

COUNCIL ON ACADEMIC AFFAIRS

200 Bricker Hall

January 11, 2017

3-5 p.m.

DRAFT MINUTES

Attendance

Faculty:

- ✓ Dr. Eric Bielefeld (Speech and Hearing Sciences)
- ✓ Dr. John Buford (School of Health and Rehabilitation Sciences)
Dr. Jill Bystydzienski (Women's, Gender and Sexuality Studies)
- ✓ Dr. Debbie Guatelli-Steinberg (Anthropology)
- ✓ Dr. Curtis Haugtvedt (Marketing and Logistics)
- ✓ Dr. Karen Irving (Teaching and Learning)
Dr. Laurice Joseph (Educational Studies)
Dr. Maria Miriti (Evolution, Ecology, and Organismal Biology)
- ✓ Dr. Susie Whittington (Agricultural Communication, Education and Leadership)
- ✓ Dr. Celia Wills (Nursing)

Students:

- ✓ Mr. Mario Belfiglio (USG, Biology)
- ✓ Ms. Emily Clark (USG, Public Affairs)
- ✓ Mr. Daniel Puthawala (CGS, Linguistics)
- ✓ Mr. Jordan Vajda (IPC, Medicine)
- ✓ Mr. Alex Wesaw (CGS, City and Regional Planning)

Administrator:

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

Guests:

- Dr. Steve Fink (College of Arts and Sciences)
- Dr. Kate Hallihan (John Glenn College of Public Affairs)
- Dr. Alan Kalish (University Center for the Advancement of Teaching)
- Sarah E. Kern (Undergraduate Admissions)
- Mr. Rand McGlaughlin (Office of University Registrar)
- Dr. Jen Schlueter (Graduate School)
- Dr. John Wanzer (Office of Undergraduate Education)

The meeting came to order at 3:00 pm

APPROVAL OF THE MINUTES OF THE MEETING OF DECEMBER 7, 2016

Belfiglio moved approval of the Minutes of the Meeting of December 7, 2016. It was seconded by Whittington and approved with corrections.

COMMENTS FROM THE VICE CHAIR—PROFESSOR W. RANDY SMITH

Smith informed group that President Drake will be giving his annual address to the University Senate on Thursday, January 19, 2017.

He noted that based on recent changes within the Office of Academic Affairs, temporarily the Office of Outreach and Engagement and the Office of Institutional Research and Planning will report to him, and he will assume the lead on academic unit reviews.

There is a search underway for a Dean of the College of Food, Agricultural and Environmental Sciences.

The College clinical faculty review documents were due to the Office of Academic Affairs on January 9, 2017. Two Colleges have submitted – Arts and Sciences and Engineering. This Council will discuss the proposals at its meeting on March 1, 2017 Council meeting.

He met recently with those who developed “co-curricular competencies”, ones approved by this Council. The next step involves asking a few colleges to do pilots next academic year.

The process to review the general education (GE) program has begun. A committee is being formed and will be led by Professors Lawrence Krissek, School of Earth Sciences and Catherine P. Montalto, Department of Human Sciences. This committee will meet throughout 2017. Two students will be members, with Belfiglio as one. Half of the faculty members are from the College of Arts and Sciences. Ex Officio representation will be from the Libraries, Office of Diversity and Inclusion, Distance Education and e-Learning, Undergraduate Education, Registrar’s Office and Honors. “Listening sessions” will occur now through April. The Committee will research other institutions to find out what they have done in their review process as it develops options going forward. A proposal will be brought to the Council late in 2017.

If Council members have any thoughts on this initiative please contact Krissek, Montalto or Smith.

PRESIDENT MICHAEL V. DRAKE

There were self-introductions by Council members and guests, and then Buford gave a brief overview of the Coi roles and responsibilities including this year’s efforts related to the reviews of clinical track faculty and centers and institutes.

The President thanked the Committee for its work. He spoke of his experiences in revamping curriculum, accreditation, and starting a new academic unit - he had helped with the establishment of a new campus in California. He worked with a Committee, the same size as this Council, asking: what would it look like, what do we want from it, what departments would be needed, what should the requirements/courses be? What should every student receive in their experience? Do we have to maintain existing structures? In general, we need to look at the modern world – what are the students coming here with; have them learn outside their area of comfort; have them learn basics but show them other pathways. Such considerations also apply here when changing general education.

He discussed the importance of the new University Institute for Teaching and Learning and how we best work with faculty on their instructional activities. He currently is teaching a freshman seminar class and uses critical thinking and writing projects.

He thinks that clinical track faculty represent a valuable way to support excellence in achieving our teaching and learning mission and that appropriate metrics are needed to assess impact/outcomes.

PROPOSAL FROM SUBCOMMITTEE D – PROFESSORS JOHN BUFORD AND W. RANDY SMITH

- **Proposal to revise the MPH specialization in Health Behavior and Health Promotion – College of Public Health**

Guests: Phyllis Pirie, Chair and Professor, Division of Health Behavior and Health Promotion and Michael Bisesi, Professor, Senior Associate Dean for Academic Affairs, College of Public Health.

The Division of Health Behavior and Health Promotion, College of Public Health proposes curriculum revisions to encourage HBHP students to select sets of electives in a focused area, providing additional depth to the specialization.

In order to achieve this, several existing HBHP requirements are proposed to be modified to make additional credits available for electives. The current curriculum requires a total of 45 credits, of which 41 are in required courses. The proposed modifications will reduce the required credits by 4 (to 37), allowing 8 credits of electives. The elective credits should be taken in a single track. The track should be selected during the first semester of enrollment in the HBHP MPH program, in consultation with the student's advisor.

- A. Changes which will reduce credit requirements for the “basic” HBHP specialization from the current 41 to 37 semester credits:
 - a. A new HBHP major- specific version of the core course which incorporates the material from the current required “theory” course (7562); this reduces the required specialization credits by 2 credits.

- b. Community Health Assessment (7520) will be reduced to 2 credits (from 3), which reduces the current requirement by 1 credit.
 - c. Foundations of Professional Practice (7528) course reduced to 2 credits (from 3), which reduces the current requirement by 1 credit.
- B. Add “Tracks” by providing focused lists of electives to be selected to fill out the requirements (8 credits of electives).

Approval of alternate electives: A student may petition the faculty of HBHP for permission to substitute a graduate level course not listed above as an appropriate choice within one of the listed tracks. The student should provide a recent copy of the course syllabus and a statement indicating why he/she thinks this is an appropriate elective.

Approval of changes to the tracks: Following Division approval of an alternative elective relevant to any track, that alternative elective course will be added to the approved list for that track. The Division faculty may choose to designate specific courses as required within specific tracks. In addition, the Division faculty may choose to approve other racks as needed.

Effect of these changes on other programs that use these courses:

- a) PUBHHBP 6510, which is the existing core course and will become the core course for nonmajors, is unchanged and will continue to be offered for students in other programs requiring such a course.
- b) Neither of the two courses which are being shortened (7520 and 7528) is required by other programs, to our knowledge.
- c) The course which is being dropped (7562, Theoretical Applications in Health Behavior Change) is not required in any other program, to the best of our knowledge.

The reduction in “HBHP specific” required credits will slightly impact the students in the dual MPH/MSW program in that they will be required to take 4 fewer Public Health credits. We do not believe this will impact the overall dual degree, since the dual program requires a large number of credits. If negotiations with Social Work indicate that this creates a problem, we will consider adding additional public health elective credits to keep the overall number of credits in the dual degree constant.

The new requirements are scheduled to take effect for students entering in Autumn 2017. Students entering before that date who have not yet completed their degrees before Autumn 2017 will follow a “transition plan” to allow them to complete the requirements they entered under. Nearly all HBHP-MPH students enter in Autumn semester; exceptions are very rare.

Summary of key changes:

7562 will no longer be required; rather, this knowledge will be incorporated into an accelerated version of the core course, 6515; 7520 and 7528 are each reduced to 2 credits, from 3; and the student will now be required to take 8 credits of electives selected to represent specific track.

Students in transition who follow the traditional full-time curriculum:

Students who enter in Autumn 2016 will take the year 1 curriculum under the current rules. In year 2, they will encounter the abbreviated (2 credit) rather than longer (3 credit) version of 7528, Professional Practice. They will be asked to take one additional credit of electives (i.e., 5 credits total rather than 4), which should be easy to accommodate since many electives are 3 credits. They may freely choose appropriate electives, as in the current curriculum. The total program credits (45) will be unchanged.

Students in transition who are part-time or who taking an unconventional course load

Students who entered prior to Autumn 2017 and who are part-time or taking an unconventional sequence of courses will need to be closely monitored. They must continue to fulfill the basic requirement of a 45 credit curriculum and must take the required courses. They will be allowed to freely choose electives rather than choosing electives within a thematic track. All students entering in Autumn 2016 or earlier will be closely monitored during autumn semester to assure they are taking the required course 7562, which augments 6510 for earlier cohorts. That course may no longer be available after Autumn 2016. If our monitoring reveals remaining students in these earlier cohorts who have not been able to take 7562, HBHP will arrange to offer 7562 as needed (e.g., in Autumn 2017) to assure they can meet their course requirements.

The Committee discussed the transition with the guests.

Buford moved approval of the proposal; and it carried with all in favor.

INSTITUTIONAL RE-AFFIRMATION WITH THE HIGHER LEARNING COMMISSION: 2017 —PROFESSOR W. RANDY SMITH

Smith gave an update on progress for the University's re-affirmation of accreditation with the Higher Learning Commission (HLC). Our decennial review is underway with a site visit March 20-21, 2017. It involves the Columbus campus, the regional campuses, and the Agricultural Technical Institute.

The Assurance Document can be no more than 35000 words addressing the following 5 criteria (which were revised in 2013) and includes a Federal Compliance component.

- Mission
- Integrity: Ethical and Responsible Conduct
- Teaching and Learning: Quality, Resources and Support
- Teaching and Learning: Evaluation and Improvement
- Resources, Planning, and Institutional Effectiveness

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A “Quality Initiative” that focused on Undergraduate Advising was completed during Summer 2016, submitted to HLC and approved in October 2016.

An Institutional Re-affirmation Coordinating Committee was appointed in Autumn 2014 and has been meeting and working on the review and preparing for the site visit. HLC has just confirmed that Site Review Team membership - 7 peer reviewers.

Going forward there will be another review in 2021, without a site visit, and then a full review in 2027. For the 2021 review we can already start thinking about; how our Strategic Plan needs to be aligned with our Mission Vision Statement; the need for every course, program, certificate to have goals and objectives and then to show how we know they are being achieved, and how we use that information for program improvement.

OTHER BUSINESS

Based on the conversation with the President, Guatelli-Steinberg asked if the Council could spend some time to talk about teaching and learning. A discussion took place on how to bring the teaching culture/process to the forefront and more in line with research in assessing faculty excellence and job security. Teaching should be part of reward structure. Teaching is very local and should start within the Patterns of Administration (POA) and Promotion and Tenure (P&T) Guidelines at the College and Departmental level.

Smith suggested devoting a session to this at a forthcoming meeting, and inviting Kay Halasek, Director, University Institute for Teaching and Learning, and Kay Wolf, Vice Provost for Academic Policy and Faculty Resources. In addition, this could be the topic when the Council meets again with the Provost at the end of Spring Semester.

The Meeting adjourned at 4:35 p.m.

Respectfully submitted,

W. Randy Smith

Ann Lawrence