

Quarters to Semesters Transition Team Meeting

February 11, 2009

Baker 230

Present: Benton, Carpenter, Cheripko, Conrath, Conry, Descutner, Downs, Elliott, Flaherty, Giesey, Lombardy, Lopez, Munhall, Noftz, Scanlan Thomas, Tuck, Webster, Wickman, Willan, Soni Williams

Guests: Andy Burnette (for Bailey Miles), Sally Neidhard, Student Senate

Winter Term Length Report: Carpenter

- We have to have two terms of 75 days.
 - length of Winter break affects start/end dates for each semester
 - a few considerations from departments:
 - PBIO would like to have 4 ½ weeks to manage their Global Studies in Plant Biology program (involves 8 to 14 students traveling to the tropics for research each winter break)
 - PBIO wants a later end date in May to accommodate the growing season.
 - Esmond-Kiger polled Chairs and Directors Council which revealed mixed preferences for 3- and 4-week winter breaks.
- A four week winter break will eliminate a week at the start or end of summer term.
 - **Note:** Scanlan suggested letting housing look at the projections prior to submitting the report to the deans.
 - We will present a 4- or 3-week winter break option to deans with detailed explanations of the pros and cons of each for their decision-making. The report will also include student preferences on the 3 versus 4-week winter term.

Summer Terms: Carpenter:

- Reviewed a wide variety of options for term lengths among our peers and other state universities. Courses taught in summer have to meet for 45 hours.
- Two 6-week summer sessions provides the greatest flexibility, satisfies needs of the registrar (for grade filing and departmental/school review), and housing (for dorm and classroom refreshing).
 - Education Abroad can schedule travel whenever they wish within the summer framework.
 - 2nd Summer term start date will meet needs of area teachers.

Draft Guidelines and Task Forces: Giesey (see attachment)

Slide 2: Draft Guidelines so far

- Completions: Timeline and Assumptions, Constraints, & Principles document

- Presented draft Table of Contents to UCC
- Issued draft guidelines to General Education committee and Friday Q2S sub-committee

Slide 3 and 4: Next Steps

- Refine draft Guidelines for review by day Q2S sub-committee, Transition Team, Q2S Coordinators (faculty)
- Use Taskforces for specific tasks
- Include Guidelines in Transition Team Report to deans and provost
 - Deadline, end of Winter Quarter
- Get approvals in early Spring Quarter by EPSA, Faculty Senate, UCC, Provost, Colleges

Slides 5-7: Table of Contents; Introduction; Transition Procedures (see attachment)

Slide 8: Transition Schedule+

- Charge:
 - The Transition Schedule+ Taskforce
 - Will develop a draft schedule for transition beginning with a draft timeline for tasks and completion milestones; a draft class schedule policy; and a draft course numbering system.

Slide 9: Curriculum Review and Revision Taskforce

- Responsible for articulating common university goals; identifying the advantage of instruction in the semester format; and developing ideas for activities that support program implementation.

Slide 10: Course and Program Approval Process (see attachment)

Slide 11: Transition Procedures Process (see attachment)

Slide 12: RHE Coordination—Course and Program

- This Taskforce will be responsible for review of the course and program transition processes (across campuses). Goals are to identify areas where coordination is required and to propose processes for coordination. (see attachment)

Slide 13: Advising Plan Format

- This Taskforce will develop the format for advising plans that colleges will submit in year 2. They will propose minimum standards for advising plans.
 - **COMMENT:** Descutner mentioned each college has a different culture for handling student advising. Consequently, Laurie Hatch, Director of the Center for Teaching and Learning, will be consulted about offering workshops on student advising to encourage consistent advising policies and procedures and best practices for all schools and departments.

Slide 14: College specific taskforces:

- Colleges are urged to create taskforces to articulate semester transition procedures and policies that are specific to the particular college.

Slide 15: Best Transitions Practice

- Responsible for identifying best practices used in transition processes; could be internal and external.

Slide 16: What are we forgetting?

- Responsible for looking ahead to anticipate problems that might occur so that they can be addressed ahead of time to keep the work moving forward.
 - **COMMENT:** Soni Williams, Director of Financial Aid, mentioned that she and her staff will need to review the calendar and other plans early on so that they know what to expect. If semester and summer start dates do not correspond to dates when funds are released, they'll need to "float" funding until release of funds by Federal and other granting agencies.

Slide 17: Semester policies (see attachment)

- Calcamuggio will assist in writing semester policies.

Slide 18: Curriculum conversion ratio (see attachment)

Slide 19: Metrics and Measurements

- This Taskforce will be responsible for proposing metrics to be used to analyze the transition. Will work with Q2S office to develop means of calculating and communicating outcomes of the metrics.

Slide 20: Curriculum Program Hours (see attachment)

- This Taskforce will oversee minimums and maximums for graduation and program requirements.

Slide 21: Curriculum (see attachment)

- Defines sections and the Taskforce responsible for them.

Slide 22: Resources (see attachment)

- Defines sections and the Taskforce responsible for them

Slide 23: College specific policies (see attachment)

Slide 24: Data Analysis (see attachment)

NOTE: The Q2S Office will collect and prepare documents coming from UCC and EPSA.

Scanlan mentioned coordinators are asking questions that could be addressed by a communication on where we are in our decision-making process. A meeting of the coordinators and/or chairs and directors might be a good place to communicate this information. Descutner will discuss (with the Friday group) what information is appropriate to send at this time and review what Giesey is sending as well.

Descutner asked team members to talk to their colleagues about the summer term as currently envisioned. Our task next week is to arrive at a consensus on the calendar.

Draft Guidelines and Taskforces

Jeff Gieseey, Q2S Co-director

Q2S Transition Team 2/11/09



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Draft Guidelines – So Far

- Start with original Q2S documents:
 - Timeline
 - Assumptions, Constraints, and Principles
- Presented Draft Table of Contents to UCC on 1/13.
- Issued DraftGuidelines001 to General Education and Guidelines Taskforce (Friday Group) on 2/6.

Draft Guidelines – Next Steps

- Refine Draft Guidelines
 - Friday Group
 - Transition Team
 - Q2S Coordinators
 - Others
- Utilize Taskforces

Draft Guidelines – Next Steps

- Include Draft Guidelines in Transition Team Report at end of Winter Term.
- Get approvals in early Spring Term
 - EPSA/Faculty Senate
 - UCC
 - Provost
 - Colleges

Table of Contents - Four Parts

- I. Introduction
- II. Transition Procedures
- III. Semester Policies
- IV. Data and Analysis

I. Introduction

Section	Taskforce
I.A. General Assumptions	Q2S Office
I.B. Glossary	Q2S Office
I.C. Abbreviations	Q2S Office

II. Transition Procedures

Section	Taskforce
II.A. Transition Schedule	Transition Schedule +
II.B. Program Review and Revision	Review and Revision

Transition Schedule+

- **Charge:** The Transition Schedule+ Taskforce will be responsible for developing a draft schedule for the transition. They should start with the Draft Timeline. The schedule should include tasks and completion milestones. The taskforce is also charged with developing a draft class scheduling policy. The third charge for the taskforce is to produce a draft course numbering policy.

Curriculum Review and Revision Taskforce

- The Curriculum Review and Revision Taskforce will have the responsibility of articulating common university goals that can be pursued in the process and identifying advantage of instruction in the semester format. Process. The taskforce should then develop ideas for activities that will support program enacting the above.

II.C. Course and Program Approval Process

Section	Taskforces
II.C.1 Courses	UCC-Programs UCC-ICC Q2S Office
II.C.2 Inter-program Courses	
II.C.3 Programs	
II.C.4 Review Criteria	
II.C.4.a. College Curriculum Committee	
II.C.4.b. UCC-ICC	
II.C.4.c. UCC-Programs	

II. Transition Procedures

Section	Taskforce
II.D. Regional Higher Educations	RHE Coordination
II.E. Advising Plans	Advising Plan Format
II.F. Transition Summer	TBA
II.G. College Specific Procedures	College-Specific
II.H. Best Practices	Best Transition Practices
II.I. What Procedures Have We Forgotten?	What Are We Forgetting?

RHE Coordination – Course and Program

- The RHE Coordination Taskforce will be responsible for reviewing the course and program transition process with the goals of identifying areas where coordination is required and proposing processes for that coordination. The taskforce could also just set goals for coordination and develop mechanism for flexible achievement of the goal.

Advising Plan Format

- This taskforce will have the task of developing the format for the advising plans that colleges will submit in year 2. They will also propose minimal standards for the advising plans.

College-Specific Taskforces

- It is recommended that each College form a taskforce that will determine and articulate transition procedures and semester policies that are specific to the college.

Best Transitions Practices

- The Best Transition Practices will be responsible for identifying best practices used in the transition process. These could be internal and external.

What Are We Forgetting?

- The What Are We Forgetting Taskforce will be responsible for looking ahead and anticipating what problems might occur so they can be addressed in a timely fashion without slowing the work.

III. Semester Policies

Section	Taskforce
III.A. Students	Communications
III.A.1 Commitment to Students	

III.B.1 Curriculum: Conversion Ratio

Section	Taskforce
III.B.1.a. Reduction in Number of Courses	Q2S Office
III.B.1.b. Curricular Components	Programs Committee/EPISA
III.B.1.c. Aggregate Curriculum	Metrics and Measurements

Metrics and Measurements

- The Metrics and Measurement Taskforce will be responsible for proposing metrics to be used to analyze the transition. The will also work with the Q2S Office in developing means of calculating and communicating the outcomes of the metrics.

III.B.2. Curriculum: Program Hours

Section	Taskforce
III.B.2.a. Minimum Hours	EPSA
III.B.2.b .Maximum Hours	EPSA
III.B.2.c. Non-Program Requirements	Q2S Office

III.B. Curriculum

Section	Taskforce
III.B.3. Weekly Class Schedule	Transition Schedule +/-EPSA
III.B.4. Course Hours	EPSA/Deans
III.B.5. Course Numbering	Transition Schedule +
III.B.6. General Education	EPSA
III.B.7. Academic Quality	Metrics and Measurements
III.B.8. Special Programs	?
III.B.9. Calendar	Transition Team

III.C. Resources

Section	Taskforce
III.C.1. Cost-Revenue	Metrics and Measurements
III.C.2. Faculty Workload	
III.C.3. Student Throughput	

III.D. College Specific Policies

Section	Taskforce
III.D.1. College Curricular Requirements	College-Specific
III.D.2. Other College Requirements	

VI. Data and Analysis

Section	Taskforce
VI. Data and Analysis	Metrics and Measurements