COUNCIL ON ACADEMIC AFFAIRS

200 Bricker Hall

November 7, 2018
3-5 PM

MINUTES

Attendance

Faculty:
✓ Dr. Rebecca Andridge (Public Health)
   Dr. Anika Anthony (Educational Studies)
✓ Dr. Eric Bielefeld (Speech and Hearing Sciences), Chair
✓ Dr. Kevin Evans (School of Health and Rehabilitation Sciences)
✓ Dr. Sara Fowler (College of Dentistry)
   Dr. Debbie Guatelli-Steinberg (Anthropology)
✓ Dr. Curtis Haugtvedt (Marketing and Logistics)
✓ Dr. Jennifer Higginbotham (English)
✓ Dr. Roberto Myers (Material Science Engineering)
   Dr. Melvin Pascall (Food Science and Technology)

Students:
✓ Mr. Nat Crowley (USG, Finance)
✓ Ms. Kate Greer (USG, German and History)
✓ Ms. Neethi Johnson (CGS, MBA)
✓ Mr. Blake Szkoda (CGS, Chemistry and Biochemistry)

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

Guests:
Dr. Cindy Anderson (College of Nursing)
Ms. Kate Bartter (Office of Energy and Environment)
Dr. Alicia Bertone (Graduate School)
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. Elena Irwin (Sustainable and Resilient Economy Discovery Theme)
Dr. Alan Kalish (University Center for the Advancement of Teaching)
The meeting came to order at 2:59 p.m.

COLLEGE OF NURSING PRESENTATION – DEAN BERN MELNYK AND PROFESSOR CINDY ANDERSON

The College of Nursing’s (CON) vision is to be the world’s leader in thinking and achieving the impossible to transform health and improve lives. The college’s mission is to dream, discover, and deliver a healthier world. The college thinks big and executes rapidly.

CON’s core values are excellence; collaboration and authenticity; curiosity and intellectual rigor; integrity and personal accountability; openness, trust, respect, and civility; innovation and change; diversity in people and ideas; empathy and compassion; personal and professional wellness; transformational leadership; positivity; and, healthy discourse. CON distinguishes itself from other programs by placing an emphasis on having its faculty, staff, and students live well.

Melnyk shared major accomplishments from this past year. Highlights included the following: moves from #31 to #20 in NIH ranking, #14 among public colleges of nursing; CON’s online master’s program ranking moved from #3 to #2 in the country; the college’s BSN ranking is #1 in the country.

The college’s budget has increased every year since FY11. The increase is largely due to an increase in enrollment and research funding. The college spends the bulk of its budget on people—faculty salaries, staff salaries, and benefits.

CON’s total awarded dollars in research has increased from $2.7 million in FY13 to $7 million in FY18. In just the past seven weeks, the college has brought in $9 million in grants.

There has been a huge increase in faculty and staff. The total number of faculty and staff increased from 119 in FY11 to 272 (proposed) in FY19. The single largest increase has been in the number of associated faculty.

The college’s total enrollment has grown from 1,100 total students in 2014 to 2,200 students in 2018. CON has been focusing on growing its graduate programs. Melnyk noted that admission to CON is highly competitive. Many good students are denied admission. The college is looking to partner with community colleges to create pathways to their programs.
The college is planning new academic programming: the Doctor of Nursing Education (DNE); Master’s of Health and Wellness Innovation and Healthcare; Certificates in Nursing, Health Coaching, Holistic Nursing, Evidence-Based Practice, and Oncology Nursing. The creation of new academic certificates is driven by workforce needs.

Melnyk reported that the national accrediting body for nursing is requiring that all advanced practice nurses have a doctorate by 2025.

The Council asked if students will still want to pursue a master’s degree with the new advanced practice requirement. Melnyk responded that the college still expects students to pursue a master’s for financial and time reasons. Melnyk further explained that there is no projected salary increase with the Doctorate of Nursing Practice (DNP) and many healthcare systems do not know what to do with staff who have DNPs.

The Council asked how CON decides its next steps. Melnyk responded that strategic planning is critical to the college. CON wants to be leaders and innovators in education and research. The creation of new academic programming moves fast, but it is well thought-out and developed.

The Council asked how the college succeeded in embracing distance education. Anderson replied that the college has an investment in making teachers great educators. The college worked closely with the Office of Distance Education and eLearning to build its online programs. CON faculty now believe in online education and see its benefits. Melnyk responded that one benefit is space. The college’s physical space is very limited. Online education allows for more education without the need for more space. Another benefit is exposure. Over 6,000 people have enrolled in the college’s free MOOC (Massive Open Online Course).

The Council asked if the college is ready to adapt to the Enterprise Project and Digital Flagship Initiative. Anderson responded that adaptation is a part of healthcare. The college has a core team of faculty who have embraced the Digital Flagship Initiative and are working with Apple on developing programs.

The Council asked about the impact of the college’s move to increase the clinical faculty cap, which was approved by this body in April 2016. Melnyk responded that the increase has had a huge, positive effect on the college. There is a nursing faculty shortage. The best people want multi-year contracts, which is what the college can now offer.

Melnyk confirmed that most nursing doctoral students go into academia. CON is looking into a combined DNP-PhD degree.

Smith reminded the Council that CON is a competitive program and, with that, comes the issue of students who are admitted to Ohio State, but not admitted to their program of choice. Melnyk replied that many students continue to stay at the University to pursue other degrees. That is one reason why
CON developed the Health and Wellness Innovation in Healthcare (HWIH) major and minor. The HWIH programs give students an opportunity to pursue an in-demand, health-related field.

Smith remarked that the college is lucky to have such strong representation on University-level committees through Anderson and Wills.

PROPOSAL FROM SUBCOMMITTEE A – PROFESSORS REBECCA ANDRIDGE, HELEN CHAMBERLIN (UNIVERSITY RESEARCH COMMITTEE) SARA FOWLER, MELVIN PASCALL; MS. KATE GREET AND MS. NEETHI JOHNSON

- Proposal to create a Sustainability Institute – Interdisciplinary Programs

Guests: Kate Bartter, Director, Office of Energy and Environment; Elena Irwin, Faculty Director, Sustainable and Resilient Economy Discovery Theme

The Office of Energy and Environment and the Sustainable and Resilient Economy Discovery Theme propose to create a Sustainability Institute at Ohio State that will merge the two areas.

The Sustainability Institute (SI) will provide the strategic leadership, coordination and support needed to integrate and catalyze sustainability education, research, engagement and partnerships across all units of the University.

The mission of the institute is to integrate, support and lead sustainability across the University enterprise in ways that:

- Promote sustainability and resilience teaching and learning integrated across colleges and inclusive of various disciplines and ideas
- Catalyze interdisciplinary research that drives discovery and innovations in sustainable and resilient systems, technologies, policies and actions
- Engage public and private sector partners in Ohio, the nation and around the world to develop and apply sustainable solutions that improved well-being and equity
- Integrate sustainability scholarship with campus activities, including opportunities for students from diverse backgrounds and disciplines to engage in research and experiential learning using the campus as a living laboratory and test bed
- Provide a competitive advantage in attracting exceptional new talent, students, partnerships and resource investments to the university

SI will provide a transformative approach to achieving Ohio State’s sustainability goals and unique opportunity for the University to demonstrate a new model of interdisciplinary scholarship for large public research institutions.
SI will be co-directed by a faculty director (Irwin) and an executive director (Bartter). The Executive Director and Faculty Director will jointly be responsible for developing the strategic priorities and metrics of success for SI. Each co-lead will have clearly defined roles and responsibilities within the organization. SI will have a professional staff to support research and business development, education and learning programs, university initiatives, community engagement, and communications. SI will report to the Office of Academic Affairs.

Andridge reported that the proposal showed evidence of need, letters of support, and a budget. The subcommittee asked for an expanded section on diversity and inclusion, which was provided.

Andridge remarked that she appreciated the proposal’s clear definition of sustainability.

Smith noted that SI will act similarly to the Institute for Materials Research. It will be a convening place for sustainability work at the University. Most institutes are research-only; SI will be distinctive.

Bielefeld moved approval of the recommendation; it carried unanimously.

Smith noted that this Council’s recommendation to terminate the Center for Higher Education and Enterprise was approved by the University Senate at its meeting on October 25, 2018. Prior to that meeting, questions about whether the Center should have been created in the first place arose—in part because the center was initiated at the University-level. If there are questionable aspects of future proposals, please contact Bielefeld or Smith.

PROPOSAL FROM SUBCOMMITTEE C – Professors Curt Haugetvedt, Anika Anthony, Debbie Guatelli-Steinberg

- Proposal to create a Bachelor of Science degree program in Sociology – Department of Sociology, College of Arts and Sciences

Guest: Andrew Martin, Professor, Department of Sociology

The Department of Sociology proposes to create a Bachelor of Science degree program in Sociology.

At the core of the proposed major is the recognition that students interested in a career in social and behavioral sciences with a focus on research must be provided with the skills and experiences necessary to engage in empirical inquiry. To understand, and provide solutions to complex social problems that face our world today, requires practitioners well-versed in both the substantive and methodological foundations necessary to empirically investigate the world.
The proposed major meets the demands of current and prospective students for a more rigorous and research-focused Social Sciences program. The department has an increasing number of students interested in doing research, both with a faculty mentor and independently (typically through an honors or non-honors thesis). The goal of the major is to provide students with the necessary training to not only be capable researchers at Ohio State, but to go on to top-ranking graduate programs around the country to continue their post-graduate work.

The department anticipates that 10 students will enroll during the 2019-20 academic year with increases each year. The anticipated maximum is 40 students.

The minimum number of credits required to complete the major is 39. Students will take one prerequisite (Sociology 1101), three core courses, and two advanced methods/stats courses. Students will select one of the following tracks: Population Dynamics and Wellness; Criminology, Law, and Society; and, Social Inequity. Within their track, students will take two required substantive area requirements, four substantive area elective courses, and two required research courses. A list of elective courses is provided.

The new major only requires the addition of one new course. No new faculty are needed.

The department is looking forward to advertising and recruiting students.

Most Big 10 schools do not have a BS in Sociology. This will make Ohio State unique.

Letters of concurrence were received.

The Council asked if the department anticipates students switching from the Bachelor of Arts to the Bachelor of Science (BS). Martin replied that they do anticipate that some students will make the switch. He informed the Council that must students come to Sociology later in the undergraduate career. The department wants to try to identify BS students early to help plan their science and general education requirements.

Martin remarked that establishing a BS was an easy decision for the department.

Bielefeld moved approval of the recommendation; it carried unanimously.

No additional level of internal approval is needed, but the Ohio Department of Higher Education will need to approve the program before it can be offered.

PROPOSAL FROM SUBCOMMITTEE D – PROFESSORS ERIC BIELEFELD AND W. RANDY SMITH

- Proposal to create a Graduate Bridge Program – Graduate School
The Graduate School proposes to create a Graduate Bridge Program. This proposal has been reviewed by the combined Graduate School/CAA Curriculum Subcommittee as well as Graduate and Professional Admissions, the college curricular deans, and the Registrar’s Office.

Some individuals and graduate programs would benefit from a bridge graduate program that would support graduate students who may be appropriate recruits for the program, but need additional time, mentoring, coursework, adaptation, or a lower course load to have a successful transition into a full-time graduate program at Ohio State. The program will provide flexibility in acceptance dates and graduate enrollment prior to the student’s transition into a targeted graduate program.

Students would be mentored as a bridge student by their graduate programs as a potential recruit. The programs would design the student’s bridge experience to mature the student’s talent to excel in their programs. The Graduate Bridge Program (GBP) would serve as a conduit for a supportive, flexible environment for the student’s professional development.

The GBP may benefit sectors of student population who would typically not qualify for regular or conditional admit. Student who might benefit include: exploring, re-calibrating, life-long learning, late blooming, and challenges to learning.

The GBP would be a direct admission to the Graduate School for a maximum of one academic year. GBP students must get a letter of commitment from a Graduate Faculty Member of the Graduate Program to mentor the student and from the program to accept the student if he/she maintains a GPA of 3.0 in the GBP and meets all other requirements for the program.

The Graduate School recommends that GBP students enroll in summer semester for a limited S/U course selection, then enroll for autumn for 3-4 credits of didactic course load and remaining S/U credits, then spring semester for a fuller course load, as deemed appropriate. This format is recommended—not required.

Students who complete at least two terms of the GBP, have a 3.0 GPA in the GBP, completed a minimum of 12 credit hours, and are in good standing at the Graduate School, would be eligible to receive a Graduate Bridge Certificate designation on their transcript. For students who receive the certificate, up to half, or a minimum of 6 credit hours, could be applied to their continuation in their Graduate Program.

GBP students are not likely to be eligible for financial aid or graduate associate appointments. Students will likely pay out-of-pocket, though some programs may be able to provide some support. Students will not be eligible for fellowships while in the GBP.
The Council asked why a student may want to get a certificate if they decide to leave the University. Bertone responded that a certificate will allow a student to leave with some documentation of their time at the University.

Bertone clarified to the Council that GBP students are selected by the program. Students cannot apply directly to the GBP.

The Council remarked that it is nice to have support for non-traditional students. It shows support for graduate study at the University-level.

Bielefeld moved approval of the recommendation; it carried unanimously.

Smith noted that no additional approval is necessary.

**COMMENTS FROM THE CHAIR – PROFESSOR ERIC BIELEFELD**

Bielefeld had no comments.

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

Smith asked the Council if they would like to see more college updates like the one presented by Nursing. The Council enthusiastically supported the idea.

The University is continuing its work with EAB (Educational Advisory Board) on adult education. Our initial focus is on regional campus enrollments and online master’s level programs, led by Norman Jones (OSU Mansfield) and Rob Griffiths (Distance Education and eLearning), respectively.

The Office of International Affairs (OIA) held the 12th Annual International Scholar Research Exposition on the afternoon of November 6, 2018. Dr. Gil Latz, incoming Director of OIA, was able to attend. Smith is still helping to lead OIA until Latz’s arrival on January 1, 2019. He is focusing on area studies centers and study abroad.

Today Smith hosted a General Education (GE) Review meeting with all the college curricular deans that have undergraduate programs. Attendees talked about concerns and implementation issues. A critical issue that was discussed was the decrease in science credits. Smith and the GE co-leads will work on a slightly revised GE model. Since some revision needs to occur, the final decision / vote on the GE will be pushed back to April 2019. If a revised GE is approved, it will begin in Autumn 2021 to align with the launch of the Enterprise Project. Smith reminded the Council that this revision is for the students.

The next CAA meeting is on November 28, 2018.
The Meeting adjourned at 4:43 p.m.

Respectfully submitted,

W. Randy Smith
Katie Reed