open to the discretion of the advisors. Page 11 of the proposal shows that 5 signatures are required for the approval of the plan of study for each student. ESGP students are expected to select many electives in addition to the core requirements, in collaboration with the advisors and advisory committees.

Wolf moved approval of this proposal; the motion was seconded by Lang and carried with ten in favor and two abstentions.

The Meeting Adjourned at 5:00 PM.

Respectfully submitted,

W. Randy Smith

Liana Crisan-Vandeborne