

Quarters to Semesters Transition Team Meeting
January 7, 2009
Baker 230

Present: Adeyanju, Benton, Carpenter, Calcamuggio, Cheripko, Conrath, Conry, Cornell, Day, Descutner, Esmond-Kiger, Flaherty, Giesey, Leinbaugh, Lombardi, Lopez-Permouth, Munhall, Neiman, Noftz, Scanlan, Sealover, Thomas, Tuck, Watts, Webster, Wickman, Willan, Williford

Curriculum Conversion Team:

Gary Neiman, Dean, College of Health and Human Services, and **Jeff Giesey**, Chair, EPSA, will serve as co-directors of the Curriculum Conversion. The co-directors will support the transition process and the work of the Q2S team. Giesey will start in this position this quarter. Neiman will begin his service on Sept. 1. While Dr. Giesey serves on the Curriculum Conversion effort, Scott Titsworth will chair EPSA; Jeff will remain on the EPSA committee.

Neiman and Giesey will complement each other's specific conversion assignments to assist units and advisors on the transition. Neiman was a faculty member at Kent State when they converted to semesters. He remembers it as a positive time marked by healthy and fruitful communication and experimentation with a variety of curricular options. He looks forward to working with our team and the academic units when his assignment begins in fall 2009.

It's important to begin preparatory work now so that tools, formats, and guidelines are in place before faculty begin their work.

Summary and discussion of proposed Academic Calendar:

Descutner began discussions noting strong preference from the faculty survey. Among the preferences most commonly expressed by faculty are to:

- 1) Align calendar with Athens City Schools for the fall start date and spring break to avoid childcare issues
- 2) Accommodate regional school teachers needs for summer coursework
- 3) Consider the longest possible summer break for faculty research.

Constraints:

- 1) Day reminded the committee that changes in the length of a winter break will result in a proportional change to the length of the summer.
- 2) Benton mentioned that the OBOR requires 75 contact days per semester; 74 days have also been accepted by the OBOR without complaint.
- 3) Holidays affect the ratio of MWF classes to T-Th class meetings. Often Monday holidays result in fewer MWF actual contact hours than the T-Th schedule depending on the year.

Three-hour classes meeting only one-day per week, especially graduate classes, can be adversely affected by holidays, especially if they meet on Monday.

- a. Holidays will need to be blocked off on the calendar handout. Veteran's Day is always November 11, which falls on a different day of the week each year or Monday if it falls on the weekend.
 - i. Benton is working on overall calendar plans to clarify holiday variations and other constraints to give us an idea how the calendar will work over time.
- b. Dorm preps and conversions are affected by shortened availability for work on the semester system. Lombardi said that refreshing dorms will require schedule adjustments but that he will work with custodial services and maintenance to ensure that they accommodate the academic calendar.
- c. Cornell mentioned early move-in best fits with a Monday start to give families a weekend during which they can move in.

Winter Intersession:

- 1) The survey shows a preference for a 4-week break. This could provide opportunities for internships, study abroad, and other activities.
 - a. Williford noted that opportunities for coursework other than the winter intersession are available through flexibly scheduled and on-line courses.
 - b. A Maymester may be available for specialized use as well.
 - c. Flaherty noted that an elimination of winter intersession course offerings will reduce income by \$70-80K.
 - i. As Williford mentioned, there are other options for making up both coursework and revenue that might have been generated during an intersession.

Summer Session:

- 1) Carpenter reviewed a variety of summer session formats currently in use such as sessions that overlap or one long session overlapping two shorter ones.
- 2) We have received suggestions for an 8 week summer semester (two classes per week) or two 6-week session formats.

Thanksgiving:

- 1) The survey indicates a desire from some for a full week away from campus for Thanksgiving. Should we do that, two days would need to be added to the Fall Semester, thereby further reducing a possible intersession.
 - a. The reason given for the request is to provide holiday travel time. It was noted that travel time is not critical since most of our students are from Ohio.
 - i. Scanlan said finals have been rescheduled now to extend Thanksgiving vacation time. Faculty need to be onboard with this issue as there is widespread abuse of Thanksgiving week at present.

Commencement:

- 1) The question regarding holding a second commencement in fall was addressed. It was suggested that we might hold a graduate commencement in the fall and two commencements (graduate and undergraduate) in the spring.
- 2) Watts asked if the group wanted to have some cost information before making a recommendation on commencements as there are cost implications requiring budget planning. Watts will look into what other semester system schools commonly do with their commencements.
 - a. It was noted that the Q2S team's recommendations will go to the deans.

Student Surveys:

- 1) Wickman provided the results of his informal survey of graduate students about the calendar. Adeyanju asked about sharing the current calendar draft with undergraduate students to get their input.
- 2) Descutner and Williford suggested that the Senates solicit opinions and suggestions from their constituents using one survey for all.

Updates:

1) **Impact on hourly and other office staff.**

- a) George Cheripko reported on implications of the move to semesters for other groups on campus.
 - i) Overtime for classified staff is not noted on the budget. Cheripko said that much of the data entry, form completion, and other curricular update duties would be done by hourly staff, which might result in additional hours needed to accomplish tasks on time. Many offices are short-handed.
 - (1) Office staff will also provide service to students/parents answering questions regarding conversions, taking time away from regular duties.
- b) Thought should be given to:
 - i) Providing training to office staff to prepare them to give the best service we can to the students about the conversion.
 - ii) Plan for offices to have a "go-to" person to manage the bulk of conversion questions.
 - iii) A direct phone line dedicated to the conversion could be set up.
 - (1) The Allen Help Center was suggested as a possible place to house such a phone line, and Lombardi will look into a possible arrangement. Those responsible for this service would have lists of contacts in each school/department to direct students/parents to proper resources.
 - iv) Cornell said a website dedicated to the conversion would be the best way to communicate information about the conversion to prospective students.

2) **UCC Digitization Project:**

- a) Thomas shared information on the UCC digitization process. The automated process should be in place by fall 2009.
- b) Five commitments have been made as follows: ENT will go first on testing the system in Spring Quarter, followed by CoB; A&S will be next in line, with the science starting and following with remaining two divisions.
- c) Thomas is working closely with Benton and Patacca to ensure a successful outcome.

3) Meetings with department/school conversion coordinators:

- a) Descutner said the team has had initial meetings with all the coordinators. Follow-up meetings will continue in Winter Quarter to provide schools/departments opportunities to get questions and concerns addressed. Common questions they encounter are usually about general education and Tier I. An initial meeting with coordinators from the lead college (ENT) was held recently. The conversion in engineering will also be dependent on the physics, chemistry and math contact hour requirements.

4) Q2S communications:

- a) Calcamuggio will work on a variety of marketing pieces to affirm the positive aspects of the comprehensive curriculum review, the benefits of moving to a semester calendar, and how these efforts will contribute to making OU a better university.
 - i) A small group may form to work on Q2S communications that address each stage of the conversion.
 - ii) The Cincinnati Plan has a committee and staff just for communication.
- b) Watts said that there are opportunities to engage the community in this process to increase their awareness of new business opportunities arising from the revised calendar.