

COUNCIL ON ACADEMIC AFFAIRS

200 Bricker Hall

February 19, 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:

- Ms. Danielle Brown (College of Education and Human Ecology)
- Ms. Michele Brown (Office of Academic Affairs)
- Dr. Paulette Curtis (College of Education and Human Ecology)
- Ms. Lisa Delaney (Office of the University Registrar)
- 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. Alan Kalish (Office of Academic Affairs)
Dr. Anne Krabacher (University Honors and Scholars Center)
Dr. Andrew Martin (Office of Academic Affairs)
Dr. Stefan Niewiesk (Department of Veterinary Biosciences)
Dr. Andrea Prud'homme (Fisher College of Business)
Ms. Rosie Quinzon-Bonello (College of Engineering)
Ms. Gail Stephenoff (Office of Enrollment Services)
Dr. Tim Ulbrich (College of Pharmacy)
Dr. Celia Wills (College of Nursing)

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

COLLEGE CREDIT PLUS UPDATE – MS. MICHELE BROWN

Brown gave an update on College Credit Plus.

College Credit Plus (CCP) is the State's Dual Enrollment Program. By participating in CCP, students earn high school and college credit. To be part of the program, students must meet statewide eligibility standards. Students can take classes on a college campus, online, or at his/her high school.

While students in grades 7-12 are eligible for CCP, the vast majority are in the 12th grade. The majority of CCP students are white females from economically stable homes.

The Ohio State Academy is the umbrella term for all students taking classes before high school graduation. Courses are taught on campus or online. Students must meet the same admission standards as degree-seeking students.

Students can participate in CCP by individual enrollment or a cohort partnership. Last year, the University had a pilot program that allowed teachers to earn graduate coursework for teacher credentialing.

Enrollment in CCP has steadily increased on all campuses each academic year. There have been drastic enrollment increases during spring semester (all campuses) and at the regional campuses. Mansfield and Newark have seen a huge influx of CCP students, which has a big impact on campus resources.

Most CCP students on the Columbus campus come from suburban school districts with the largest number of participants coming from Dublin City Schools. Enrollment from Columbus City Schools has decreased because many are taking courses offered by Columbus State Community College.

CCP is not a recruitment program, but more CCP students are enrolling at the University after participating in the Ohio State Academy.

In Autumn 2019, only 14.7% of New First-Year Students (NFYS) came in with zero credit hours. Most students came in at Rank 1. It should be noted that most students who come in with credit received that credit through Advanced Placement (AP) tests.

Brown and Bielefeld are co-chairing a CCP Review Committee. The group is reviewing current practice and future implementation of CCP after five years of the state-mandated program. There is also a CCP Committee that is a subcommittee of this Council.

The Council asked if CCP students are taking advantage of online courses. Brown responded that most students (78-80%) take in-person classes. So far, the CCP program has not seen a huge increase in online participation.

The Council asked about the danger of memory decay for courses that are taken while in high school. Many of these courses are critical building blocks to higher-level courses. Brown responded that most students participate in CCP during their senior years, so memory decay should not be too much of a problem.

The Council asked if the State is considering admission standards beyond test scores since lower-income schools are generally at a disadvantage when it comes to testing. Brown responded that test scores are the State's current standard, but that there are discussions on balancing out different institutional needs.

The Council asked if there is any research that shows what majors CCP students eventually select. Brown responded that she is not aware of any research, but—anecdotally—most CCP students want to go to medical school.

Brown informed the Council that the most popular course for CCP students is Introduction to Psychology. CCP students take the most courses out of the Department of Mathematics.

Higginbotham thanked Brown for the presentation.

COMMENTS FROM THE CO-CHAIR – PROFESSOR JENNIFER HIGGINBOTHAM

The following proposals are on the agenda of the February 20, 2020 University Senate meeting: Proposal to Change the Name of the Department of Family Medicine and Proposal to Change the Program Title of Comparative and Veterinary Medicine.

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

Smith was unable to attend today's Council meeting due to a conflict. Martin is substituting for him.

PROPOSAL FROM SUBCOMMITTEE B – PROFESSORS KEVIN EVANS, ERIC BIELEFELD, ROBERTO MYERS; MR. PETER SPREITZER; MR. NAT CROWLEY AND MR. BLAKE SZKODA

- **Proposal to amend the cap on clinical faculty – College of Veterinary Medicine**

Guest: Stefan Niewiesk, Chair, Department of Veterinary Biosciences

Before giving an overview of the proposal, Evans thanked Dean Rustin Moore for all his work in the proposal and thanked the college for its patience while Subcommittee B reviewed.

The College of Veterinary Medicine (CVM) proposes to amend the cap on its clinical faculty from 40% to a maximum of 65%.

Reasons for the increase include:

- The tenured-track faculty in the Food Animal Health Research Program (FAHRP) at ATI are currently housed in CVM's Department of Veterinary Preventative Medicine. These faculty are moving to the College of Food, Agricultural, and Environmental Sciences. This organization change results in a shift of the percentage of tenure-track faculty and clinical faculty.
- CVM's clinical practice has experienced an increase in clinical cases, which means there are increased clinical experiences for students.
- The college's accrediting body is requiring an increase in required clinical hours.

The Council asked how the college sees clinical faculty. Niewiesk responded that clinical faculty are a critical part of the college. Tenure-track faculty typically focus on service and research, while clinical faculty focus on teaching and clinics. CVM clinical faculty are already voting members of the college senate. They also have long-term contracts and are paid competitively based on their specialty.

The Council asked how CVM arrived at 65% as the clinical faculty cap. Niewiesk responded that it seemed like a safe number. The college does not expect to reach the maximum. Instead, he suspects their clinical faculty will be around 50-55%.

The Council asked how tenure-track faculty responded to the proposal. Niewiesk responded that the proposal did not generate much discuss in the college. The majority of tenure-track faculty want to focus on research rather than teaching clinics.

Bielefeld commented that it is striking how many clinical services are offered at CVM. Niewiesk agreed and replied that there has been a major increase over the years. CVM is a specialty practice, so there is no competition with local practices. The college has good relationships with its alumni.

The Council asked if the college will reach its clinical cap by increasing the clinical faculty or decreasing the tenure-track faculty. Niewiesk responded that the college wants to increase its total faculty. The college does not intend to decrease the number of tenure-track faculty. Niewiesk added that the college has no major issues hiring people.

Slechta noted that the college currently has more than 40% clinical faculty. Niewiesk responded that this was not intentional.

Slechta asked if the college could hire more tenure-track faculty who focus on teaching. The Council responded that promotion and tenure guidelines are geared towards research rather than teaching. If a faculty member wants to receive tenure or a promotion, he/she will need to focus on research.

The Council asked if there are any differences between how the college searches for tenure-track and clinical faculty. Niewiesk responded that there are no differences.

Niewiesk confirmed that the college has been successful with getting clinical faculty promoted.

The Council asked if there are any other types of faculty within the college. Niewiesk responded that CVM has associated faculty, also known as practice faculty. They work in the CVM clinics and do not teach.

Niewiesk informed the Council that an individual usually becomes a clinical faculty member right after his/her residency. Tenure-track faculty need more experience with grants, management, etc.

Evans noted that CVM worked with the College of Medicine when creating this proposal. Higginbotham noted that the 65% cap is similar to other recent clinical cap proposals.

The Council noted that the national trend towards more experiential learning requires faculty who focus more on teaching. A way to meet this teaching need is to hire more clinical faculty. If the clinical faculty cap is not increased, there is a danger of creating a "third class" of faculty by forcing the college to hire more associated or practice faculty.

Bielefeld commented that one could argue that the academy is devaluing research with its increased focus on teaching.

Anthony remarked that the proposer twice said the college had no plans to decrease the tenure-track faculty or total number of faculty.

Higginbotham moved approval of the recommendation; it carried unanimously.

Martin noted that the proposal will need to be approved by the University Senate and Board of Trustees.

PROPOSAL FROM SUBCOMMITTEE C – PROFESSORS ANIKA ANTHONY, MELVIN PASCALL, MARIA PRUCHNICKI, PAUL ROSE; MR. WILLIAM VUS

- **Proposal to Revise the Fisher College of Business Honors Program – Fisher College of Business**

Guests: Anne Krabacher, Director, University Honors and Scholars Center; Andrea Prud'homme, Associate Dean, Fisher College of Business

The Fisher College of Business proposes to revise its Honors Contract Program. The college's other honors programs (Honors Integrated Business and Engineering, Honors Accounting, Honors Finance, and Honors Cohort) will remain unchanged.

The main goal of the proposal is to make the Honors Contract Program more appealing to students. The proposed changes will allow students to have more flexibility to pursue other academic interests and to participate in team building opportunities with peers. The changes will also give students a second generalist program option. The proposed changes should increase student interest/enrollment in the program, which will help with program cost.

The revised Honors Contract Program will emphasize the college's strong history of producing exceptional leaders through a "principled leadership" approach. Honors Contract students will now need to complete: a set of five honors business courses; at least four additional honors or upper-division courses; a minor/major/concentration outside of business; and, a Contract Challenge that will enhance students' development as leaders.

Students who are currently enrolled in the Honors Contract Program will continue under the guidelines of the current program, and will not be impacted by the proposed changes.

An assessment plan was provided.

Krabacher confirmed that the proposal has the full support of the University Honors and Scholars Center.

The Council asked if the college has any concern that a student who selects a Research Thesis for his/her Contract Challenge will be doing more work. Prud'homme responded that intent is to balance out work.

Prud'homme confirmed that thesis coursework is open to non-honors students. Non-honors students who complete a thesis can graduate with research distinction.

Higginbotham moved approval of the recommendation; it carried unanimously.

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

- **Proposal to add an online delivery for the Master of Science in Pharmaceutical Sciences Health-Systems Pharmacy Administration – College of Pharmacy**

Guest: Tim Ulbrich, Professor-Clinical, College of Pharmacy

The College of Pharmacy proposes to add an online delivery option for the Master of Science in Pharmaceutical Sciences Health-Systems Pharmacy Administration. This proposal has been approved by the Graduate School/Council on Academic Affairs (GS/CAA) Combined Curriculum Committee and the Graduate Council.

Currently, the Health-Systems Pharmacy Administration (HSPA) program is only offered in person, making it only accessible to health-systems in central Ohio that offer a two-year, accredited HSPA residency. The college has been approached by Ohio-based hospital systems and out-of-state alumni who are interested in having their employees/residents enroll in an online specific graduate specialization. While the current demand for pharmacists is very low, the demand for pharmacy administration roles are increasing in demand.

The proposed changes are a result of feedback gathered from students, faculty, alumni, and health-system partners. The program will now offer two tracks.

Track 1 will be offered to those students who are completing the program over two years in tandem with pharmacy residency training. The vast majority of Track 1 students will be from a health-system in central Ohio. Approximately 55% of the coursework will be offered online and the remaining coursework will be completed in-person and synchronously using distance technology.

Track 2 will be offered to students enrolling on a part-time basis who are working professionals with at least three years' experience in pharmacy practice or completion of an accredited post-graduate year one residency. This offering will be 100% online with a mixture of synchronous and asynchronous sessions.

The online courses are currently in development.

An MOU with the Office of Distance Education (ODEE) and eLearning exists. Ulbrich commented that the HSPA is a legacy program that has been around for over 60 years. Initially, the faculty were skeptical about changing the mode of delivery. Thanks to ODEE, however, the faculty seem confident in the online program and there seems to be a renewed excitement about it.

Ulbrich informed the Council that there have been huge changes in the job market over the past 15 years. The current workforce in health-systems pharmacy administration is getting ready to retire, so there is a need in this field.

The Council asked if the college has plans to increase staffing because of the expected increases in course enrollment. Ulbrich responded that Dean Henry Mann has committed funding to support the program and his position is part of that funding.

The Council asked if there is flexibility in the curriculum to allow for external factors such as changes in government policy. Ulbrich replied that the program relies heavily on external bodies for input. There is also an opportunity for students to discuss current topics during weekly seminars.

Andridge noted the college has plans to create its own versions of existing Nursing and Public Health courses. She encouraged the college to consider using the current courses to support interprofessional education.

Kalish noted that the program's new instructors should have teaching experience, as well as professional experience. He also reminded Ulrich that instructors will need the minimum graduate degree to teach.

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

- **Proposal to revise the Doctorate of Nursing Practice BSN-DNP track – College of Nursing**

Guest: Celia Wills, Associate Professor, College of Nursing

The College of Nursing proposes to revise its Doctorate of Nursing Practice BSN-DNP track. This proposal has been approved by the GS/CAA Combined Curriculum Committee and the Graduate Council.

The proposed changes will align the time period for program completion with peer programs, as well as optimize the curriculum based on contemporary needs for wellness content and enhancing writing expertise.

Changes include: reducing the length of the full-time BSN-DNP curriculum plan from four to three years; reducing the length of the part-time BSN-DNP curriculum plan from five to four years; make the writing elective a requirement; adding Nursing 5115 as a required course, and; removing a required open elective course and NRSRPT 8193. The revisions do not result in a change to the program's credit hours.

Current students will continue on their existing plans of study. The new plans of study will begin with the Autumn 2021 cohort.

The Council expressed their appreciation that the writing course is now required. Wills responded that the course has always been strongly recommended.

Higginbotham moved approval of the recommendation; it carried unanimously.

- **Proposal to revise the Psychiatric Mental Health specialization for the Master of Science in Nursing – College of Nursing**

Guest: Celia Wills, Associate Professor, College of Nursing

The College of Nursing proposes to revise the Psychiatric Mental Health specialization for the Master of Science in Nursing. This proposal has been approved by the GS/CAA Combined Curriculum Committee and the Graduate Council.

The proposed changes are part of the college's continued quality enhancement efforts. The changes are: replacement of the currently-required didactic portion of the Nursing 7338.01 course with the existing Nursing 7331 course, and credit-neutral redistribution of the didactic and clinical credits for the clinical practicum series. The changes are credit neutral except for the students in the Graduate Entry program. Graduate Entry students come into the program with a baccalaureate in something other than nursing. They need to get additional exposure to courses in advanced child development.

The Council asked if there has been any pushback from General Entry students about the additional requirement. Wills replied in the negative. The content is required for certification, so they need to learn it.

Griffiths noted that this particular specialization is only approve for on-ground delivery.

Higginbotham moved approval of the recommendation; it carried unanimously.

GENERAL EDUCATION UPDATE – PROFESSOR ERIC BIELEFELD

The final report of the General Education (GE) Implementation Committee should come over very soon. Bielefeld noted that this was later than originally planned, but summarizing the subcommittee reports proved more difficult than anticipated.

Members of the GE Support Team have been meeting with the undergraduate colleges throughout the implementation planning process to get status requests.

Feedback on the final report will be received through March. The undergraduate colleges should vote by the end of April 2020. If approved, the implementation process would begin on May 1, 2020,

Full implementation of the new GE would not begin until Autumn 2022.

The Council asked if it should anticipate a large amount of work, if the revision is approved. Bielefeld replied that he anticipates a lot of program revisions in 2020-21. It is important to note, however, that not every program will have to re-submit.

The Meeting adjourned at 4:55 PM

Respectfully submitted,

W. Randy Smith
Katie Reed