

COUNCIL ON ACADEMIC AFFAIRS

200 Bricker Hall

December 6, 2017

3-5 p.m.

MINUTES

Attendance

Faculty:

- ✓ Dr. Rebecca Andridge (Public Health)
- ✓ Dr. Eric Bielefeld (Speech and Hearing Sciences)
- ✓ Dr. Debbie Guatelli-Steinberg (Anthropology)
Dr. Curtis Haugtvedt (Marketing and Logistics)
Dr. Jennifer Higginbotham (English)
- ✓ Dr. Karen Irving (Teaching and Learning)
- ✓ Dr. Laurice Joseph (Educational Studies)
- ✓ Dr. Maria Miriti (Evolution, Ecology, and Organismal Biology), Chair
Dr. Roberto Myers (Material Science Engineering)
- ✓ Dr. Melvin Pascall (Food Science and Technology)

Students:

- Mr. Mario Belfiglio (USG, Biology)
- ✓ Ms. Kate Greer (USG, German and History)
- ✓ Mr. Daniel Puthawala (CGS, Linguistics)
- ✓ Mr. Blake Szkoda (CGS, Biochemistry)
Ms. TaLeitha Varner (IPC, Pharmacy)

Administrator:

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

Guests:

- Ms. Danielle Brown (College of Education and Human Ecology)
- Dr. Steve Fink (College of Arts and Sciences)
- Dr. Rob Griffiths (Office of Distance Education and eLearning)
- Dr. Kate Hallihan (John Glenn College of Public Affairs)
- Dr. Alan Kalish (University Center for the Advancement of Teaching)
- Dr. Pasha A. Lyvers Peffer (College of Food, Agricultural and Environmental Sciences)
- Mr. Rand McGlaughlin (Office of University Registrar)
- Mr. Jack Miner (Office of University Registrar)

Dr. Steve Neal (College of Food, Agricultural and Environmental Sciences)
Dr. Bernadette Vankeerbergen (College of Arts and Sciences)
Ms. Selin Yenibahar (Undergraduate Student Government)

The meeting came to order at 3:00 p.m.

COMMENTS FROM THE CHAIR—PROFESSOR MARIA MIRITI

Faculty Cabinet met on December 1, 2017. The Cabinet would like to standardize the activities of the University Senate committees. Currently, there is variation among the committees when it comes to chair transition, annual reports, and bylaws.

President Drake also attended that Faculty Cabinet meeting. Much of his discussion centered on the federal government’s proposed tax bill and the implications on higher education, specifically the tax on graduate tuition and employee tuition benefits. President Drake assured the Cabinet that he is advocating on behalf of the University.

COMMENTS FROM THE VICE CHAIR—PROFESSOR W. RANDY SMITH

Smith and the co-leads of the general education (GE) revision—Professors Larry Krissek, Andrew Martin, Cathy Montalto —have been to 30 listening session since the end of October 2017. In general, the reaction has been supportive of the proposed revision’s direction. To date, clarity is being sought on implementation issues. Feedback / questions include:

Foundations

- Why are there sub-sections in the arts and humanities, but not in the sciences?
- Why is only one science course required?
- A petition has been submitted asking for course to be added that focuses on diversity and race.

Themes

- Most people do not want sub-themes.

Bookends

- Questions surrounding implementation.

There are also questions about what the proposed revision will mean for the regional campuses. One of their main missions is to teach the GE. What happens if the foundations are decreased?

The GE Review Coordinating Committee cannot bring forward its report without key implementation questions answered.

Carol Whitacre, Senior Vice President for Research, is retiring at the end of December 2017. The Office of Research hosted a farewell reception for her on December 5, 2017. A search for her replacement will be conducted.

PROPOSAL TO REVISE UNDERGRADUATE TUITION POLICY—PROFESSOR MARIA MIRITI AND MR. JACK MINER

The Council continued its discussion of the Undergraduate Student Government (USG) proposal to revise the undergraduate tuition policy that was started at its meeting on November 16, 2017.

As a reminder, the USG resolution “supports the adoption of policies and procedures that allow high-achieving undergraduate students to take up to 21 credit hours each semester without having to incur any additional fees.” Current policy provides that undergraduate students pay incremental amounts when enrolled in more than 18 credit hours per semester.

The University Senate Fiscal Committee will be the body that ultimately approves the USG proposal. Senate Fiscal has asked this Council and the Council on Enrollment and Student Progress (CESP) to review the proposal from an academic perspective. This Council will decide whether to endorse CESP’s recommendations to Senate Fiscal.

With the input of CAA and other interested parties, CESP has recommended the following:

1. Incremental tuition not be charged to undergraduate students enrolled in more than 18 hours.
2. Only students who have the permission of an academic advisor associated with their college / major may enroll for more than 18 credit hours, with the exception that students on academic probation or special action probation should generally not be granted such permission. Permission must be distinctly received each semester the student enrolls for more than 18 credit hours.
3. Academic advisors may grant permission for students to enroll for more than 18 credit hours after a face-to-face meeting with the student.
4. CESP provides the following examples of particular circumstances in which exceeding 18 credit hours is appropriate. Students should have the capacity to handle the overload.
 - a. Courses that provide credit for internships or co-op.
 - b. Courses that engage students in research.
 - c. Students pursuing a formally declared minor.
 - d. Students in formal programs where the program requires enrollment in a course that might cause an overload.
 - e. Other situations in which a planned overload permits the student to graduate on time.

5. Advisors should exercise particular caution in approving summer overloads due to the increased work load associated with the compressed schedule.
6. Additional permission must be granted by the department chair or associate dean (or faculty designee) in the following exceptional circumstances:
 - a. Overloads in excess of 21 credit hours.
 - b. Students who are on academic probation or special action probation should generally not be granted permission to enroll for more than 18 credit hours.

CESP also recommends that the Registrar's Office create a form to be used for requesting permission for an overload, and should also monitor the performance of students taking more than 18 credit hours in a term and report to CESP every other year.

The Council discussed CESP's recommendations.

The Council asked if Senate Fiscal reached out to the colleges regarding the proposal. Miner responded that Senate Fiscal did not reach out to the colleges, but that the Registrar's Office and Undergraduate Education—on behalf of CESP—discussed the issue with the college assistant deans.

The Council asked how the change in policy would be communicated to the University, if passed. Miner responded that a communication would go out from the Registrar's Office and the Office of Business and Finance.

Fink noted that there were no exceptions to the 18 credit hour policy under the leadership era of Provost Alutto. Certain programs (i.e. Music) were hit hard by the establishment of the policy, and revised their curriculums, accordingly. Fink also expressed frustration that there seems to be a lapse of institutional memory as to why the 18 credit hour policy was created.

Miner stated the Registrar's bi-annual report will highlight any issues with this revised policy. If issues are discovered, the policy will come back to this Council and CESP for review.

The Council recommended that students be required to submit a reason why they are submitting a petition to take over 18 credit hours. This could be included on the form that the Registrar's Office creates.

Concern was expressed that the new policy may introduce pressure on students to take the maximum number of credits to graduate earlier.

Miner confirmed that students would have to make an appeal every semester.

The Council recommended that language be added on how a student can appeal an academic advisor's decision. Miner responded that an appeal would likely go to the college curricular dean.

Miriti moved endorsement of the proposal with the addition of its two recommendations; it was seconded by Puthawala and it carried with all in favor.

PROPOSAL FROM SUBCOMMITTEE A – PROFESSORS ERIC BIELEFELD, REBECCA ANDRIDGE, AND MELVIN PASCALL; MS. KATE GREER

- **Proposal to add a new specialization in Data Visualization to the Bachelor of Science, Data Analytics major – College of Arts and Sciences**

Guests: Mary Anne Beecher, Chair, Department of Design; Srini Parthasarathy, Professor, Department of Computer Science and Engineering

The College of Arts and Sciences requests the addition of a new specialization in Data Visualization to the Bachelor of Science in Data Analytics major. The major is jointly administered by the Department of Statistics and the Department of Computer Science and Engineering.

The Data Analytics (DA) major is structured in three parts: core fundamentals, an area of specialization, and an integrative experiential education component. There are currently four specializations in the major: Biomedical Informatics, Business Analytics, Computational Analytics, and Social Sciences Analytics. Each specialization is required to consist of a number of technical courses and a capstone experience that is optimized for the subject. The capstone experience serves as the integrative experiential component.

The 15-credit hour Data Visualization Specialization (DVS) in the Data Analytics major will complement the computational, mathematical, and statistical skills attained from the core curriculum with an understanding of, and proficiency in the use of analog and digital tools and methods to analyze and represent quantitative and qualitative data as pictorial representation of data that may take the form of an animation, an interactive visual interface, an immersive environment, a cloud, a map, a chart, or a simple picture.

The DVS will provide students with two complementary sets of skills.

First, students will have the ability to visualize data for the purpose of seeing and exploring what is contained within it. While the use of visualization to inform analysis is common practice in the arts, it is the intent of the DVS to provide DA students with opportunities to develop visualization strategies to support their ability to make sense of data.

Second, students will acquire the ability to make visuals—both static and dynamic—as a means of telling the stories found in the analysis of data. By creating compelling visuals using human-centered design principles and practices, students will enhance their ability to engage audiences and provide them with efficient and effective access to knowledge.

Students will need to satisfy five required 3-credit hour courses to complete the DVS: one computer science course (CSE 5544); three courses that focus on specific approaches to visualization (DSN 5505, ACCAD 5141, and ACCAD 5150); and participation on a team-based sponsored project in the Data Visualization Capstone course.

The proposed DVS does not change the minimum number of credit hours for a student to major in Data Analytics (130 hours).

The Data Analytics major has a cap of 50 new students per year for the first five years. The additional of the DVS will not affect the cap.

The Council noted that all the courses in the specialization are at the 5000-level, and asked whether this would negatively affect students coming late to the program. Beecher replied that none of the required specialization courses have prerequisites, so there should be no issues with students who come into the program late.

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

Smith noted that this is the latest specialization in a very successful new major program. Parthasarathy informed the Council that all students who have graduated from the Data Analytics program have received multiple job offers.

Beecher and Parthasarathy remarked that it was a pleasure to work with colleagues in other colleges.

PROPOSAL FROM SUBCOMMITTEE D – PROFESSORS MARIA MIRITI AND W. RANDY SMITH

- **Proposal to revise the Agronomy major for the Associate of Science degree – College of Food, Agricultural and Environmental Sciences**

Guests: Pasha Lyvers Peffer, Acting Assistant Dean, College of Food, Agricultural and Environmental Sciences; Steve Neal, Interim Associate Dean, College of Food, Agricultural and Environmental Sciences; Jeanne Osborne, Assistant Director, Ohio State ATI

The College of Food, Agricultural and Environmental Sciences (CFAES) proposes revisions to the Agronomy associate of science (AS) major offered at the Agricultural Technical Institute (ATI).

This proposal was developed in consultation with the Department of Horticulture and Crop Science in response to changes in the Agronomy specialization in the Sustainable Plant Systems major (approved by this Council in 2016-17). The ATI program is being modified to better align courses and to improve the transition for students between ATI and Columbus campus (AS to BS degree).

The proposed changes consist of:

- The addition of CRPSOIL 2324T and CRPSOIL 2580T (+6 credit hours)
- Removal of CRPSOIL 2411T and addition of HCS 3100 (no net change)
- The addition of Technical Elective credits (+5-6 credit hours)
- Removal of courses (CRPSOIL 2412T, CRPSOIL 2422T, PLNTPTH 3001 and PLNTPTH 3002). These courses are included as potential technical elective courses (-11 credit hours).

The changes result in a slight increase in credit hours for the degree from 62 to 62-23.

The Council did not express any concerns.

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

Smith noted that there have been administrative changes in CFAES. Neal is now the interim associate dean and Lyvers Peffer is the acting assistant dean.

- **Proposal to create a Global Option in Social Work – College of Social Work**

Miriti presented the proposal. The College of Social Work proposes to create a Global Option (GO) in Social Work curriculum enhancement program.

The Global Option curriculum enhancement program will combine international components with the social work major in order to strengthen a student's global perspective and gain global skills in order to perform at a higher level of cultural awareness. The program is designed in a manner that is accessible and affordable and thus will not add time to graduation as students selectively use required credit hours in creating their GO program. GO social work students are also exposed to the global content that is infused throughout the traditional undergraduate curriculum.

The goal of the program is to promote global citizenship and professional action among social work students. This will be achieved through coursework, research, advocacy, and service to vulnerable groups in other parts of the world, as well as immigrants and refugees in Ohio communities. Upon successful completion of the GO, students are expected to demonstrate the following competencies from a global perspective:

- Demonstrate ethical and professional behavior
- Engage diversity and difference in practice
- Advance human rights and social, economic and environmental justice
- Engage in policy practice

Students participating in the GO Social Work program will plan an individual program comprised of courses, research, international experiences, and reflection in order to constitute an achievement beyond the standard requirements for the social work degree.

In order to commit to the Global Option goal of not adding time to graduation, program components are structured in a manner that will allow completion during the two years that constitute the professional social work program, as over 90% of social work majors are internal and external transfer students who enter the major in the junior year. The GO Social Work programming is thus completed in place of, or as part of, the 14-credit hours of social work electives required in the major.

In addition, GO students will complete the 10-credit hour Field Placement required of all social work students either in agency abroad or in domestic organization that provides international services.

Fink expressed concern that the foreign language requirement is minimal. He would like to see the college encourage foreign language competency more strongly.

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

Smith informed the Council that there are other academic areas that are interested in bundling competencies (i.e. leadership), and he inquired if that would be of interest to students. The student members on the Council were very supportive—particularly if it was something that showed on a transcript.

OTHER BUSINESS

Smith informed the Council that it may soon see two clinical faculty proposals: a revision to the cap from the College of Dentistry and a request to add clinical faculty to the College of Social Work.

The Council will also see a proposal for a new undergraduate program in Integrated Mathematics and English.

Smith announced that this will be Irving's last meeting. He thanked her for her contributions to the Council.

The Meeting adjourned at 3:51 p.m.

Respectfully submitted,

W. Randy Smith
Katie Reed