

COUNCIL ON ACADEMIC AFFAIRS

200 Bricker Hall

January 22, 2020

3-5 PM

MINUTES

Attendance

Faculty:

- ✓ Dr. Rebecca Andridge (Public Health)
- ✓ Dr. Anika Anthony (Educational Studies)
- ✓ Dr. Eric Bielefeld (Speech and Hearing Sciences), Co-Chair
- ✓ Dr. Kevin Evans (School of Health and Rehabilitation Sciences)
Dr. Sara Fowler (College of Dentistry)
- ✓ Dr. Jennifer Higginbotham, Co-Chair (English)
- ✓ Dr. Roberto Myers (Materials Science and Engineering)
- ✓ Dr. Melvin Pascall (Food Science and Technology)
- ✓ Dr. Maria Pruchnicki (College of Pharmacy)
Dr. Paul Rose (College of Law)
- ✓ Dr. Karl Whittington (Department of History of Art)

Staff:

- ✓ Mr. Peter Spreitzer (University Exploration)

Students:

- ✓ Mr. Nat Crowley (USG, Finance)
- ✓ Mr. Ryan Slechta (CGS, Computer Science and Engineering)
- ✓ Mr. Blake Szkoda (CGS, Chemistry and Biochemistry)
- ✓ Mr. Sridhar Uppalapati (USG, Engineering Physics)

Administrator:

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

Guests:

Dr. Philip Armstrong (Department of Comparative Studies)
Dr. Janice Aski (Department of French and Italian)
Dr. Beth Blostein (Knowlton School of Architecture)
Ms. Danielle Brown (College of Education and Human Ecology)
Ms. Lisa Delaney (Office of the University Registrar)

Ms. Judith Dunham-Borst (Knowlton School of Architecture)
Dr. Patrick Green (College of Veterinary Medicine)
Dr. Rob Griffiths (Office of Distance Education and eLearning)
Ms. Jill Hampshire (Office of Enrollment Services)
Dr. David Horn (College of Arts and Sciences)
Dr. Jay Kandampully (Department of Human Sciences)
Dr. Andrew Martin (Office of Academic Affairs)
Dr. Steve Niezgoda (Department of Materials Science and Engineering)
Dr. Nwando Olayiwola (Department of Family Medicine)
Dr. Barry Shank (Department of Comparative Studies)
Dr. Shari Speer (Graduate School)
Dr. Bernadette Vankeerbergen (College of Arts and Sciences)
Ms. Elizabeth Vu (Department of Comparative Studies)

The meeting came to order at 3:02 p.m.

COMMENTS FROM THE CO-CHAIR – PROFESSOR JENNIFER HIGGINBOTHAM

The Council approved the creation of a Certificate (Type 1A and 1B) in Essential Skills for Travel and Business in Russia at its meeting on November 6, 2019. The approval was pending the completion of an MOU between the Department of Slavic and East European Languages and Cultures and the Office of Distance Education and eLearning. That MOU is now completed.

COMMENTS FROM THE CO-CHAIR – PROFESSOR W. RANDY SMITH

The last meeting of the GE Implementation Committee was January 21, 2020.

This round of The Alliance for the American Dream is in its final steps. The leadership team is identifying what proposals will go forward.

On January 17, 2020, Smith attended an all-day meeting hosted by the Cybersecurity and Digital Trust Institute. Two tracks were hosted in the afternoon—one on research and one on academic programming. Smith participated in the latter.

Nearly 600 people are registered for the Sesquicentennial Summit on January 28, 2020. The focus of this summit is the University's urban mission. Nancy Zimpher, former dean of our-then College of Education, will be a keynote speaker.

President Drake's last State of the University Address will be given at the University Senate meeting on January 30, 2020.

INFORMATIONAL ITEMS – PROFESSOR W. RANDY SMITH

The College of Education and Human Ecology (EHE) has nine programs that are approved to be second majors. This is also referred to as a donated major. Donated majors were created to allow students to more easily double-major. A donated major may review certain requirements that may be repetitive with the primary major.

For seven out of the nine EHE programs, the curriculums of the primary and secondary majors match. There are two programs, however, that do not have matching curricula. These programs are Consumer and Family Financial Services and Fashion and Retail Studies. For these two programs, the major requirements are the same, but there are some differences in General Education (GE) requirements.

Smith asked the Council if there were any concerns with the program differences. No concerns were expressed. Smith said that it would be useful to have a discussion about double-majors at a future Council meeting.

The Department of Family Medicine created a college-level center called the Center for Primary Care Innovation and Transformation. The center, connecting primary care stakeholders across the University, will focus on improving the experience of patients, clinicians, and other stakeholders, as well as educating primary care physicians, clinicians, and leaders. Colleges only need to inform the Council about the creation of little 'c' centers; formal approval is not required.

PROPOSALS FROM SUBCOMMITTEE D – PROFESSORS JENNIFER HIGGINBOTHAM AND W. RANDY SMITH

- **Proposal to change the name of the Department of Family Medicine – College of Medicine**

Guest: Nwando Olayiwola, Chair, Department of Family Medicine

The Department of Family Medicine proposes to change its name to the Department of Family and Community Medicine.

The name change will better align with the department and college's strategic priority of improving health and wellness in the community. It will better reflect the core values in Family Medicine: care across the continuum; care for families and their communities, and; holistic social, medical, behavioral, and culturally-competent care. The name change will also better align the department with its peers. Family and Community Medicine is a commonly used names in large, top academic Family Medicine Departments.

Concurrence was received from the Colleges of Medicine, Public Health, and Social Work.

Higginbotham noted that the department has a number of specialized/focused clinics and community programs. This name change may help people realize that their community is serviced by the department.

Olayiwola noted that including the term 'community' is a national trend amount Family Medicine Departments. Uppalapati asked if it is common for academic departments to change their names to match national trends. Higginbotham and Smith replied in the affirmative. Having a similar name to peer institutions and aspirational peers helps with student recruitment, faculty recruitment, and grant submissions.

Higginbotham asked if the department's course subject area will also change. Olayiwola responded that the course subject area will not change because the department offers few courses.

Higginbotham moved approval of the recommendation; it carried unanimously.

- **Proposal to change the title of the Comparative and Veterinary Medicine Graduate Program – College of Veterinary Medicine**

Guest: Patrick Green, Associate Dean, College of Veterinary Medicine

The College of Veterinary Medicine proposes to change the title of the Comparative and Veterinary Medicine Graduate Program to Comparative Biomedical Sciences Program. This proposal has been reviewed by the Graduate School/Council on Academic Affairs (GS/CAA) Combined Curriculum Committee and the Graduate Council.

The college would like the program to have a broader name. Rationale for the change includes: diversity of research in the college; much of the extramural research funding and graduate student training opportunities are beyond the scope of veterinary medicine; difficulty in attracting graduate students that align with the broad research topics; better alignment with peer institutions, and; the redundancy of including the term 'veterinary' for a graduate program in the College of Veterinary Medicine (CVM).

No changes are being made to the curriculum.

The name change process was supported by the CVM faculty. Faculty had the opportunity to vote on several name options. Concurrence was received from the other health science colleges.

Green noted that current students will have the choice on what program title will appear on their transcripts.

The Council asked if there will be any change to the course subject area. Green replied in the negative.

Higginbotham moved approval of the recommendation; it carried unanimously.

- **Proposal to revise the Comparative Studies Graduate Program – College of Arts and Sciences**

Guests: Philip Armstrong, Professor, Department of Comparative Studies; Barry Shank, Chair, Department of Comparative Studies; Elizabeth Vu, Program Coordinator, Department of Comparative Studies

The Department of Comparative Studies proposes to revise the Comparative Studies Graduate Program. This proposal has been reviewed by the GS/CAA Combined Curriculum Committee and the Graduate School.

The proposed revisions are in response to a 2017 external review, as well as feedback from faculty, staff, alumni, and students. The revisions are prompted by the recognition that the department's core mission resides in the promotion of interdisciplinary and multi-disciplinary research, in collaborated practices, and in public humanities. It is also responsive to the realities of the job market, as well as considerations of managing time-to-degree.

Changes include: replacing two required courses with four "critical foundations" courses; introducing a new "Teaching Seminar in Interdisciplinary Studies" requirement; adding an "Interdisciplinary Learning Laboratory" seminar, and; formalizing the existing writing workshop. There is no change in the total number of credit hours to graduate. To accommodate these changes, the number of electives have decreased.

A transition plan and assessment plan were included.

The Council praised the proposal, particularly the time to degree. Shank thanked the Council. He stated that the department wants students to understand the changing world of the humanities. Students need experience with collaborative, research-based work for inside and outside the academy.

The Council asked if the foundation courses will vary in topic. Shank replied that they may vary depending on faculty expertise.

The Council asked if there is concern that the number of electives within the department has decreased. Shank replied that there is no concern. The department encourages students to take courses outside the department.

The Council asked if the department's PhD students come from a certain discipline. Shank responded that the department's graduate students come from all disciplines. Admission applications are reviewed on a case-by-case basis. Many do come from interdisciplinary fields.

Smith applauded the department for its fine work. He also acknowledged the role of David Horn, former Comparative Studies department chair, in the development and success of the department.

Higginbotham moved approval of the recommendation; it carried unanimously.

- **Proposal to add a World Languages Skills and Competencies Workshop requirement to all five majors and three minors in the Department of French and Italian – College of Arts and Sciences**

Guest: Janice Aski, Professor, Department of French and Italian

The Department of French and Italian proposes to add a World Languages Skills and Competencies Workshop requirement to all of its five majors and three minors.

The proposal was initiated in a conversation that Aski had with a graduating senior. Despite graduating with a double major in Italian and Spanish, the student was fearful that she would not be able to find a job. The workshop's aim will be to help students articulate the amazing and sought-after skills learned when studying a world language.

The two-hour workshop will be offered every autumn and spring semester, co-taught by a faculty member or an advanced graduate student and a representative from Career Services. Students will receive a letter of attendance that they can submit to their advisor for demonstrating completion of the requirement.

Aski stated that this workshop fits in well with the department's focus on intercultural competence. The department offered a pilot of the workshop last year. 30 students participated and it was deemed a big success. Students learned how to incorporate their skills into CVs and interviews.

The Council asked if graduate students will be encouraged to teach the course. Aski replied that they will be. Graduate students will only present on intercultural competence. Someone from Career Services will handle the career discussions. Higginbotham remarked that it will be helpful to have a co-teacher Career Services because most tenured-track faculty have been off the job market for a number of years.

The Council asked how students will become aware of the requirement. Aski replied that advisors are aware of the requirement and will communicate it to students. The class will be offered every autumn and spring semester, so there are plenty of students to take it during their time at OSU. Advisors will also help students get the workshop on their degree audits.

The Council said that the workshop is fulfilling a clear need. Szkoda added that every department should offer a similar workshop/course to help prepare its students.

Whittington expressed concern that collecting a paper attendance seems complicated outdated. He wondered if there is a more efficient method in collecting attendance.

Higginbotham moved approval of the recommendation; it carried unanimously.

- **Proposal to establish a cooperative degree agreement between Ohio State and Shandong University – College of Education and Human Ecology**

Guest: Jay Kandampully, Professor, Department of Human Sciences

The Department of Human Sciences proposes to establish a cooperative degree agreement between Ohio State and Shandong University. This proposal has been reviewed by the GS/CAA Combined Curriculum Committee and the Graduate School.

The goal of the cooperative degree agreement is to provide a framework for exceptional undergraduate students enrolled in Shandong University to seek a global educational and professional experience at Ohio State while enrolled as a provisional graduate student.

The agreement will enable Shandong University students an opportunity to pursue, simultaneously, two degrees in two different universities, specifically a four-year undergraduate degree at the Shandong University and a two-year graduate Master's degree at Ohio State, and reduce the typical time required to complete both sets of degree requirements.

Shandong University will nominate students who will then apply to Ohio State. To be nominated, a Shandong student must have a minimum 3.5 GPA. Kandampully noted that Shandong is a top-tier five university in China. Strong students will be applying to the program.

Kandampully noted that Ohio State is not responsible for offering any undergraduate courses or credits. Also, students will not be supported by stipends, so student fees will make the program sustainable.

Students will pay full fees, so the program is sustainable.

Slechta expressed concern that students can only transfer up to six graduate credits from year one to the MS degree. The Graduate School allows students to transfer up to nine graduate credits. Is the program only allowing six credits because students will be full fee-paying? Speer responding that she does not think that is the program's intention.

Speer noted that this is the first cooperative agreement to be reviewed/approved since this Council approved the new agreement template.

Higginbotham moved approval of the recommendation; it carried forward with one opposed.

- **Proposal to change the curriculum of the Master of Architecture program – College of Engineering**

Guests: Beth Blostein, Professor, Knowlton School of Architecture; Judith Dunham-Borst, Program Coordinator, Knowlton School of Architecture

The Knowlton School of Architecture proposes to change the curriculum of its Master of Architecture program. This proposal has been reviewed by the GS/CAA Combined Curriculum Committee and the Graduate School.

The proposed changes are in response to an academic program review conducted in the 2018-19 academic year.

The Master of Architecture (M. Arch) program is grounded in an understanding of architecture as both a design profession and a cultural discipline. The proposed curriculum changes will better align the school's course sequence with this dual agenda, providing a solid grounding in architectural culture for students entering the program in the first year.

Architecture 7210 will be moved from the second year to the first year of the program. The course number will change to 6210 to align with other first year courses. Students in the three-year program will take 6210 in the first year. Students in the two-year program (who enter with AP credit) will not be required to take 6210. Instead, they will be required to complete three credit hours of electives. The total credit hours for the degree will remain at 96 students in the three-year program and 63 for students in the two-year program.

In addition, ARCH 5120 will be replaced with ARCH 5310.

A transition plan was provided.

The Council asked how many students enter the program in the second year because of AP credit. Blostein responded that the three-year program is for students without a degree in architecture. Approximately 20 students per year are admitted to the three-year program. These students meet up with the other students in year two and become part of that cohort.

Higginbotham moved approval of the recommendation; it carried unanimously.

- **Proposal to revise the Bachelor of Science in Materials Science and Engineering – College of Engineering**

Guest: Steve Niezgoda, Associate Professor, Department of Materials Science and Engineering.

The Department of Materials Science and Engineering proposes to revise the Bachelor of Science in Materials Science and Engineering.

The proposed changes are in response to feedback from students in exit surveys. The exit surveys have consistently shown that MATSCEN 4321 is particularly useful for students headed to graduate studies in Materials Science and Engineering (MSE), but MSE students who are interested in industry or who are not pursuing graduate studies would find the course less useful. The proposed change is to move MATSCEN 4321 from being a required core course for the major to the status of a technical elective. This change will allow students greater flexibility in the choice of specific technical area within the MSE program. The change will be credit neutral for the overall degree, but would drop the MSE core class requirements by three credits, and increase the MSE technical electives from 15 to 18.

The change is also driven by a desire of the instructional faculty to return the mode of instruction for MATSCEN 4321 back to a project-based, student-driven course. With increased enrollment in recent years, the course was changed to instructor-driven projects.

Niezgoda noted that 4321 was part of a three-course sequence on computational science. The sequence will now be two courses (2321 and 3321). Students interested in computational sciences can take 4321 as an elective. Students who are not interested in pursuing computational science will still receive training in the fundamentals in 2321 and 3321.

Niezgoda will send Reed the course syllabi for 4321, 3321, and 2321.

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

GENERAL EDUCATION UPDATE – PROFESSORS ERIC BIELEFELD AND W. RANDY SMITH

The GE Implementation Committee met for the last time on January 21, 2020.

The GE Support Team – Smith, Bielfeld, Professors Meg Daly and David Tomasko, Assistant Vice Provost Alan Kalish, Associate Vice President Rob Griffiths, and Associate Registrar Roz Perry, will now take the lead on next steps, beginning with preparing a summary report that highlights the basic recommendations of each subcommittee's final report. The GE Support Team hopes that the final report will be available in early-February.

When the final report is published, the colleges will have the opportunity to review and vote. Each college will follow its own review process.

Issues still remain around credit hours—particularly related to the science requirements and lock-step programs. The Office of Academic Affairs will convene a meeting to find a solution.

A group is working on fiscal issues related to the GE.

On January 21, 2020, Smith met with Helen Malone, Vice Provost for Academic Policy and Faculty Resources, and Gretchen Ritter, Executive Dean of the College of Arts and Sciences, to discuss team-teaching in the new GE these courses. Instructional funds flow and faculty teaching assignments are two issues that will need to be resolved.

Smith noted that although the University-Level Advisory Committee (ULAC) on the GE will oversee the general education program, it is becoming clear that a group will need to be formed to watch over the actual course submissions and subsequent enrollments to ensure that implementation is following a one-university approach with fiscal implications being carefully monitored.

Smith, along with Daly and Griffiths met today with representatives from the Office of the University Registrar to discuss that Office's needs related to the GE revision.

The Meeting adjourned at 4:16 PM

Respectfully submitted,

W. Randy Smith
Katie Reed