

COUNCIL ON ACADEMIC AFFAIRS

200 BRICKER HALL

October 6, 2021

3-5 PM

MINUTES

Attendance

Faculty:

- ✓ Dr. Rebecca Andridge (College of Public Health)
- ✓ Dr. Eric Bielefeld (Department of Speech and Hearing Sciences)
- ✓ Dr. Patricia Enciso (Department of Teaching and Learning)
- ✓ Dr. Jill Galvan (Department of English)
- ✓ Dr. Tara King (College of Nursing)
- ✓ Dr. Fabio Leite (Department of Psychology)
- ✓ Dr. Pasha Lyvers Peffer (Department of Animal Sciences)
Dr. Berry Lyons (School of Earth Sciences)
- ✓ Dr. Catherine Montalto (Department of Human Sciences)
- ✓ Dr. Maria Pruchnicki (College of Pharmacy)
Dr. Andrea Prud'homme (Fisher College of Business)

Staff:

- ✓ Mr. Peter Spreitzer (University Exploration)

Students:

- ✓ Mr. Ross Bales (IPC, Medicine)
- ✓ Mr. Brandon Bishop (USG, Political Science) (Alternate)
- ✓ Ms. Laine Rumreich (CGS, Computer Science and Engineering)
Ms. Amani Samuels (USG, International Studies)
- ✓ Mr. Dustin Servello (CGS, Molecular, Cellular and Developmental Biology)

Administrator:

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

Guests:

- Dr. Anika Anthony (Graduate School)
- Dr. Jonathan Baker (Michael V. Drake Institute for Teaching and Learning)
- Ms. Adrienne Bricker (Office of the University Registrar)
- Ms. Danielle Brown (College of Education and Human Ecology)
- Ms. Lisa Delaney (Office of the University Registrar)
- Dr. Robert Griffiths (Office of Distance Education and eLearning)

Dr. Kay Halasek (Michael V. Drake Institute for Teaching and Learning)
Dr. Eileen Klinger (Department of Entomology)
Dr. Andrew Martin (College of Arts and Sciences)
Ms. Jeanne Osborne (College of Food, Agricultural and Environmental Sciences)
Ms. Rosie Quinzon-Bonello (College of Engineering)
Dr. Melinda Rhodes-DiSalvo (Michael V. Drake Institute for Teaching and Learning)
Mr. David Roy (Undergraduate Admissions)
Mr. Matthew Schultz (College of Pharmacy)
Dr. Bernadette Vankeerbergen (College of Arts and Sciences)

The meeting came to order at 3:01 p.m.

COMMENTS FROM THE CHAIR – PROFESSOR MARIA PRUCHNICKI

Pruchnicki informed the Council that there has been a slight adjustment to today's agenda. The proposal to revise the Associate of Science at Ohio State ATI will be discussed later because some edits needed to be made to the proposal related to the GE revision.

Associate Dean Meg Daly will attend an upcoming meeting to talk about the General Education (GE) revision and this Council's role in approval/implementation. The University-Level Advisory Council (ULAC) on General Education will handle the day-to-day logistics of the GE. This Council will review changes to GE structure and Embedded Literacies.

COMMENTS FROM THE VICE CHAIR – PROFESSOR W. RANDY SMITH

The Proposal to Establish a Master of Athletic Training is on the agenda of the Faculty Council meeting on October 7, 2021. If approved, it will move to Steering Committee, University Senate, and the Board of Trustees.

The Ohio Department of Higher Education hosted an Ohio Transfer 36 Faculty Subcommittee meeting on September 24, 2021. Smith Chairs the group. Discussion focused on next steps with transfer and general education at the State-level.

The following units are undergoing an external review in Autumn 2021: School of Health and Rehabilitation Sciences; English; Human Sciences; Ohio State ATI; Regional Campuses; School of Environment and Natural Resources; and Finance.

The University's 9th Annual Assessment Conference is on Friday, October 29, 2021. This year's theme is *Assessment through the Lens of Social Justice and Post-Pandemic Issues: Hindsight is 2020*. There are typically around 200 attendees at the event. Smith encouraged Council members to register if assessment is a topic of interest.

Smith attended the Coalition of Life Transforming Education's (CLTE) Annual Conference on September 22-23, 2021. CLTE's mission is to look at the next frontier in higher education, which is success as measured by impact on students after graduation. CLTE has approximately 40 members and has asked us to join.

The State of Ohio is dropping Algebra II as a high school graduation requirement. Students can now replace the requirement with courses such as statistics and data analytics. Students who are interested in pursuing STEM will be encouraged to take Algebra II while in high school. High school students who do not plan to pursue STEM are able to take one of the new options. If a student does not take Algebra II in high school and switches to a STEM major while in college, he/she will need to complete Algebra II. Our Department of Mathematics is aware of this change in requirement and has been active in Statewide discussions.

Ohio State is also working with Columbus City Schools and Columbus State Community College on the STEAMM Rising Initiative. STEAMM Rising will provide in-service activities for teachers focusing on STEAMM (science, technology, engineering, arts/humanities, mathematics, and medicine) initiatives. The following colleges are involved from Ohio State: Arts and Sciences; Food, Agricultural, and Environmental Sciences; Education and Human Ecology; and Engineering. The City of Columbus announced the initiative at a press conference on September 23, 2021.

INFORMATIONAL ITEMS – PROFESSOR W. RANDY SMITH

- **Notification of the Primary Care Track Specialization – College of Medicine**

The College of Medicine created an accelerated training pathway for students planning to enter family medicine. The Primary Care Track Specialization (PCT) program is designed to address the primary care physician shortage in Ohio by graduating students committed to family medicine in three years instead of four, which also decreased the debt burden for the student.

Enrollment in this track began in 2017-18. The notification oversight was not realized until the Registrar's Office started to build plan codes for the new Workday system.

The Council did not express any concerns.

- **Revision to the Food, Culture and Society Certificate – College of Arts and Science**

The Department of Anthropology updated the list of required courses for the Food, Culture and Society Certificate. Due to a faculty departure, the Department of Sociology is no longer offering SOCIOL 4463, which is a required course for this certificate. SOCIOL 4463 was removed from the advising sheets and replaced with three new options (FDSCTE 2200, RUSSIAN 3530, ANTH 5614). There is no change in total credit hours.

The Council did not express any concerns.

- **Creation of a Certificate of Completion (category 4), IT Strategy – Fisher College of Business**

The Certificate in IT Strategy program is designed to develop competent and confident leaders who have demonstrated their ability to play a new role in the organization, leading the company to new opportunities for growth. A specific and integrated curriculum has been designed to build the business acumen, the strategic skills, and the professional presence required to identify and seize new market opportunities.

This Council approved the Graduate Certificate in IT strategy (category 3a) at its meeting on September 15, 2021. Type 3a and 4 participants will participate in the same curriculum and assignments, though the former will not be formally graded or receive academic credit for their work.

Since this is a non-credit certificate, admission will not require an undergraduate degree or minimum GPA. The application process will be required, however, an Executive Sponsor, two letters of recommendation, and submission on a “live” problem/project.

The Council did not express any concerns.

- **Creation of a Certificate of Completion (Category 4), Lean Basics – College of Food, Agricultural and Environmental Sciences**

The Certificate of Completion in Lean Basics (category 4) will help individuals prepare for advancement in the manufacturing workforce by learning the basics of Lean as applied in the manufacturing setting. Lean is a system designed to reduce waste and increase efficiency in manufacturing and other work environments. Lean processes include arranging work cells to reduce unnecessary movement, mistake-proofing work operations, standardizing work, and reducing or eliminating delays between steps in work operations.

The certificate program includes 17 one-hour online courses (to be completed over a 3-month period) covering topics manufacturing experts identified as relevant for understanding the basics of Lean as applied in the manufacturing setting.

The College of Food, Agricultural, and Environmental Sciences expects 30-50 participants per year.

The Council did not express any concerns.

- **Creation of a Certificate of Completion (Category 4), Manufacturing Inspection – College of Food, Agricultural and Environmental Sciences**

The Certificate of Completion in Manufacturing Inspection (category 4) will help prepare for advancement in the manufacturing and inspection. Inspection is the measurement of parts to ensure that they conform to specifications. Inspection activities ensure that the part is a quality part that meets the need of the customer. The certificate covers basic measurement, calibration fundamentals, thread

standards and inspection, GD&T, measuring system analysis, and more, leading to a foundation in manufacturing inspection.

The certificate program includes 18 one-hour online courses (to be completed over a 3-month period) covering topics manufacturing quality experts identified as relevant for understanding the fundamental approaches of inspection and the most common instruments used for inspection.

The College of Food, Agricultural, and Environmental Sciences expects 30-50 participants per year.

The Council did not express any concerns.

- **Creation of a Certificate of Completion (Category 4), Manufacturing Safety Fundamentals – College of Food, Agricultural and Environmental Sciences**

The Certificate of Completion in Manufacturing Inspection (category 4) will help prepare for advancement in the manufacturing workforce by teaching the essential safety practices that help employees to avoid potential hazards. The certificate covers manufacturing equipment safety, personal protective equipment, electrical safety, fire safety, environmental safety hazards, CDC workplace infection safety, and more, demonstrating that an individual has critical, basic knowledge of manufacturing workplace safety.

The certificate program includes 23 one-hour online courses (to be completed over a 3-month period) covering topics manufacturing safety experts and OSHA identified as relevant for understanding and avoiding potential hazards in the workplace.

The College of Food, Agricultural, and Environmental Sciences expects 30-50 participants per year.

The Council did not express any concerns.

UPDATE: CRITERIA FOR ADMISSION FOR STUDENTS MOVING BETWEEN COLLEGES – MR. PETER SPREITZER

Spreitzer has been working with various areas to develop a centralized webpage for pre-major and major criteria for current undergraduate Ohio State students (Exploration, Regional, Future Transfer, Major Changers). Partners have included Undergraduate Education, University Exploration, Workday Student Project, Academic Advising, Academic Program Advisory Council, and this Council. The idea for this webpage was first discussed here on April 21, 2021.

After receiving feedback from these various groups, the following cycle was developed:

1. Ask for any revisions to criteria for following academic year (Summer through Spring).
2. Criteria will be posted on a central webpage.

3. Once Workday Student is introduced, these criteria will be used in Workday's "request change program of study" process.

Academic Advising will handle this process.

Spreitzer will soon send a request for information to Colleges via Advising Admins. Once the information is gathered, a website will be created and published.

Spreitzer invited the Council to provide feedback. Comments included the following:

- Recommend using icons when developing the webpage to help with navigation.
- Create a tool that will show students what majors they are eligible for based on their GPAs.
- Keep the webpage basic and letting the programs share more specific information.
- Make sure the target audience for the website is clarified.

Spreitzer will share the finished webpage with this Council.

Smith thanked Spreitzer for his work on this project. His approach to it was thorough and thoughtful.

CENTER REVIEW: MICHAEL V. DRAKE INSTITUTE FOR TEACHING AND LEARNING – PROFESSORS ERIC BIEFELED, PASHA LYVERS PEFFER, AND CATHERINE MONTALTO; MR. ROSS BALES AND MR. BRANDON BISHOP

Guests: Jonathan Baker, Associate Director, Michael V. Drake Institute for Teaching and Learning; Kay Halasek, Director, Michael V. Drake Institute for Teaching and Learning; Melinda Rhodes-DiSalvo, Associate Director, Michael V. Drake Institute for Teaching and Learning

All University-level centers/institutes are expected to be reviewed four years after initial establishment, and every four years thereafter – all overseen by the Council on Academic Affairs. The Michael V. Drake Institute for Teaching and Learning (DITL) was approved on April 21, 2016. Due to the Covid-pandemic, the four-year review was slightly delayed.

Bielefeld and Smith met with Halasek on February 4, 2021, to go over the centers review process. The Drake Institute submitted its self-study report on May 3, 2021. Subcommittee B met with Drake Institute leadership on September 17, 2021, to discuss the self-study report and reviewer feedback.

Subcommittee B found the self-study report to be well-developed and comprehensive in addressing the required review elements:

- Mission
- Faculty and Student Involvement and Contribution
- Administrative Structure and Responsibilities
- Budget

- Evaluative Criteria and Benchmarks

Subcommittee B felt that the Drake Institute successfully works to fulfill its mission, operate effectively within its budget, and has made sufficient progress in meeting its evaluative criteria and benchmarks. The Subcommittee recommends that Institute continue its operation and continue to be reviewed on the standard cycle.

Halasek thanked Bielefeld and Subcommittee B for their work. The Drake Institute agrees with the Subcommittee's assessment and recommendation.

Bielefeld invited the Council to discuss the self-study report and reviewer feedback. Discussion points included:

- Instructional redesign activities can act as artifacts for assessment at several levels.
- It would be helpful to collect demographic data of the faculty involved in outreach programs.
- Suggest assessing faculty projects. Are faculty happy with their work at the Drake Institute?
- It would be helpful to know how work with DITL impacts the promotion and tenure process. Is their work with the Institute included in their dossiers?
- The Council encouraged the Institute to think about ways to engage with resistant or hard-to-reach faculty.
- The Institute needs to help lead a discussion on increasing the value of teaching during the promotion and tenure (P+T) process.
- The Council encouraged the Institute to pay special attention to mentorship and P+T issues for faculty of color.
- Since the Institute is in its sixth year, it should be able to collect P+T data for those faculty who have participated in DITL programs.
- Encourage DITL to follow new faculty through their tenure review.
- What role does the Drake Institute have in online education?
- Applaud inclusion of graduate students in DITL's work.

In the discussion it was revealed that:

- Drake Institute faculty and staff led community of practices during the Covid pandemic. A journal article was published based on their work.
- The Institute's next big initiatives are advancing mentorship (a collaboration with Helen Malone, Vice Provost for Academic Policy and Faculty Resources) and helping graduate students become future faculty.
- DITL plans to play a bigger role in the Assessment Conference moving forward. In addition, Halasek will be involved in a Smith-led work group on the next steps with assessment at Ohio State.

Bielefeld reminded the Council that the four-year review has three possible outcomes: continuation, conditional continuation with a follow-up in less than four years, and termination. Subcommittee B recommends that DITL continue its operations and continue to be reviewed on the standard cycle.

Pruchnicki moved approval of the recommendation; it was approved with one abstention.

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

- **Proposal to revise the PhD, Master of Science (MS) (Plan A), MS (Plan B), and Graduate Minor in Entomology – College of Food, Agricultural and Environmental Sciences**

Guest: Ellen Klinger, Assistant Professor-Clinical, Department of Entomology; Jeanne Osborne, Assistant Dean, College of Food, Agricultural, and Environmental Sciences

The Department of Entomology proposes to revise the PhD, MS (Plan A), MS (Plan B), and Graduate Minor in Entomology. This proposal has been reviewed and approved by the GS/CAA Combined Curriculum Committee and the Graduate School.

The following changes are proposed: adjust the research course offerings to reflect the course numbering convention of the University and adjust elective courses to reflect new offerings, as well as remove courses that are no longer offered. Changes to the research course offerings (course numbers, credit hours, and title changes) have already been approved.

The Department does not anticipate the changes to create any issues for currently enrolled graduate students.

The Council did not have any questions or concerns.

Pruchnicki moved approval of the recommendation; it was approved by all.

Smith commented that there is a phenomenal amount of curricular revision in the College of Food, Agricultural, and Environmental Sciences. It is very progressive of the College to take the initiative to continuously assess its curriculum.

The Meeting adjourned at 4:32 p.m.

Respectfully submitted,

W. Randy Smith
Katie Reed