COUNCIL ON ACADEMIC AFFAIRS

200 Bricker Hall

December 5, 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)
✓ Mr. Adler Pierce for Ms. Kate Greer (USG, German and History)
✓ Ms. Neethi Johnson (CGS, MBA)
✓ Mr. Blake Szkoda (CGS, Chemistry and Biochemistry)
✓ Mr. William Vu (IPC, Dentistry)

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

Guests:
Mr. Roger Bailey (Department of Marketing and Logistics)
Dr. Wendy Bowles (College of Nursing)
Dr. Keely Croxton (Department of Marketing and Logistics)
Dr. Rob Griffiths (Office of Distance Education and eLearning)
Dr. Darryl Hamamoto (College of Dentistry)
Dr. Alan Kalish (University Center for the Advancement of Teaching)
Mr. Rand McGlauthlin (Office of University Registrar)
Dr. Jen Mercer (Fisher College of Business)
Dr. Paul North (Fisher College of Business)
Mr. Mark Runco (Office of Enrollment Services)
Mr. Peter Spreitzer (University Exploration)
Dr. Bernadette Vankeerbergen (College of Arts and Sciences)
Dr. Celia Wills (College of Nursing)
Dr. Walter Zinn (Fisher College of Business)

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

COMMENTS FROM THE CHAIR – PROFESSOR ERIC BIELEFELD

The University Senate approved the proposal to establish a Sustainability Institute at its meeting on November 29, 2018. The Senate discussed the possibility of adding a budgetary review and public comment period for faculty to the center/institute approval process.

COMMENTS FROM THE VICE CHAIR – PROFESSOR W. RANDY SMITH

Smith thanked Council members who attended the dinner with Provost McPheron on November 28, 2018.

The Athletic Training program had an accreditation site visit on November 26-27, 2018. The Council for the Accreditation of Educator Preparation (CAEP) will be on campus on December 2-5, 2018 to evaluate the University’s teacher educator preparation programs. External evaluators will review the University Honors and Scholars Center on February 17-19, 2019. Contact Smith if you are interested in participating in the Honors and Scholars review.

Smith is co-chairing the Ohio Guaranteed Transfer Pathways Statewide Steering Committee. The State has charged the committee with establishing statewide guaranteed transfer pathways from two-year programs to four-year programs in an equivalent field. The committee is currently developing an exception policy for specialized majors at four-year institutions.

There is a group of faculty working on curriculum for an undergraduate degree in eSports and Gaming (exact title TBD). Five colleges are represented on the working group: Arts and Sciences, Business, Education and Human Ecology, Engineering, and Medicine. The program will have a set of core courses and tracks that parallel the five colleges. The type of degree is still being determined, but it will likely lead to a Bachelor of Science. The goal is to offer the program starting in Autumn 2019, which means that this Council will need to review it in Spring 2019.
As noted at previous meetings, Smith is a faculty co-lead for the Alliance for the American Dream. On December 3, 2018, the six finalists pitched their projects on uplifting the middle class. The co-leads will narrow the group to three and those three—along with finalists from other universities—will present to Schmidt Futures on January 29, 2019.

**UPDATE ON GLOBAL WATER INSTITUTE – MR. MARTY KRESS**

Kress gave an overview of the Global Water Institute’s (GWI) work since its inception in 2016.

The mission of GWI is to provide sustainable systems solutions for communities facing water resource challenges. Sustainable systems solutions are ones that are economically viable, environmentally sound, socially acceptable, user-driven, and technically maintainable.

GWI has been active with grants, research, engagement, and outreach. GWI works with over 40 sites across the globe.

The Institute has an External Advisory Board and a Faculty Advisory Committee. Kress would like to see a CAA member serve on the Faculty Advisory Committee.

Two challenges that GWI is facing are the number of funding sources attached to the MOU (six) and Ohio State’s undetermined water agenda.

GWI is undergoing an internal review. Currently, there are four options for the future: keep the current structure; merge with another institute; take away institute leadership and give to a principal investigator (PI); and give the institute to an outside, third party.

Contact Kress if you are interested in engaging with GWI.

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

- Proposal to revise the full-time Master of Business Administration (MBA) program – Fisher College of Business

Guests: Roger Bailey, Senior Lecturer, Department of Marketing and Logistics; Keely Croxton, Associate Professor, Department of Marketing and Logistics; Jen Mercer, Associate Director, Fisher College of Business Graduate Student Services; Paul North, Executive Director, Fisher College of Business Graduate Programs; Walter Zinn, Associate Dean, Fisher College of Business
The Fisher College of Business proposes to revise the full-time Master of Business Administration (MBA) program. This proposal has been reviewed by the combined Graduate School/CAA Curriculum Subcommittee and the Graduate Council. The full-time MBA (FTMBA) program has not undergone a comprehensive review or revision in several decades. In light of an increasingly competitive national MBA market and declining national enrollments, the college felt that it was time for a redesign.

To begin the redesign process, the dean created a FTMBA Redesign Committee composed of faculty and professional staff. The redesign committee met with faculty, staff, alumni, students, and industry representatives (recruiters and executives) to gather data. Based on feedback from the various groups, the committee decided to focus its redesign on co-curricular components. The co-curricular components are designed to enhance the student experience in three areas: experiential, personalized, and integrated.

While the main objective of experiential learning is the benefit to the student, both corporations and the community at large will also benefit from the projects that students work on. There are three main opportunities for experiential learning in the redesign: the Business Lab Project and Social Impact Challenge are required and the Global Applied Project is an elective.

The personalization of the FTMBA program consists of two main elements: assessment and coaching, and customization. Students will be assessed throughout their program and they will have the option to participate in a voluntary coaching program. They will also work with academic advisors, career consultants, and mentors. Mentors will be successful alumni or friends of the college. Students will now have the option to personalize their program. By choosing pathways and elective courses, students are able to select coursework to match their individual interests. Pathways are a replacement to majors.

The redesigned FTMBA will benefit from stronger integration of core coursework. This will enhance a student’s ability to solve problems spanning multiple functions in organizations. Students will participate in 2-hour weekly integration sessions for core courses. Another significant opportunity to integrate the curriculum is through the Max Problem Solving course. The goal of the course is to examine significant social problems to understand them, propose solutions and, if they are unlikely to be solved in the short run, examine how a business should manage through it while it is being solved.

The current FTMBA program is composed of 27 hours of required coursework and 30 hours of elective coursework for a minimum total of 57 credit hours. The revised FTMBA program will be composed of 33 hours of required coursework and 27 hours of elective coursework for a minimum total of 60 credit hours.

Bielefeld noted that the combined Graduate School/CAA Curriculum Subcommittee had questions about scheduling, financial aid, and course credit hours. These questions were resolved with help from the Registrar’s Office.
The Council asked what incentives there are for companies to participate. Zinn responded that there is a healthy network of alumni interested in working with students. It also give companies the opportunity to look at potential employees and to help companies who are short-staffed on projects. Bielefeld asked if there is any malpractice insurance needed. Zinn responded that malpractice insurance is unnecessary.

The Council asked how the college will sustain its coaching program. Zinn replied that the FCOB Leadership Institute will train coaches. Coaches can be faculty and alumni. Coaches will receive pay, though it is minimal.

Bielefeld noted that the combined GS/CAA Curriculum Subcommittee liked the idea of placements. The subcommittee felt that this was good exposure for students and the college.

The Council asked how student were involved with the redesign. Zinn replied that there were focus groups prior to 2017.

Johnson, a Council member and current MBA graduate student, expressed concern over how the redesign was communicated to current students. Smith will ask the college for more details on student involvement.

Haugtvedt noted that MBA enrollments are down across the country because of the flood of MBAs in the market and the number of online MBA programs. The redesign is an attempt to increase enrollments. Haugtvedt also commented that business colleges have extreme pressure to have good rankings.

Smith noted that the college made some missteps by advertising the program prior to approval by this Council.

Smith will ask FCOB to return in two years to give an update on enrollment, outcomes, and student/alumni satisfaction.

Bielefeld moved approval of the recommendation; it moved forward with one abstention.

- Proposal to convert the quarter-calendar Biology Bachelor of Science/Doctor of Dental Surgery to a semester-calendar Biology BA/DDS or BS/DDS – College of Arts and Sciences

Guests: Daryl Hamamoto, Associate Dean, College of Dentistry; Bernadette Vankeerbergen, Director, College of Arts and Sciences Curriculum Office
The College of Arts and Sciences, with the College of Dentistry, proposes to convert the quarter-system Biology Bachelor of Science/Doctor of Dental Surgery (BS/DDS) to a semester-system Biology Bachelor of Arts/Doctor of Dental Surgery (BA/DDS) and Biology BS/DDS.

An undergraduate student will complete the major program requirements of the current Biology BS or BA curriculum in the Health Professions track and all general education requirements. In the student’s third year, he/she will take the Dental Admissions Test (DAT) and apply for admission to the DDS program in the College of Dentistry. Once admitted, the student must successfully complete the first year of the DDS program to be awarded the BA or BS degree. Students who are not admitted to the DDS program will be able to complete the BA or BS by completing 11 additional hours of biology electives.

The College of Dentistry is very precise about the undergraduate coursework that is critical for a student to be well-prepared to succeed in the DDS program. Students pursuing the Biology BS/DDS program will need to complete 132 hours and students pursuing the Biology BA/DDS program will need to complete 123 hours. The Biology BA/DDS option was created to help students with the number of required credit hours. In addition to the Biology BA/DDS option, the expanding number of opportunities to earn college credit while in high school will help many student with the number of required credit hours.

No more than three students are expected to enroll in this program in a given year.

Bielefeld noted that the program is being brought back because of student demand. Hamamoto noted that the combined degree option is common at peer institutions. The combined degree option will help the college with recruitment and will save students money and time.

The Council asked Hamamoto if the College of Dentistry prefers a Biology BA or BS. He replied that there is no preference. Dental schools are much more interested in a student’s prerequisites, DAT score, community service, and letters of recommendation. Hamamoto did remark that he believes most students will do the Biology BS/DDS.

Bielefeld moved approval of the recommendation; it moved forward with one abstention.

- Proposal to create a new Category 4 Workforce Development Certificate, Registered Nurses in Primary Care – College of Nursing

Guests: Wendy Bowles, Assistant Dean, College of Nursing; Celia Wills, Associate Professor, College of Nursing

The College of Nursing proposes to create a new Category 4 Workforce Development Certificate, Registered Nurses in Primary Care.
The purpose of the certificate is to educate current registered nurses (RNs) to practice to the full scope of their license in community-based primary care teams, developing a sustainable workforce of RNs to improve access to primary care in medically underserved areas. The courses included in the certificate are designed to enhance the role of the RN in episodic and preventative care, triage, documentation of health status, chronic disease management, delegated care for illness, health coaching, supervision of other staff and quality improvement leadership.

The target audience includes community-based RNs with goals to practice to the full scope of their license in primary care in rural and inner city underserved area.

The curriculum for the certificate includes a total of 11 credit hours. There is one required course (three hours) and eight hours of electives. The certificate is intended to be flexible to accommodate individualized learning goals. Students will complete the required coursework in 1-2 years and most students are expected to complete their certificate coursework within four semesters on a part-time plan of study.

Some new courses have been created for this certificate.

The certificate is offered both in the classroom and online. The College of Nursing has an MOU with the Office of Distance Education and eLearning (ODEE).

Enrollment is available to any registered nurse in Ohio. It is anticipated that there will be an average of 20 students in each of the first two years with 30 students in years three and four.

Bielefeld noted that a bachelor’s degree is not required to be an RN, so this proposal was not reviewed by the Graduate School.

Bowles noted that there is a same typo in the MOU with ODEE.

The Council did not express any concerns.

Bielefeld moved approval of the recommendation; it carried unanimously.

Proposal to create a new Category 1b Undergraduate Academic Certificate, Primary Care Academic Certificate – College of Nursing

Guests: Wendy Bowles, Assistant Dean, College of Nursing; Celia Wills, Associate Professor, College of Nursing

The College of Nursing proposes to create a new Category 1b Undergraduate Academic Certificate, Primary Care Academic Certificate.
The purpose of this certificate is to increase the educational capacity of Bachelor of Science in Nursing (BSN) students at the OSU College of Nursing to practice to the full scope of their license as a registered nurse in community-based primary care. The courses included in this certificate will enhance the role of the RN in episodic and preventative care, triage, documentation of health status, chronic disease management including mental health and substance use disorders, hospital transition management, delegated care for illness, health coaching, supervision of other staff and quality improvement leadership.

The curriculum for this certificate includes a total of 12 credit hours. Students will have the option to choose four of five courses offered to achieve the 12-credit requirement. Students will complete the required coursework in 1-2 years and most students are expected to complete their certificate coursework within four semesters.

Enrollment will be available to any student currently admitted to the BSN traditional and RN to BSN program. It is anticipated that there will be an average of 20 students in each of the first two years with 30 students in years three and four.

Bielefeld noted that this certificate is a companion to the Category 4 Workforce Development Certificate, Registered Nurses in Primary Care (above). The content is very similar—the audience is different.

Bowles noted that the category 1b certificate stemmed from a grant that the College of Nursing received to help under-represented communities.

Wills noted that the traditional RN education did not focus on community healthcare. Community healthcare will be enter the curriculum in three phases: workforce development, residency program, and embed into undergraduate programs.

Bielefeld moved approval of the recommendation; it moved forward with one abstention.

**ADDITIONAL DISCUSSION**

Smith will ask the Fisher College of Business to present on their academic programming goals and enrollments — similar to the presentation from the College of Nursing at the November 7, 2018 meeting.

The next meeting is on January 9, 2019.

The Meeting adjourned at 4:18 p.m.
Respectfully submitted,

W. Randy Smith
Katie Reed