

**Natural Sciences and Mathematics Council  
Meeting Minutes for December 13, 2011  
Nik Podraza reporting**

Meeting Called to Order at 3:31 PM by Chair Joe Schmidt.

Roll Call by (Secretary) Nik Podraza

**Present:** John Plenefisch, Anthony Quinn, Joseph Schmidt, John Bellizzi, Don Ronning, David Krantz, Jon Bossenbroek, J. D. Smith, Randy Ellingson, Nik Podraza, Denis White, Friedhelm Schwarz, Gerard Thompson, Sibylle Weck-Schwarz, Sally Harmych, Don White, Deborah Chadee (substituting for Fan Dong)

**Absent:** Hans Gottgens

Minutes from November 1, 2011 meeting were approved unanimously as distributed.

**Notes from November and December Chair's Meetings: Joe Schmidt**

1. Non-instructional computer support can be provided by Ryan Hoffer, while support for instructional computers can be provided by Rob Bruno. Rob Bruno mentioned that computer updates are available, so please contact IT if you have an old computer and would potentially like it to be updated.
2. Dean Bjorkman mentioned that in the course of meeting with students that they brought up the issue of scheduling conflicts between courses in different departments and occasionally within a single department. The most specific issues regard students pursuing double majors (such as Physics and Math). The faculty should pay closer attention to when these comments are made so that in the future these conflicts may be proactively avoided as courses are scheduled.
3. Dean Bjorkman is currently looking for community and company representatives to serve on a college advisory committee—please send suggestions.
4. Significant time was spent discussing the capital campaign and potential donors.
5. Medals are being designed for this year's Dean's medalists in the College of Natural Sciences and Mathematics similar to those previously provided in the old College of Arts and Science.
6. The process of constructing next year's budget is slow and ongoing.

**Update on Faculty Senate Activities:**

1. Most recent Faculty Senate meeting occurred before Thanksgiving. An important point was made that the library is now part of the College of Innovative Learning (COIL).
2. The issue of continued availability of journal subscriptions via OhioLink can be in some part due to the financial commitment of each institution participating in it. Faculty members should make a complaint if a subscription of interest is to be discontinued.
3. Carlson library is being renovated.

4. During October and November, courses were implemented with COIL attributes, but without Faculty Senate approval. These included focused courses in living learning communities designed as a curricular component—such as studio-learning model English courses whereby the students would work at their own pace and the work is heavily related to their discipline. The Faculty Senate issue was primarily that these courses were being renamed and that non-tenure-track faculty were being hired to teach them.
5. Provost McMillen and Provost Gold were present at each meeting to describe the budgetary process. They have said there will be a shortfall, and budgets will be based on strategic decisions not “across-the-board” adjustments. It was noted that the discovery phase of the current university assessment is designed to eliminate surprises arising in the budget process. It was also mentioned that President Jacobs seeks a balanced budget with positive cash flow, no fee and tuition raises, and no new fees, and one way of developing potential revenue streams is instructional optimization.
6. The Board of Trustees is firmly pushing to replace the Faculty Senate with a University Senate model. These models vary, but typically have the equivalent of the Faculty Senate, employee representation, and student government, with the university president also acting as president of the senate. There was concern voiced that if someone in the administration were senate leader, it would lead to imbalanced representation. A minority of participants did not want to discuss this issue at all, while the remainder preferred to review information outlining the benefits of different university senate models before making a decision. A quorum was no longer present so the conversation was ended.

#### **Update on University Core: David Krantz**

1. On the subject of university core courses: Beginning this year, there were ~350 core courses on the books. Eliminating the 3000-4000 level courses reduced this list to ~200. Proposals submitted as part of the general education redevelopment reduced this number to ~110, and after 2000 level foreign language and a few other courses were deemed inappropriate to be labeled as general education, the number of gen ed courses is now at about 90. This selection is fairly balanced across disciplines and core competencies. These courses are currently being evaluated and feedback is being provided. Supporting material for these courses (syllabus, evaluation methods, etc.) is due March 4<sup>th</sup>. 75 general education courses is the target number as stated by the Faculty Senate, and this number is believed to be fair by the faculty as it provides reasonable breadth and diversity. Faculty members were told that 52 general education courses was the true acceptable number although the origin of this number is unclear. The Faculty Senate was asked to provisionally accept these courses into the core, and no new courses can be added to the existing core curriculum after this process.
2. In regard to course assessment, it should be noted that assessment is being done to evaluate the effectiveness of the course, not the individual students. Mechanisms for doing this are necessary but still in the proposal stage. For example, evaluating student interactions in lab sections are a reasonable assessment, but multiple choice question exams are not appropriate.

### **CNSM Curriculum Committee:**

The curriculum committee met on December 6, 2011.

#### *Course Proposals / Modifications:*

1. Two new Math courses were proposed along with modifications to five courses. One of the new courses is a five-credit business calculus course (course 1730, prerequisite of college algebra) replacing the existing two-semester course (prerequisite of intermediate algebra). Basically, the content of the new course is designed to assist in student retention of information and better fit the Ohio state guidelines on the requirements for a business calculus course. The math course sequence for business students would now have 12 total credits (as opposed to 11 currently). It is hypothesized that this route may be more difficult for business students, although it is a much better fit to the state requirements.
2. The second course is titled "Foundations of Mathematics" (Course 2190). This course is designed to be a Writing Across the Curriculum (WAC) course and bridge between calculus and upper level courses. 3190 is the current WAC requirement, which is more intense than the proposed 2190 course. 2190 is expected to be a better transition course for Math Education majors. 2190 is proposed to replace one of the 3190 offerings per year, with the student's choice of which course to take being guided by their academic advisor, primarily being dictated by which will be more useful later in their academic career.
3. Other changes for course modifications included a course description change to Math 3190, and altering the number of credits for four additional graduate level courses from 2 to 3 credit hours. For these courses, typically the graduate level versions are 2 credits (the undergraduate level versions are 3 credits), but require the same effort as 3 credit hour courses. Specifically, the course description should note the increased rigor in the graduate level course compared to the undergraduate level. These changes from 2 to 3 credit hours will require approval of the Curriculum Committee, pending that the differences between the graduate and undergraduate learning objectives be better defined.

The question was called to accept all these changes to the Math courses pending the adjustments to the descriptions and requirements of the graduate courses from 2 to 3 credits as approved by the Curriculum Committee. *These changes were approved unanimously.*

#### *Menu of Approved Courses:*

1. A menu of approved courses for students outside a given major to fulfill their general skills requirement was created. Students are not limited to this menu. It was primarily created to illustrate to the Faculty Senate that courses without prerequisites have been made available to fulfill the general skills requirement. A more complete list of all courses that may fulfill these requirements (courses with and without prerequisites) will likely need to be completed in the future for the purpose of accurate and complete degree audits. It was suggested that the language needs to be changed and that in some departments it may be beneficial to list the courses that do not satisfy the general skills requirements. There will also be a different list for the BA and BS. The language and listing of courses

will need to be done by the respective department. The curriculum committee must also revisit the list as the general skills courses for students earning BA degrees should not have prerequisites while the courses for students earning BS degrees may have prerequisites.

*Other Curriculum Business—Major vs. Related Definitions:*

1. The redefinition of “Major” and “Related” courses likely will not happen, as this terminology has been ingrained in the system.
2. It was suggested that the requirements should be changed to the effect that the number of credits specifically in the Major and the total number of credits for the combination of Major and Related courses should be considered, as opposed to separate numbers for Major credits and Related credits only. For example, a hypothetical statement would read something to the effect that a curriculum requires: “Minimum number of X credits in the Major with a total of Y credits consisting of Major + Related credits.”

A motion was made by Jon Bossenbroek, seconded by Anthony Quinn that Line 2 in the curriculum requirements for the BS and BA be amended to read: “Minimum of 34 hours within the major and 64 hours altogether of major and related courses.” And “Minimum of 34 hours within the major and 58 hours altogether of major and related courses.”, respectively. *The motion passed unanimously.*

*Other Curriculum Business—Writing Across the Curriculum (WAC):*

1. WAC committee has revised the charter on WAC courses in accordance with the new structure of the university. The amendments hold no major changes, and the Council is committed to continued involvement in the WAC program.
2. In order to remain part of the WAC program in the university, the College needs to endorse this new charter. The current charter should be reviewed and its endorsement will be voted on at the January 2012 meeting.

**Discussion of New Workload Policy: J.D. Smith**

1. The version of the New Workload policy currently posted on the website is the final, but unsigned draft. It has been signed, not yet posted, but it is official policy. This policy requires department chairs, college deans, and college administrators to determine “Credit Hour Equivalent per Semester” for research and service activities. Workload and credit hour equivalency agreements will be specific to each department and more broadly guided at the college level.
2. This topic will be discussed at the January meeting in more detail with feedback from departments and faculty members with respect to general guidelines.

**Announcements**

No announcements

Meeting was adjourned at 5:12 PM.