

**SEC MEETING AGENDA // APRIL 28, 2020
2:30 PM – 4:30 PM // WEBEX**

<https://bgsu.webex.com/bgsu/j.php?MTID=m66a4e2775e4e0448ab9d1a325782f388>

Reminder to keep your microphone on mute when not speaking

CALL TO ORDER // Jenn Stucker, Chair

APPROVAL OF 4/21/20 MINUTES // 2:30 – 2:35

CHAIR REPORT/UPDATES // 2:35 – 2:45

1 // FINANCIAL IMPACT AD-HOC COMMITTEE

2 // OFC UPDATE: Contact Tracing

OLD BUSINESS

1 // ACADEMIC EXCELLENCE STATEMENT

NEW BUSINESS

1 // CAA CURRICULUM REPORT

- NEW SCHOOL IN PHYSICAL THERAPY
- NEW SCHOOL IN NURSING
- MASTERS IN LOGISTICS AND ENGINEERING
- GRADUATE CERTIFICATE IN INTERNATIONAL STUDIES
- GRADUATE CERTIFICATE IN CREATIVE WRITING
- DUAL MASTERS AND SECOND MASTERS POLICY

2 // FINAL SENATE MEETING PLANNING

- PASSING THE GAVEL AND...

ISSUES AND CONCERNS

ADJOURNMENT

Student Contact Tracing Corp: University-based Model

Need: The Johns Hopkins National Plan for Case Finding and Contact Tracing estimates a workforce gap of at least 150,000 workers who would need to be rapidly trained and deployed across all corners of the country to conduct the contact tracing necessary to be able to limit the spread of the coronavirus as the nation re-opens the economy.

Proposal: Create a voluntary system where appropriately trained students could earn college credits in exchange for 150 hours of contact tracing services paid for through the Department of Education.

Resource to meet the need:

- There are 14M students enrolled in public colleges and universities.
- College students exist in every county in America.
- Most colleges and universities have existing relationships with city and county health departments through faculty, courses, research, and training programs in health science and public health, as well as through student health clinics on campus.
- Public universities are geographically distributed to make education available in all areas.
- Through faculty and university administrators, layers of management and oversight of students already exist so local public health authorities would need to shoulder less responsibility for those functions.
- Universities already have the learning management systems technology and capacity to deliver the curriculum necessary to train students to do contact tracing and track activity.

Cost Effective: The Hopkins report suggests that employing contract tracers would need to be paid roughly \$17/hr and that standing up a program would cost the US government \$3.6B, and this underestimates the costs and burdens of oversight and management of such a program. A largely university-based approach would be less expensive. Universities could accept funds through Title IV in the same way they have the stimulus funding, the cost per worker would be less, and a large portion of the administrative burden would be covered by faculty and administrators at no additional cost.

Specifics:

- Provide students 4 credits (1 course) to do 150 hours contact tracing over 15 week semester.
- Students in health, nursing, sociology, anthropology, education, business, and related programs have the basic skills and tech savvy.
- Average cost for 4 credits (1 course) across all public institutions is ~\$1400; for 150 hours work this translates to approximately \$9.33/hr.
- A student-based program could be very quickly stood up and would be very easy to scale.

There are a range of potential national-scale partners that could assist in this effort, including: The Association of Public and Land Grant Universities, The American Association of State Colleges and Universities, The National Association of City and County Health Officers, The Association of State and Tribal Health Officers, and The Public Health Accreditation Board.

DRAFT

KB 04-22-2020

PRINCIPLES OF ACADEMIC QUALITY

Statement of Academic Quality Principles

These principles of academic quality are foundational for Bowling Green State University.

Many of these principles are historically and presently ~~foundational-rooted~~ in the culture, best practices, and ~~the~~ highly regarded identity, image, and success of the American (USA) Academy. Many of these principles are codified in the AAUP's "Redbook." ~~Many of these principles and~~ are long practiced and respected by ~~the members of the~~ Bowling Green State University ~~faculty and administration and students~~ Community.

These principles ~~remain foundational for~~ constitute a sound foundation from which to governing, organizing/organize, administering, and leading academic affairs. They remain foundational for interpreting, implementing, preserving, and developing the Academic Charter. They remain foundational for the Faculty Senate, the Faculty Association, and for the University Community when addressing all things directly and indirectly related to the Academy and its faculty in regard to rights, roles, responsibilities, and relationships.

The faculty of BGSU, through its representatives elected to the Faculty Senate and as members of the Academy, affirm our obligation to promote to the fullest extent possible, equity and excellence with regard to all policies, procedures, and principles of academic quality expressed or implied in the Statement of Academic Quality Principles and The Academic Charter.

IN SOME ORDER ... AS I DRAFT ... BUT SHOULD BE PRIORITIZED BEGINNING WITH THE CORE

Academic Freedom & Governance

Academic freedom, which is ~~or is at the the bedrock foundation~~ of collegial, shared collegial governance, benefits scholarship, learning, and citizenship and is an inalienable right for BGSU faculty, graduate assistants, and students.

"The ~~(sic)~~ Senate, as a representative body of the faculty and subject to the faculty's right to review, advise, and consent as set forth in (4)(c)(iv), (14)(b)(v), and (14)(b)(vi), is obligated through its policy and standards framing authority and by other means to promote to the fullest extent possible (a) a climate of academic freedom for all faculty; (b) equity and excellence with regard to all academic policies and standards; (c) an optimal academic environment throughout the University; (d) the definition and establishment of standards and procedures of accountability concerning professional faculty ethics and responsibilities ..." (The Academic Charter, section (A)(4)(c)(i))

"The ~~(sic)~~ Senate has the discretion to offer recommendations and advice on issues germane to the academic function of the institution and to the welfare of its students ..." (The Academic Charter section (A)(4)(c)(ii)).

Commented [VLD1]: Can we say this?

Commented [MRL2]: I swapped out the listing of different constituencies for the term "University Community," which is defined in the Charter as the faculty, staff, students, and administration.

Commented [VLD3]: I know what this means in the paragraph but I'm not sure it's the right word.

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Commented [VLD4]: They are students so maybe delete? Or say graduate students and delete students?

Academic Quality, Reputation, Integrity & Work

"It ~~(sic)~~ is essential to the character and mission of a mature university that the faculty have the primary authority and responsibility to develop, sustain, and enhance the intellectual quality and reputation of the institution and maintain its academic integrity ..." (The Academic Charter section (A)(4)(c)(i)).

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Faculty peer, student, alumni, employer, and accreditor evaluations of curriculum and pedagogy are accepted contributions to ongoing assessments for improvement.

Academic work (including but not limited to teaching, scholarship, service, advising, assessment, grading, and curriculum development) is exclusively ~~done completed~~ by BGSU faculty members who have been appointed following an approved ~~and faculty rigorous faculty~~ hiring process ~~that requires during which~~ BGSU faculty participate in developing search announcements, reviewing applications and making recommendations. ~~Faculty and who have been~~ Applicants are selected and vetted for employment at BGSU because of their academic expertise, experience, and abilities.

The academic work of BGSU faculty members may be supported by BGSU-employed academic advisors who deliver BGSU faculty approved academic information; BGSU-employed instructional design, technical, and library specialists for the faculty's course design, delivery, and management; and BGSU-employed graduate assistants and post-docs appointed via an approved process that requires BGSU faculty review and recommendation.

The hiring of all of the above BGSU educators is a vetted and comprehensive process involving search committees and interviews to ensure quality in teaching and scholarship. No academic work, as defined in this Statement of Academic Quality Principles, shall be performed on behalf of BGSU by any persons who are not members of the University Community as defined by Part (A), Article (2) of the Academic Charter.

Commented [MRL5]: I think this covers the generalized version of the resolution against outsourcing of academic work. If SEC wants to speak specifically against the use of IC by the College of Business, that can be its own separate matter.

Curriculum and Pedagogy

"The ~~(sic)~~ primary responsibility for the development and maintenance of the University's academic programs belongs to the faculty ..." (The Academic Charter section (A)(1)(d)).

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The curriculum taught at this institution is developed by BGSU faculty members and, before it is published and taught, passes through curriculum approval processes at department, college, senate, and university levels as outlined in the Charter.

Faculty commit to facilitating student engagement through active learning, critical thinking, deep content knowledge, and the development and application of relevant skills, all ~~relative to~~ accomplish desired learning outcomes and regularly improved as a result of assessment.

Course enrollment caps, an object of curriculum and pedagogy, are established in the curriculum approval process, and are primarily based upon normed faculty-to-student ratios relative to the learning outcomes and the ideal pedagogy, technology, and facility.

Periodic and exigent reviews of enrollment caps are to be conducted through the approved curricular process in the Academic Charter. Appropriate exigent reviews may be triggered by course enrollment increase beyond an accepted maximum cap, decline below accepted minimum enrollment, and

unanticipated personnel changes. ~~As a support for~~ In order to maintain the highest standards of academic quality in each ~~section/course, the addition provision of additional of~~ sections is ~~thea~~ preferred adjustment when enrollment increases beyond an established enrollment cap.

Review

This Statement of Academic Quality Principles is subject to review and revision under the same processes utilized to review and revise The Academic Charter. A review should be regularly scheduled every five years and when large scale crises jeopardize the spirit ~~to~~ letter, and application of this statement and/or The Academic Charter.

Other

ORIGINAL RESOLUTION RE. OUTSOURCING ACADEMIC

AS PROPOSED 4/21/2020

A Resolution of the Bowling Green State University Faculty Senate

A Statement of Position on Outsourcing Teaching to Online Academic Coaches

Presented on: May 5, 2020

By: Jenn Stucker and Matt Lavery...?

On behalf of: Senate Executive Committee

- WHEREAS the University's Core Values states that "we expect excellence in all we do;" (1)
- AND WHEREAS the BGSU College of Business intends to enter into a contract with Instructional Connections to supply online "Academic Coaches" to support their potential growth of their online MBA in order to greatly increase maximum enrollment for their courses; (2)
- AND WHEREAS increased enrollment should equate to additional section offerings with qualified faculty; (3)
- AND WHEREAS up to half of the revenue from the online MBA instruction would go to an outside party; (4)
- AND WHEREAS in a post-COVID world the financial resolve for BGSU will be paramount to the survivability of the institution; (5)
- AND WHEREAS the outsourcing of academic instruction to a for-profit organization at BGSU will potentially put faculty jobs security and state benefits at risk; (6)
- AND WHEREAS the selection of "Academic Coaches" would be conducted solely by the instructor of record from a limited pool of Instructional Connections employees; (7)
- AND WHEREAS the hiring of BGSU educators is a vetted and comprehensive process involving search committees and interviews to ensure quality in our core educational operations of teaching and research; (8)

AND WHEREAS, these third-party “Academic Coaches” would have access to BGSU students, BGSU (9) could be held liable for any conduct and communications in service to our courses and faculty, including possible misinformation or inappropriate online speech or behavior;

AND WHEREAS academic coaching models threaten the job market for future positions of full- or (10) part-time faculty at institutions of higher education;

AND WHEREAS, as a “Public University for the Public Good,” BGSU has a moral and ethical (11) obligation to protect the future of higher education by preserving quality teaching positions in the academy;

BE IT THEREFORE RESOLVED that the Senate Executive Committee (SEC) / Faculty Senate opposes (12) any outsourcing of academic instruction and coaching based on the negative implications it holds for our core values, financial stability, academic excellence, and future of higher education instruction.

AND BE IT FURTHER RESOLVED that should enrollment in the online MBA program in the College (13) of Business exceed teaching capacity, the University and College will maintain enrollment sizes and add additional course sections instructed by BGSU faculty as needed.

ORIGINAL RESOLUTION RE. COURSE ENROLLMENT CAPS

AS PROPOSED 4/21/2020

A Resolution of the Bowling Green State University Faculty Senate

Title: A Statement of Commitment to Academic Excellence by the Faculty of BGSU

Presented on: May 5, 2020

By: NameOfIndividualProposer

On behalf of: Senate Executive Committee.

WHEREAS the University’s [Vision Statement](#) identifies BGSU as “a premier, inclusive learning (14) community that develops, transforms, and impacts individuals and communities through learning, collaboration, and discovery;”

AND WHEREAS [BGSU's first strategic objective](#) is to “provide undergraduate and graduate students (15) (traditional and post-traditional) a demonstrably superior and innovative learning experience that intentionally prepares them to lead meaningful and productive lives;”

AND WHEREAS Priority Initiative #1 of BGSU’s [Focus on the Future](#) is to “ensure that each (16) traditional undergraduate student has been intentionally prepared for lifelong personal and career growth, engaged citizenship, and leadership. We will redefine student success to make BGSU a stand-out university of first choice,” and that “we will achieve this by transforming what we are teaching and how we are teaching;”

AND WHEREAS BGSU [has been ranked third for teaching quality among America's public \(17\) universities](#) and [first among public universities for student engagement](#);

AND WHEREAS evidence of BGSU’s [enrollment growth for fall 2019](#), as well as [over the past five \(18\) years](#), in spite of [national trends of declining enrollment](#) suggest that our historical commitment

Commented [VLD6]: Is?

Commented [MRL7R6]: We may not be keeping this resolution at all under the new design of endorsing a Statement of Academic Quality Principles. That said, I used “has been” because one of these news items was from 2017.

Commented [VLD8]: If we add a date will we need to update this yearly?

Commented [MRL9R8]: Not certain that we’ll be able to claim this next year. Remains to be seen, of course, but . . .

to academic excellence, teaching quality, and student engagement have been successful in making BGSU “a stand-out university of first choice;”

AND WHEREAS the [Academic Charter](#), the principal document through which shared governance is defined at BGSU, states in section (A)(1)(d) that “the primary responsibility for the development and maintenance of the University’s academic programs belongs to the faculty;” (19)

AND WHEREAS this responsibility is further defined in (A)(4)(c)(i), which states that “it is essential to the character and mission of a mature university that the faculty have the primary authority and responsibility to develop, sustain, and enhance the intellectual quality and reputation of the institution and maintain its academic integrity;” (20)

AND WHEREAS (A)(4)(c)(i) continues, stating that “the Senate, as a representative body of the faculty and subject to the faculty’s right to review, advise, and consent as set forth in (4)(c)(iv), (14)(b)(v), and (14)(b)(vi), is obligated through its policy and standards framing authority and by other means to promote to the fullest extent possible (a) a climate of academic freedom for all faculty; (b) equity and excellence with regard to all academic policies and standards; (c) an optimal academic environment throughout the University; (d) the definition and establishment of standards and procedures of accountability concerning professional faculty ethics and responsibilities;” 21

AND WHEREAS section (A)(4)(c)(ii), states that “the Senate has the discretion to offer recommendations and advice on issues germane to the academic function of the institution and to the welfare of its students;” 22

BE IT THEREFORE RESOLVED that the faculty of BGSU, through its representatives elected to the Faculty Senate, affirm our obligation to promote to the fullest extent possible equity and excellence with regard to all academic policies and standards through this statement of commitment to academic excellence; 23

AND BE IT FURTHER RESOLVED that academic work (including but not limited to teaching, scholarship, service, advising, assessment, grading, and curriculum development) is exclusively done by BGSU faculty members who have been appointed following an approved faculty hiring process that requires BGSU faculty review and recommendation, and who have been selected and vetted for employment at BGSU because of their academic expertise, experience, and abilities; 24

AND BE IT FURTHER RESOLVED that the academic work of BGSU faculty members may be supported by BGSU-employed academic advisors who deliver BGSU faculty approved academic information; BGSU-employed instructional design, technical, and library specialists for the faculty’s course design, delivery, and management; and BGSU-employed graduate assistants and post-docs appointed via an approved process that requires BGSU faculty review and recommendation; 25

AND BE IT FURTHER RESOLVED the curriculum taught at this institution is developed by BGSU faculty members and, before it is published and taught, passes through curriculum approval processes at department, college, senate, and university levels as outlined in the Charter; 26

AND BE IT FURTHER RESOLVED that BGSU shall follow approved course enrollment caps, which have been pedagogically determined and vetted through the curricular review process outlined in the Academic Charter; 27

AND BE IT FURTHER RESOLVED that changes to the enrollment caps may be made on a one-time basis with the prior written approval of the faculty member of record, and that changes beyond 28

that one-time must be made through the official curriculum revision approval process at department, college, senate, and university levels;

AND BE IT FURTHER RESOLVED that BGSU should follow the best research available when 29
determining enrollment caps for online courses, which according to [one recent review](#), suggests
that large class sizes (≥ 40 students) can be effective for foundational and factual knowledge
acquisition requiring less individualized faculty-student interaction, and that small class sizes (≤ 15
students) are indicated for courses that develop higher-order thinking, mastery of complex
knowledge, and student skill development;

AND BE IT FURTHER RESOLVED that academic freedom, which is or is at the bedrock of shared 30
collegial governance, benefits scholarship, learning, and citizenship and is an inalienable right for
BGSU faculty, graduate assistants, and students;

AND BE IT FURTHER RESOLVED that BGSU faculty commit to facilitating student engagement 31
through active learning, critical thinking, deep content knowledge, and the development and
application of relevant skills.

REPORT
COMMITTEE ON ACADEMIC AFFAIRS (CAA)
APRIL 23, 2020
BY: DR. PATRICK VROOMAN, CHAIR

Since our last report, the Committee on Academic Affairs (CAA) has reviewed and moved to forward the following curriculum modifications on to the Faculty Senate's Executive Committee:

1. New Graduate Policies—Dual Masters & Second Masters Policy
2. New Graduate Certificate—International Studies
3. New Graduate Certificate—Creative Writing
4. New Masters Degree—Logistics and Systems Engineering
5. New School—Physical Therapy
6. New School—Nursing

We submit the following motions and our notes about each proposal—in the hopes that our notes will assist SEC in reviewing and assessing these proposals.

1) NEW GRADUATE POLICIES—DUAL MASTERS & SECOND MASTERS POLICY

Guest: Dr. Alexander Goberman, Associate Dean, Graduate College

Proposal Reviewed by GC: 3/26/20

Proposal Received by CAA: 4/8/20

Proposal Reviewed by CAA: 4/22/20

CAA Action: Motion to forward the proposal for consideration by SEC with the support of the CAA

Notes:

- Changes to these two, related but different policies are driven by the “un-interpretability” of the existing policy, which is overly complicated, uses vague language (e.g., “typically,” “generally,” and “approximately”), and lacked applicability to current program offerings. Policy changes provide greater flexibility and “sharing” credits and culminating experiences between two masters programs (rather than shortening a program). This notion of “sharing” seems important and new. Also, the revised policies were written to allow students to compare and contrast these two similar paths: pursuing dual masters or pursuing a second masters.
- CAA discussion was focused on, perhaps, ways to get rid of the need for dual and second masters (with its accompanying elongated time to completion). For example, have we gone very far into, for example, “truly interdisciplinary” masters programs (staying within one masters, but redesigning courses to be cross-disciplinary), or creating programs with a “package” of courses or electives (aka “related requirements”) that would allow a student to acquire adequate knowledge in a related area in their current masters program (i.e., one masters).
 - The proposer said that we already have an “interdisciplinary masters” and “interdisciplinary doctorate” where a student designs a unique program that combines two areas into one degree. This policy also needs “cleaning up,” but the option does exist.

- The proposer said that we already offer some programs with “related requirements” (which might be electives). Some of these are specializations and certificates within a program.
- The proposer also described how some programs use “substitutions” to allow a student to take non-standard courses.
- CAA discussion also centered on the removal of language related to independent studies: the existing policy has restrictions on the use of independent studies (for example, for culminating experience credits for a dual masters). This language has been removed, opening up more flexibility in the creation and use of independent studies in pursuit of dual and second masters.

2) NEW GRADUATE CERTIFICATE—INTERNATIONAL STUDIES

Guest: Dr. Beatrice Guenther, World Languages & Cultures; and Dr. Marc Simon, Political Science Department

Proposal Reviewed by GC: 3/26/20

Proposal Received by CAA: 4/2/20

Proposal Reviewed by CAA: 4/15/20

CAA Action: Motion to forward the proposal for consideration by SEC with the support of the CAA

Notes:

- Creation of this new certificate is driven by the goal of providing to graduate students access Peace Corps-type training. This proposal is for a graduate “version” of the undergraduate Peace Corps Prep program. This is a 100% face-to-face program, providing both academic training and the development of professional skills.
- CAA discussion was focused on minor issues of clarification (e.g., the six sectors that students can take electives in, etc.).
- CAA discussion also revolved around a discrepancy between the list of courses (electives) on the checksheet and the list of courses in the proposal. Specifically, POLS 6510 (Seminar in Comparative Government) and POLS 6540/6550 (Foundations of the Nonprofit Sector) are listed on the checksheet, but they do not show up in the actual proposal. The proposer submitted an email after the meeting, describing how the list of the electives has evolved since they started the proposal process (See attachment.).

3) NEW GRADUATE CERTIFICATE—CREATIVE WRITING

Guest: Dr. Lawrence Coates, English Department

Proposal Reviewed by GC: 3/26/20

Proposal Received by CAA: 4/2/20

Proposal Reviewed by CAA: 4/15/20

CAA Action: Motion to forward the proposal for consideration by SEC with the support of the CAA

Notes:

- Creation of this new certificate is driven by student demand for creative writing courses, without the need to pursue a Masters of Fine Arts degree. This certificate is “less than” an MFA, but could be completed alongside the online MA in English or as a standalone

certificate. This is a 100% online program. The proposer says there are no fully online certificate programs. And, we do not have an existing onsite program.

- CAA discussion was focused on minor issues of clarification (e.g., what does an asynchronous workshop class in creative writing look like?).
- CAA discussion also revolved around a part of the proposals that some members of CAA believe needs review. The discussion was had while reviewing this proposal, but it affects most every graduate proposal that is 100% online or web-centric that we have reviewed: Section C.3.1 of the New Graduate Program Proposal Form asks these proposers to “ensure the program uses Quality Matters or similar metric-driven online course design/assessment tools.” There appears to be no standard answer to this question, and some proposers effectively dismiss the question altogether.

4) NEW MASTERS DEGREE—LOGISTICS AND SYSTEMS ENGINEERING

Guest: Dr. MD Benjamin Sarder, Chair, Department of Engineering Technologies

Proposal Reviewed by GC: 3/26/20

Proposal Received by CAA: 4/2/20

Proposal Reviewed by CAA: 4/15/20

CAA Action: Motion to forward the proposal for consideration by SEC with the support of the CAA

Notes:

- Creation of this new degree is driven by a growing demand for logistics graduates. This proposal is for a graduate “version” of the undergraduate program (Systems Engineering) passed through CAA in November 2019. It is a web-centric program, with all courses offered online except for MBA 5420: Integrated Logistics Planning & Analysis. It is targeted to non-traditional, working professionals.
- CAA discussion was focused on concerns referenced in the correspondence included in the supporting documentation—concerns raised by Dr. Amelia Carr, chair of SCM at the time (personal correspondence, Jan. 29, 2019, p. 18). The proposal does not seem to respond to Dr. Carr’s concerns that the proposed program “will be in competition with out [sic] SCM program and will impact our courses and staffing in a negative way.” The proposer explained that he had had many meetings with Dr. Carr and the SCM faculty. He explained that Dr. Carr had some personal reservations that the current chair does not hold. He assures us that the current Management department chair, Dr. William Sawaya, “and most of the faculty” support the proposal. He followed up with an email from Dr. Sawaya (in the position of chair of FAAC, not as chair of the department) supporting the proposal. The proposer assures us that he and Dr. Sawaya have collaborated to create the program core and elective courses.

5) NEW SCHOOL—PHYSICAL THERAPY

Guest: Dr. Joe Whitehead, Provost

Proposal Reviewed by GC: 4/21/20

Proposal Received by CAA (via FAAC): 4/9/20

Proposal Reviewed by CAA: 4/22/20

CAA Action: Motion to forward the proposal for consideration by SEC with the support of the CAA

Notes:

- Creation of this new school began over a year ago and is driven by the need for more Physical Therapists (nationally), who are now required to hold doctoral degrees to enter the profession. This proposal is unique in that it would create a hybrid program—an online program with periodic clinical meet-up’s—which would allow us to recruit students from just about anywhere.
- CAA has chosen to review simultaneously with the completion of Graduate Council’s review in order to facilitate an efficient but thorough review in time for the next SEC meeting. Based on our reading of the Charter, CAA’s vote is not contingent on UGC’s vote on a new school proposal, so CAA has moved forward with our review.
- CAA discussion centered on the following issues—none of which detracted from our vote in support of the proposal:
 - We reviewed the notes from the Graduate Council’s review. CAA members seemed to agree with the comments both in support and against the two proposals:
 - Support: these are growth areas, it fills a need, responds to student demand, and is a revenue producer
 - Against/Abstention: 3rd party vendor (EIM), timing is bad (during an international crisis and financial strain on BGSU), a desire for more discussion
 - Some discussion of the partnership with EIM (who will provide clinical sites for the Physical Therapy students). The Provost stated a personal conversation with someone at the New York Institute of Technology who also works with EIM, and they said the cost was worth it (as opposed to maintaining our own sites). The Provost also added that EIM will be incurring costs for the first 3 years, until the program becomes fully operational. It is a concern that EIM is not mentioned in the proposal (and is only mentioned in the financial analysis). It has been noted that the “revenue sharing” with EIM is similar to other current partnerships (e.g., the College of Business Administration with Academic Partnerships, for the online MBA program).
 - A director for the proposed school has already been hired. This is in alignment (at least for the School of Physical Therapy) with a multi-year processes mandated by the Commission on Accreditation in Physical Therapy Education (CAPTE) to start a new program. A school must be created, a director hired, faculty and staff hired, a curriculum developed, etc.—all taking place over the next couple years. The Provost said that our application with CAPTE was “moved up in the queue,” effectively moving us a year ahead of schedule with CAPTE’s process.

6) NEW SCHOOL—NURSING

Guest: Dr. Joe Whitehead, Provost;

Proposal Reviewed by UGC: 4/29/20

Proposal Received by CAA (via FAAC): 4/9/20

Proposal Reviewed by CAA: 4/22/20

CAA Action: Motion to forward the proposal for consideration by SEC with the support of the CAA

Notes:

- Creation of this new school is driven by the desire to stop allowing “others to determine our destiny (in nursing).” BGSU currently has 3 nursing programs (i.e., an RN/BSN program, a consortium with UT, and a consortium with Mercy), but we can bring them all together under one roof and under our own leadership. We already have the courses and the budget created; however, those courses are delivered and the funding goes elsewhere (e.g., UT and Mercy).
- CAA has chosen to review this proposal prior to the completion of Undergraduate Council’s review in order to facilitate an efficient but thorough review in time for the next SEC meeting. Based on our reading of the Charter, CAA’s vote is not contingent on UGC’s vote on a new school proposal, so CAA has moved forward with our review.
- CAA discussion centered on the following issues—none of which detracted from our vote in support of the proposal:
 - We reviewed the notes from the Graduate Council’s review. CAA members seemed to agree with the comments both in support and against the two proposals:
 - Support: these are growth areas, it fills a need, responds to student demand, and is a revenue producer
 - Against/Abstention: the timing is bad (during an international crisis and financial strain on BGSU), a desire for more discussion
 - A director for the proposed school has already been hired. This hire was done prior to the freeze in hiring due to the COVID-19 pandemic.

CREATION OF A SCHOOL OF PHYSICAL THERAPY

Proposed: January 7, 2020

In accordance with the BGSU Academic Charter (Article XI), the creation of a School of Physical Therapy in the College of Health and Human Services (HHS) is proposed.

Mission Statement

The proposed School of Physical Therapy is dedicated to developing doctors of physical therapy who are professionals with a personal commitment to excellence, life-long learning, critical inquiry, and meaningful service to positively impact societal health.

The School of Physical Therapy mission aligns well with the HHS mission, which states “The College of Health and Human Services provides a superior academic curriculum through nationally recognized innovative programs, rigorous practical experiences and strong professional partnerships. Through these experiences we seek to promote and enhance the well-being and safety of people and their communities.”

Physical Therapy Needs Assessment

Bowling Green State University is proposing to facilitate access to physical therapy education to students on a national scale by developing a hybrid Doctor of Physical Therapy (DPT) Program. A thorough study of the national, regional, and local need for a Doctor of Physical Therapy program has been performed at each stage of our institutional, system, and state-wide processes. According to the Bureau of Labor Statistics’ “Occupational Outlook Handbook,” employment of Physical Therapists is projected to grow 28 percent from 2016 to 2026, much faster than the average of 5% for all occupations.¹ Ohio had 7,570 licensed Physical Therapists in 2016 and is projecting a need for 9,870 therapists by the year 2026, representing a 21% increase. In 2016, Michigan had 8,670 licensed Physical Therapists, and by 2026, the state is projecting a need for 11,040 therapists, representing a 27% increase. Annually, there are an average of 530 and 630 job openings for Physical Therapists in Ohio and Michigan, respectively. Given the geographic proximity of several states in the Midwest Region projected close to the national average, these data make a highly compelling case for a hybrid program that will attract students from this region of the country who can commute to Detroit for the immersive labs.

Demand for physical therapy will come in part from the large number of aging baby boomers, who are staying more active later in life than their counterparts of previous generations. Older people are more likely to experience heart attacks, strokes, and mobility-related injuries that require physical therapy for rehabilitation. In addition, a number of chronic conditions, such as diabetes and obesity, have become more prevalent in recent years. More physical therapists will be needed to help these patients maintain their mobility and manage the effects of chronic conditions.

Advances in medical technology have increased the use of outpatient surgery to treat a variety of injuries and illnesses. Medical and technological developments also are expected to

permit a greater percentage of trauma victims and newborns with birth defect to survive, creating additional demand for rehabilitative care. Physical therapists will continue to play an important role in helping these patients recover more quickly from surgery. Job opportunities are expected to be good for licensed physical therapists in all settings. Job prospects should be particularly good in acute-care hospitals, skilled-nursing facilities, and orthopedic settings, where the elderly are most often treated. Job prospects should be especially favorable in rural areas because many physical therapists live in highly populated urban and suburban areas.¹

Since the majority of DPT students will be recruited from and reside in many states around the country, it is important to consider workforce trends among Physical Therapists nationally. Landry et. al² developed a strategy for modeling future workforce projections to serve as a basis for analyzing annual supply of and demand for physical therapists across the United States into 2020. Supply was determined by adding the estimated number of physical therapists and the approximation of new graduates to the number of physical therapists who immigrated, minus U.S. graduates who never passed the licensure examination, and an estimated attrition rate in any given year. Demand was determined by using projected US population with health care insurance multiplied by a demand ratio in any given year. The difference between projected supply and demand represented a shortage or surplus of physical therapists. Based on models built over the years of 2011, 2012, and 2013, the projects suggest that demand for physical therapists in the United States will outstrip supply under most assumptions.

1. Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Physical Therapists, on the Internet at <https://www.bls.gov/ooh/healthcare/physical-therapists.htm> (visited January 25, 2019)
2. Landry MD, Hack LM, Coulson E, Freburger J, Johnson MP, Katz R, Kerwin J, Smith MH, Wessman HC, Venskus DG, Sinnott PL, Goldstein M. workforce projects 2010-2020: Annual supply and demand forecasting models for physical therapists across the United States. *Phys Ther.* 2016 Jan;96(1):71-80.

Organizational Structure

The School of Physical Therapy is the basic administrative unit within the University organized to carry out and develop the instructional and research activities of its faculty. The School is the tenuring unit.

The School will consist of a Director, Clinical Education Coordinator, Curriculum Coordinator, Admissions Coordinator, Student Affairs Coordinator, Research and Faculty Development Coordinator, administrative staff, classified staff, and the Bargaining Unit Faculty Members (BUFM). The *School Director* will be the chief executive officer of the school with responsibilities and duties as outlined in the Academic Charter. The *Clinical Education Coordinator* will oversee the clinical education component of the curriculum. The *Curriculum Coordinator* will oversee the development, teaching, and assessment of the curriculum to align with the Commission on Accreditation in Physical Therapy Education (CAPTE) accreditation standards. The *Admissions Coordinator* will direct DPT recruitment and admissions processes. The *Student Affairs Coordinator* will coordinate student advising, mentoring, and orientation, and provide student support services. The *Research and Faculty Development Coordinator* will ensure that students have foundational statistics, research design, and critical thinking skills;

assist faculty in obtaining grants; and support faculty scholarship. Administrative staff within the School of Physical Therapy will include the Operations Coordinator. Classified staff will include the Program Administrative Senior Secretary, Clinical Education Secretary, and Admissions Secretary. Responsibilities of the faculty and staff positions are described in the proposed Charter of the School of Physical Therapy. Appendix A shows proposed staffing for a School of Physical Therapy.

The Executive Council will consist of the School Director, Clinical Education Coordinator, Curriculum Coordinator, Admissions Coordinator, Student Affairs Coordinator, Research and Faculty Development Coordinator, and Operations Coordinator. The Executive Council will serve in an advisory capacity to the Director regarding School policies and practices.

Faculty of the School will consist of all Bargaining Unit Faculty Members (BUFM) as described in the CBA who have been appointed to the School with the consent of other members of the School faculty. Faculty may hold tenured, tenure-track, or qualified rank faculty appointments. Qualified rank faculty (QRF) will have the title Assistant/Associate Clinical Professor or Clinical Professor. DPT faculty must hold a terminal academic doctorate (Ph.D., Ed.D., etc.) or a Doctor of Physical Therapy (or tDPT) with the American Board of Physical Therapy Specialties (ABPTS) or certification credentials appropriate for their teaching responsibilities. The Clinical Education Coordinator requires a Doctor of Physical Therapy (or tDPT) with American Board of Physical Therapy Specialties (ABPTS) or certification credentials appropriate for their teaching responsibilities. Due to the hybrid nature of the DPT program, some full time faculty may live and teach remotely and come onsite only during the immersive lab experiences.

Hybrid DPT Program Model

The BGSU DPT program will integrate the most innovative technology, blended learning andragogies, and structured clinical education into an accelerated, 2-year blended-learning model DPT curriculum (compared to 3 years in other DPT programs). This model addresses many of the challenges facing PT education today, such as lack of qualified faculty, difficulty in scaling programs given “brick and mortar” facility constraints, demand and competition for quality clinical education sites, inability to meet the education and healthcare needs of rural communities, and the unsustainable cost of PT education.

The DPT curriculum is comprised of 66 weeks of didactic education and 31 weeks of clinical education. Didactic coursework is completed each academic term using a combination of interactive online and onsite lab immersive instruction. The entire curriculum is equivalent to 108 semester credit hours of coursework. The 6-month terminal internship in this program prepares graduates for entry-level practice and serves as a foundation for post-professional residency opportunities in several specialties within PT practice. We estimate an initial charter class enrollment of 80 students and subsequent class enrollments of 100 students at a total tuition per student of \$100K. Beyond the initial accreditation period, there is the potential to recruit two cohorts a year of 75-100 students each.

The BGSU DPT program has several features that make it unique. First, the curriculum is delivered in a hybrid learning format using a combination of faculty-directed online coursework and onsite lab instruction. This educational model allows students to live anywhere in the country and commute to Detroit for onsite immersion lab experiences. Therefore, unlike most traditional “brick and mortar” campuses, the BGSU DPT program will recruit students who live all over the country. The South College DPT program and the DPT program at Baylor University both utilize a similar hybrid learning model. Students enrolled in the first three cohorts combined reside in over 39 different states. By combining the accessibility of online coursework and in-person lab immersions students have the opportunity to stay in their communities, many of which have little to no access to other traditional DPT programs. In addition to the national presence, the hybrid DPT model tends to recruit a more diverse student body compared to traditional DPT program as is evidenced in the tables below.

Table 1. Baylor University DPT Program Charter Cohort Student Diversity

Student body diversity represented	#	Class 2019	National Average²
Economically disadvantaged based upon household income (PTCAS definition)	27	30%	8%
Minority students	34	38%	19%

Table 2. Baylor University DPT Program Charter Cohort Geographical Region

Geographical areas by population regions represented	#	%
Urban (>1,000,00 population) or large city (100,000,000 population)	32	36
Mid-size city (50,000 to 99,999 population) or large town (10,000 to 49,999 population)	35	39
Small town (2,500 to 9,999 population) or isolated rural (<2,500 population)	22	25

Student Support

The Mary M. Edmonds Scholarship, Cynthia Walling Pemberton Scholarship, and Benz Family Allied Health Excellence Scholarship are available within HHS that specifically support physical therapy students.

Appendix A: Proposed Staffing for a School of Physical Therapy

	Appointment	Hire to Start
Faculty Administrator		
School Director (TTF/tenured)	12 month*	June 2020
Bargaining Unit Faculty Member		
Curriculum Coordinator (QRF)	12 month*	June 2020
Clinical Education Coordinator (QRF)	12 month*	June 2020
Admissions Coordinator (QRF)	12 month*	Sept 2021
Student Affairs Coordinator (QRF)	12 month*	June 2022
Research and Faculty Development Coordinator (TTF)	12 month*	August 2022
Administrative Staff		
Operations Coordinator	12 month*	June 2020
Classified Staff		
Program Senior Secretary	12 month*	June 2020
Clinical Education Secretary	12 month*	January 2021
Admissions Secretary	12 month**	Sept 2021

*Full time

**Part-time

Charter of the School of Physical Therapy (proposed January 7, 2020)

These bylaws establish regulations for the governance of the School of Physical Therapy in the College of Health and Human Services and are in accordance with Bowling Green State University (BGSU) Academic Charter and the BGSU and BGSU Faculty Association Collective Bargaining Agreement (CBA).

I. MISSION STATEMENT

The School of Physical Therapy is dedicated to developing doctors of physical therapy who are professionals with a personal commitment to excellence, life-long learning, critical inquiry, and meaningful service to positively impact societal health.

II. ORGANIZATIONAL STRUCTURE

The School of Physical Therapy is the basic administrative unit within the University organized to carry out and develop the instructional and research activities of its faculty. The School is the tenuring unit. The School consists of a Director, Clinical Education Coordinator, Curriculum Coordinator, Admissions Coordinator, Student Affairs Coordinator, Research and Faculty Development Coordinator, administrative staff, classified staff, and the Bargaining Unit Faculty Members (BUFM).

A. School Director

The Director is the chief executive officer of the school with responsibilities and duties as outlined in the Academic Charter. The Director is a Faculty Administrator (FAD) who serves at the pleasure of the Dean of the College of Health and Human Services with a renewable 4-year term. The Director's distribution of effort in teaching, research, and administration will be in accordance with the College guidelines or as negotiated with the Dean. Faculty participation in the selection, appointment, evaluation, reappointment, and extraordinary review of the School Director is described in the CBA (Article 10, Section 4).

B. Executive Council

The Executive Council will consist of the School Director, Clinical Education Coordinator, Curriculum Coordinator, Admissions Coordinator, Student Affairs Coordinator, Research and Faculty Development Coordinator, and Operations Coordinator. The Executive Council will meet at least six times during the academic year and serve in an advisory capacity to the Director regarding School policies and practices.

C. Faculty

Faculty of the School shall consist of all Bargaining Unit Faculty Members (BUFM) as described in the CBA who have been appointed to the School with the consent of other members of the School faculty. Faculty may hold tenured, tenure-track, or qualified rank faculty appointments.

D. Administrative Staff

Administrative staff within the School of Physical Therapy will include an Operations Coordinator.

E. Classified Staff

Classified staff within the School of Physical Therapy will include: Program Senior Secretary, Clinical Education Secretary, and Admissions Secretary.

III. RESPONSIBILITIES AND DUTIES**A. Director (FAD)**

The responsibilities of the Director of a School are described in the BGSU Academic Charter, XI.D, Section D as follows:

The Director shall be administratively responsible for all activities of the school. The Director of a school shall be responsible to the Dean of the college with which the school is associated and through the Dean to the Provost. Through this administrative line, the Director derives the authority to execute the Director's responsibilities. Further, the Director is the primary representative of the school faculty with authority and responsibility, by virtue of election, to represent its views and to promote its best interests as a school.

The responsibilities of the Director are:

1. To organize, in conjunction with the faculty, the administrative structure of the school; within the limits of the school budget, appoint whatever administrative personnel appear to be requisite to the effective functioning of the school office; and assign the respective functions of all personnel working in the school;
2. To serve as the fiscal officer of the school, with the responsibility for preparing the budget in consultation with the division/program coordinators; allocating resources to the program units; monitoring the administration of operating and personnel budgets; and supervising the use of resources, including facilities, equipment, and supplies;
3. To provide academic leadership for the instructional, research, service and administrative personnel of the school and to be involved in the recruitment, selection, employment, in-service training, appointment, reappointment, promotion, and tenure of BUFMs;
4. To perform or delegate and monitor the development of the curricula and programs of instruction, sharing this responsibility with committees of the school;
5. Provide leadership, vision, and strategic direction for the Doctor of Physical Therapy (DPT) Program;
6. Establish and maintain program accreditation from the Commission on Accreditation in Physical Therapy Education (CAPTE); overall responsible for coordinating the Program's compliance with all expected standards and rules;

- a. Coordinate timely submission of required fees and documentation, including reports, graduation rates, performance on state licensing exams and graduation rates, to the appropriate accreditation bodies;
- b. Notify accrediting bodies about expected or unexpected substantive changes within the program and of any change in institutional accreditation status or legal authority to provide post-secondary education;
- c. Assure access to applicable standards to all members of the faculty and establishes expectation for compliance;
- d. Delegate individuals to coordinate certain portions of requirements on behalf of the faculty;
- e. Come into compliance with accreditation criteria within 2 years of being determined to be out of compliance;
- f. Maintain accurate information on the program website that is easily accessible to the public regarding accreditation status and current student achievement measures;
- g. Follow policies and procedures of CAPTE as outlined in The CAPTE Rules of Practice and Procedure;

B. Clinical Education Coordinator (BUFM)

The Clinical Education Coordinator is responsible to the Director of the School of Physical Therapy. Primary responsibilities of the Clinical Education Coordinator include:

1. Plan, coordinate, facilitate, administer, and monitor activities on behalf of the academic program and in coordination with academic and clinical faculty;
2. Develop, monitor, and refine the clinical education component of the curriculum;
3. Facilitate quality learning experiences for students during clinical education;
4. Evaluate students' performance, in cooperation with other faculty, to determine their ability to integrate didactic and clinical learning experiences and to progress within the curriculum;
5. Educate students, clinical and academic faculty about clinical education, patient/client management, ethical and professional behavior, and currency with physical therapy practice;
6. Maximize available resources for the clinical education program;
7. Provide documented records and assessment of the clinical education component (includes clinical education sites, clinical educators, etc.); and
8. Actively engage core faculty clinical education planning, implementation, and assessment.

C. Curriculum Coordinator (BUFM)

The Curriculum Coordinator is responsible to the Director of the School of Physical Therapy. Primary responsibilities of the Curriculum Coordinator include:

1. Plans and conducts all Curriculum Committee meetings;
2. Assists the School Director in the management of core and adjunct faculty, to include teaching responsibilities, course evaluations, and professional development;
3. Educates all core and adjunct faculty regarding the curriculum plan, to include integration, threads, and their role in curriculum development and review;
4. Mentors all DPT faculty in the development of syllabi, including the construction of objectives and learning activities;
5. Reviews all course syllabi and coordinates the institutional review;
6. Ensures proper sequencing of courses within the curriculum;
7. Coordinates class schedules to optimize the learning sequence;
8. Ensures that curriculum review is an ongoing process, culminating in an annual curriculum review;
9. Provides oversight and leadership to the Curriculum committee to the following components of the program assessment plan and accreditation required self-study report including: Curriculum Plan/Academic Curriculum, Clinical Education Curriculum, and Program Resources; and
10. Ensures all program policies, procedures and practices provide for compliance with accreditation policies and procedures.

D. Admissions Coordinator (BUFM)

The Admissions Coordinator is responsible to the Director of the School of Physical Therapy. Primary responsibilities of the Admissions Coordinator include:

1. Directs all day-to-day operations regarding student recruitment and admissions processes;
2. Serves as program liaison with the BGSU Graduate College and admissions office;
3. Serves as the primary faculty contact for all student inquiries requiring more specific program information;
4. Plans and oversees program recruitment efforts to attract a diverse student cohort;
5. Assures nondiscrimination and equal opportunity during the admissions process for all prospective students;
6. Educates all faculty regarding the admissions process, including specific emphasis on their role in applicant screening, interviewing, and selection;
7. Directs staff support personnel who assist with assembling and disseminating admissions information, receiving applications, entering data, and preparing files for interviews;
8. Evaluates, and reviews the admissions process, criteria, and admissions data to make recommendations to the faculty regarding changes annually;
9. Coordinates an update of the program website, handbooks, and informational brochures relative to student recruitment and admissions to ensure current and relevant information is provided to all prospective students;
10. Reports all recruitment and admissions activities as an agenda item in each faculty

- meeting;
11. Assists the Student Affairs Coordinator with student assimilation into the DPT program immediately following enrollment offer acceptance and prior to orientation;
 12. Coordinates all activities of the Admissions Committee;
 13. Plans and conducts all Admissions Committee meetings;
 14. Provides oversight, in conjunction with the Administration Committee, to all Admissions Policies and Procedures component of the Program Assessment Plan and accreditation requirements including the Self Study Report; and
 15. Ensures all program policies, procedures and practices under the responsibility of the Director of Admissions provide for compliance with accreditation policies and procedures

E. Student Affairs Coordinator (BUFM)

The Student Affairs Coordinator is responsible to the Director of the School of Physical Therapy. Primary responsibilities of the Student Affairs Coordinator include:

1. Coordinates student selection activities with the Admission Coordinator, to include application review, selection for interview, final student selection and enrollment offer;
2. Assimilates students into the DPT program immediately following enrollment offer acceptance and before orientation;
3. Coordinates and oversees the student development and flourishing program to include:
 - a. Administration of emotional intelligence, strengths, grit, and communication and learning style assessments at entry, mid-point and before graduation;
 - b. Oversees the process of constructing students' "personal fitness" scorecard based on assessment scores and matched strategies for success and improvement;
 - c. Providing developmental resources related to positive psychology best practices for graduate DPT students;
 - d. Matching of students with both faculty advisors and peer support partners;
 - e. Ensuring student advisement supports their professional development and is completed in accordance with established policies and procedures;
4. Coordinates and oversees the clinical coaching and mentoring program to include:
 - a. Identifying and selecting clinicians to serve as clinical coaching mentors;
 - b. Matching of students with a clinical coach and mentor as part of the Student mentor program with a best-fit strategy;
 - c. Supporting clinical coaching mentors with developmental resources related to teaching, coaching, and mentoring best practices;
5. Serves as program liaison with the BGSU Graduate College' student services;
6. Provides for student services support during onsite immersive lab experiences;
7. Oversees the academic and professional behavior performance of students, to include grade reporting; academic progression, retention, withdrawal, and

- dismissal; professional conduct, self- and peer-evaluations.
8. Coordinates and conducts student orientation and graduation functions;
 9. Directs departmental staff/support personnel who assist with student affairs and records administration;
 10. Coordinates all activities of the Administration Committee;
 11. Plans and conducts all Administration Committee meetings;
 12. Coordinates the ongoing development and review of regulations, policies, and procedures that meet accreditation standards and achieve program goals and expected outcomes to include:
 - a. Program mission, goals, and objectives;
 - b. Student, faculty, and program policies and procedures;
 13. Provides primary Committee oversight to the following components of the Program Assessment Plan and CAPTE Self Study Report: Program Mission, Program Goals, and Objectives, Policies and Procedures, Core and Associated Faculty and Program Resources
 14. Ensures all policies, procedures, and practices are following accreditation standards.

F. Research and Faculty Development Coordinator (BUFM)

The Research and Faculty Development Coordinator is responsible to the Director of the School of Physical Therapy. Primary responsibilities of the Research and Faculty Development Coordinator include:

1. Develops, updates, and teaches the evidence-based practice, statistics and research design components of the DPT program curricula. Ensures that students graduate with the foundational statistics, research design, and critical thinking skills, necessary for clinical practice;
2. Identifies and works, on behalf of the DPT program, to assist with collaborative research, funding, and grant opportunities for DPT faculty that aligns with their scholarly agenda when applicable;
3. Establishes and coordinates the Research Committee, based on strengths and interest of involved faculty, and ensures there is appropriate guidance for all research activities to include planning, developing, conducting, and receiving Institutional Review Board (IRB) approval for relevant DPT program projects;
4. Meets with each faculty member at least annually to discuss their workload breakdown (percentages) and ongoing scholarly and service agendas; and
5. Consults with each faculty member on their annual accreditation required scholarship forms and annual professional development plans and develop a report to the DPT School Director.

G. Executive Council

The Executive Council will consist of the School Director, Clinical Coordinator, Curriculum Coordinator, Admissions Coordinator, Student Affairs Coordinator, Research and Faculty Development Coordinator, and Operations Coordinator. The

Executive Council is advisory to the School Director in all School academic, budgetary, and administrative functions. As part of these duties, the Executive Council also shall:

1. Advise the School Director on the creation of School policies (see Section VIII, Policies) and strategic planning.
2. Advise the School Director on long-term needs of the School, such as faculty recruitment.
3. Serve as the voice of the faculty to the School Director regarding any matter relating to the function or operation of the School.
4. Assist in the development and evaluation of strategic goals.
5. Perform other tasks as recommended by the faculty of the School.

H. Faculty

School faculty is defined as all full-time BUFM whose workload is primarily in the School. School faculty shall:

1. Provide representation on School-wide committees.
2. Provide advice to the School Director regarding personnel requests and faculty appointments.
3. Fulfill teaching, research, and service obligation as appropriate to their faculty appointment and be evaluated according to School policy and consistent with the CBA.
4. Participate in meetings of the faculty.
5. Participate in hiring of BUFMs as outlined in the CBA (Article 14, Section 4).

I. Administrative Staff

1. Operations Coordinator (Administrative Staff)

The Operations Coordinator is responsible to the School Director for directing and managing the DPT Program's operations. Primary functions of the Operations Coordinator include:

- a) Planning, managing, and directing the business of the Office of the Program Director related to operations, budget, personnel, facilities and faculty support for the on-site lab immersions;
- b) Providing assistance and support to the School Director in problem-solving, project planning, and management;
- c) Developing financial, personnel, and facilities reports for internal and external bodies, including external accrediting bodies;
- d) Serving as central contact with Bowling Green State University institutional administration and academic departments;
- e) Ordering all equipment and manages equipment budget for the DPT program;
- f) Coordinating facility and equipment contracts and maintenance;

- g) Planning, managing, and directing the onsite lab intensive sessions for the DPT program, including construction/deconstruction of the labs and coordination of moving equipment;
- h) Coordinating logistics of faculty schedules for each semester's synchronous session planning and onsite lab immersion sessions; and
- i) Coordinating with Information Technology Services for timely support of systems and software.

J. Classified Staff

1. DPT Program Senior Secretary (Classified Staff)

The DPT Program Senior Secretary is responsible to the School Director and the Student Affairs Coordinator, faculty and students in all matters related to DPT office management, student records, and affairs. Primary responsibilities include:

- a) Serving as central contact with DPT students, institutional administration, and academic departments;
- b) Collecting, maintaining, and reporting student records, and ensuring that records compliance and confidentiality are maintained in all administrative processes;
- c) Serving as liaison between DPT students and student services provided by the BGSU Graduate College;
- d) Managing online communication channels with students, to include the website, social media, email, and learning management systems;
- e) Assisting the Student Affairs Coordinator in managing entry (orientation), exit (graduation) and post-graduate (licensure) processes for DPT students;
- f) Working directly with the School Director, Student Affairs Coordinator and the Operations Coordinator for additional tasks assigned; and
- g) Managing a variety of documents, databases, and reports for the DPT Program.

2. Clinical Education Secretary (Classified Staff)

The Clinical Education Secretary is responsible to the Clinical Education Coordinator for the day-to-day functions of the program as related to Clinical Education. Primary functions for the Clinical Education Secretary include:

- a) Coordinating the collection, maintenance, and reporting of student clinical records, and ensuring that records compliance and confidentiality are maintained in all administrative processes;

- b) Assisting the Clinical Education Coordinator in the development and maintenance of clinical education sites and clinical education contracts/agreements to ensure adequate number and specialty to meet program goals and outcomes; and
- c) Creating and maintaining student records and databases related to clinical education, to include clinical site placements and specialty/patient exposures.

3. Admissions Secretary (Classified Staff)

The Admissions Secretary is responsible to the Admissions Coordinator for the day-to-day administrative functions related to student recruitment and admissions. Primary functions for the Admissions Secretary include:

- a) Serving as program liaison with the Physical Therapy Centralized Application Service and other outside agencies involved in the admissions process;
- b) Serving as the primary point of contact for all student inquiries requiring more specific program information or assistance with the application process;
- c) Receiving completed applications, coordinating applicant interviews, and assembling admissions information for review by admissions committee and faculty; and
- d) Assuring non-discrimination and equal opportunity during the admissions process for all prospective students.

IV. STANDING COMMITTEES

The standing committees of the School consist of a DPT Administrative Committee, Admissions Committee, Curriculum and Assessment Committee; Research Committee; Reappointment, Promotion, and Tenure Committee; and Merit Committee.

A. DPT Administrative Committee

The DPT Administrative Committee shall:

1. Be comprised of the Student Affairs Coordinator (serves as chair of the committee), Clinical Education Coordinator, Operations Coordinator, at least one (1) additional core faculty member elected by the School BUFMs, and the School Director as *ex-officio*.
2. Be responsible for student affairs and services internal to the program.
3. Oversee student advisement, academic progression, promotion and retention, professionalism, and scholarship and awards, and provide recommendations to the School Director and faculty members for informed decision-making.
4. Be responsible for maintaining program-related policies and procedures.
5. Reviews students' academic progress each semester and identifies students in academic difficulty.

B. Curriculum and Assessment Committee

The Curriculum Committee shall:

1. Be comprised of the Curriculum Coordinator (serves as chair of the committee) and

- three (3) core faculty members who will be elected by the School BUFMs.
- 2. Be responsible for the School DPT curriculum.
- 3. Review and approve new and revised graduate courses and program proposals.
- 4. Ensure that the curriculum aligns with CAPTE requirements.

C. Admissions Committee

The Admissions Committee shall:

- 1. Be comprised of the Director of Admissions (serves as chair of the committee), at least two (2) DPT program core faculty members who will be elected by the School BUFMs and, the School Director as *ex-officio*.
- 2. Be responsible for all matters concerning student admission to the DPT Program including recruitment, application, selection and matriculation.
- 3. Oversees faculty involvement in a transparent admissions process that guarantees nondiscrimination and equal opportunity for all applicants.

D. Research Committee

The Research Committee shall:

- 1. Be comprised of the Research and Faculty Development Coordinator (serves as chair of the committee) and two (2) DPT program core faculty members who will be appointed by the School Director.
- 2. Provide guidance for all research activities to include planning, developing, conducting, and receiving Institutional Review Board (IRB) approval for relevant DPT program projects;

E. Reappointment, Promotion, Tenure Committee (RPTC)

The Reappointment, Promotion, Tenure Committee shall:

- 1. Be comprised of three (3) BUFMs, who are eligible based on rank and TF/QRF to vote on the candidate according to the CBA (Article 14).
- 2. Be elected by the School BUFMs.
- 3. Elect a chair from within the committee members.
- 4. Assist candidates for reappointment, promotion, and/or tenure in the preparation of their credentials.
- 5. Evaluate faculty in accordance with the School's governing document.
- 6. Prepare a written evaluation of the candidate that includes the vote and recommendation of the eligible BUFMs.

F. Merit Committee

The Merit Committee shall:

- 1. Be comprised of three (3) BUFMs, who are eligible to serve on merit committees according to the CBA.
- 2. Be elected by the School BUFMs.
- 3. Elect a chair from the committee members.
- 4. Develop, review, and, when necessary revise, merit policy. All new or revised merit policies must be voted on and approved by the School faculty, School Director, and Dean.
- 5. Annually evaluate all BUFMs of the School in relation to the merit criteria for teaching, research, and service commensurate with each individual's assigned workload.

6. The “General Procedure for Faculty Evaluation and Score of Merit” as outlined in the “Merit Policy Part I: University-Wide Processes Required by the CBA” will be followed.
 - a. Each faculty member will confirm his/her allocation of effort (e.g., 60/30/10 for teaching, scholarship, and service) with the School Director.
 - b. The School merit committee is responsible for assigning an overall merit score to every faculty member.
 - c. Faculty members who fail to submit a merit portfolio by the deadline will receive an automatic rating of “unacceptable” and will not be eligible for any salary adjustments (Article 17, Sections 3.2.1 and 3.3.1). For QRF in years one through six, a merit rating of "unacceptable" will be independent from the APR process.
 - d. The submitted merit dossier must include the elements outlined in the School’s merit policy document.
 - e. A description of how the overall merit score is calculated, including how annual scores are averaged over a three-year period, can be found in the School’s merit policy document.
 - f. The School may report its merit score recommendation to no greater than one-tenth of a decimal place.
7. Merit score recommendations shall be reported by the Chair of the merit committee to the BUFMs. After the opportunity for rebuttal by the faculty, the Chair shall forward the merit recommendations to the School Director. The School Director will share the recommendations of the School Merit Committee along with his/her own independent merit recommendations to the Dean.

VII. BUDGET

A. Operating Budgets

1. The School Director is responsible for the School budget.
2. Individual program areas within the School may request funds for special programming or needs. As a general principle, the School Director will allocate funding equitably across all program areas.

B. Research Funds

1. The School Director is an applicant’s budgetary representative for the purpose of grant applications.

C. Foundation Accounts

1. Foundation accounts will reside at the School level with the School Director having budgetary authority.

VIII. POLICIES

A. Reappointment, Promotion, and Tenure (RPT) and Annual Performance Reviews

Criteria and standards for annual performance, reappointment, promotion, and tenure for BUFMs within the School shall be developed by the School Reappointment, Promotion, and Tenure, Committee (RPTC) and approved by the School faculty, Director, Dean, and Provost within one year of the formation of the School. Any School faculty appointments made before such criteria have been

approved shall use the criteria in the RPT policy document of the Department of Public and Allied Health as guidelines. Procedures for conducting enhanced performance and reappointment, promotion, and tenure reviews will be followed according to the “Reappointment, Tenure, and Promotion Policy Part I: University-Wide Processes Required by the CBA.”

B. Merit

The merit criteria, performance indicators and expectations for the criteria, and the calculation of the component merit scores for BUFMs within the School shall be developed by the School Merit Committee and approved by the School faculty, School Director, Dean, and Provost within one year of the formation of the School. The School’s merit document shall follow the “Merit Policy Part I: University-Wide Processes Required by the CBA.” If University merit recommendation deadlines occur before the School’s merit policy document is developed and approved, then the School BUFMs shall be evaluated using the criteria in the merit policy document of the Department of Public and Allied Health as guidelines. Merit determinations will be based on a three-year rolling average of accomplishments in teaching, research, and service, in relation to workload and appointment.

**Proposed School of Physical Therapy
Staffing and Budget Projections
Working Draft**

	Appointment	Hire to Start	FY	Minimum Estimated Salaries	Initial Hire Rank
Faculty Administrator					
School Director	12 month	June 2020	FY20	\$135,000-160,000	TTF
Bargaining Unit Faculty Member					
Curriculum Coordinator	12 month	June 2020	FY20	\$110,000*	QRF
Clinical Education Coordinator	12 month	June 2020	FY20	\$110,000	QRF
Admissions Coordinator	12 month	Sept 2021	FY22	\$110,000	QRF
Student Affairs Coordinator	12 month	June 2022	FY22	\$110,000	QRF
Research and Faculty Development Coordinator	12 month	August 2022	FY23	\$110,000	TTF
Administrative Staff					
Operations Coordinator	12 month	June 2020	FY20	\$45,581-68,372	Pay Grade 354
Classified Staff					
Program Senior Secretary	12 month	June 2020	FY20	\$15.61/hour	Pay Grade 25
Clinical Education Secretary	12 month	January 2021	FY21	\$15.61/hour	Pay Grade 25
Admissions Secretary	12 month [#]	Sept 2021	FY22	\$17.17/hour	Pay Grade 26

*Salary information provided by EIM.

[#]Part-time



Office of Vice President, Finance & Administration
(419) 372-8262 Phone
(419) 372-8446 Fax

INTERDEPARTMENTAL MEMORANDUM

TO: Joe Whitehead Senior VP for Academic Affairs and Provost
FROM: Sherideen S. Stoll, Vice President
DATE: January 30, 2020
SUBJECT: Resource Analysis – Proposed School of Physical Therapy

We have reviewed the proposal requesting to create a School of Physical Therapy in the College of Health and Human Services dated January 7, 2020.

Based on our understanding, the proposed school is intended to serve as the basic administrative unit within the University organized to carry out and develop the instructional and research activities of faculty supporting a hybrid Doctor of Physical Therapy (DPT) Program.

Our analysis considered the program's intended unique hybrid delivery, market demand and time to degree completion and assumed an annual cohort of 75-100 in the first year and then assumed recurring, annual cohorts of 100 in all subsequent years. Additional assumptions are included in the notes to our attached analysis.

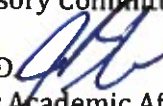
Creating a school and program requires a substantial up-front costs of approximately \$2.6 million over a course of 2.5 years. Tuition revenue does not begin until FY23. Based on our projections and analysis, and assuming the school continues to only offer the DPT program, the school will achieve a positive bottom line in FY25. It will require several additional years beyond that to fully recoup both the upfront investment costs as well as address the accumulated operating losses through FY24. It must be noted, however, that assessing the University's 30 percent overhead contributes to the longer than normal period to achieve breakeven.

Based on our analysis and the assumptions made, we endorse the creation of the proposed School of Physical Therapy.

March 5, 2020

MEMORANDUM

To: William Sawaya, Ph.D.
Chair, Fiscal Affairs Advisory Committee

From: Joe B. Whitehead, Jr., Ph.D. 
Senior Vice President for Academic Affairs and Provost

RE: Proposed School of Physical Therapy

Attached is the financial analysis for the proposed School of Physical Therapy. The financial analysis was prepared by the Office of Finance and Administration and referenced in Vice President Stoll's Resource Analysis memorandum. I concur with the resource analysis and fully support the creation of the School of Physical Therapy.

Earlier Start Date
 07-01-22
 FY 23

		Bowling Green State University New Program Review Summary						5th Draft 01-21-20	
College	HHS								
Department	Physical Therapy								
Program/Degree	Doctor of Physical Therapy (DPT)								
		CY2020 *	CY2021 *	CY2022 *	CY2023 *	CY2024 **	CY2025	CY2026	
Revenue:									
Tuition from required courses		\$0	\$0	\$0	\$3,629,167	\$7,604,167	\$8,741,667	\$9,444,917	(A)/(B)/(G)
General Fee from required courses					\$145,167	\$304,167	\$349,667	\$367,667	
General Fee (one time)					\$76,000	\$87,000	\$97,000	\$97,000	(K)
SSI (Course Completion)						\$683,919	\$1,355,274	\$1,546,358	
SSI (Degrees Awarded)							\$1,250,500	\$1,496,500	(I)
Net Revenue Generated		\$0	\$0	\$0	\$3,850,333	\$8,679,252	\$11,794,108	\$12,952,441	
Expense:									
Faculty (Core) Salaries		\$77,500	\$498,417	\$1,026,731	\$1,193,337	\$1,223,170	\$1,253,750	\$1,285,093	(C)
Part-time Faculty Salaries				\$146,667	\$281,875	\$288,922	\$296,145	\$303,549	
Staff Salaries				\$85,000	\$237,125	\$243,053	\$249,129	\$255,358	
Fringe Rate	35.00%	35.00%	35.00%	35.00%	35.00%	35.00%	35.00%	35.00%	
Fringes		\$27,125	\$174,446	\$413,306	\$547,171	\$560,850	\$574,872	\$589,243	(C)
EIM Contractual Payment		\$0	\$0	\$0	\$1,925,167	\$3,997,667	\$4,594,167	\$4,954,792	(H)
E & G Overhead (@30%)		\$0	\$0	\$0	\$1,155,100	\$2,603,776	\$3,538,232	\$3,885,732	
Travel		\$0	\$0	\$0		\$200,000	\$250,000	\$257,500	(D)
Professional Development		\$0	\$0	\$0		\$90,625	\$93,750	\$93,750	(E)
Equipment/Supplies & Services		\$0	\$0	\$0	\$0	\$96,188	\$118,846	\$125,928	(F)
Accreditation		\$35,000	\$15,000	\$0	\$0	\$0	\$0	\$0	
Rent				\$150,000	\$154,500	\$159,135	\$163,909	\$168,826	(G)
Total Expenses		\$139,625	\$687,863	\$1,821,704	\$5,494,275	\$9,463,387	\$11,132,800	\$11,919,772	
Net Revenue over Expenses		(\$139,625)	(\$687,863)	(\$1,821,704)	(\$1,643,942)	(\$784,134)	\$661,308	\$1,032,669	
Cumulative Revenue over 7 year Period		(\$139,625)	(\$827,488)	(\$2,649,192)	(\$4,293,134)	(\$5,077,268)	(\$4,415,961)	(\$3,383,292)	
Capital Expenditures		\$1,500	\$1,500	\$3,000	\$209,000	\$125,000	\$25,000	\$25,000	(J)
Assumptions:									
* Pre-Launch period									
** Initial cohort of students admitted									
A. Assumes initial cohort (80) starts July 2022; all cohorts to begin in July									
B. Assumes 2nd cohort (90) starts July 2023 (FY 24)									
C. See Salaries & FB tab (assumes 2.5% annual increase); assumes increases awarded annually in July for presentation purposes only)									
D. Assumes inflation factor of 3% after CY 2025									
E. Assumes \$7,500 per year per full time faculty member									
F. Assumes \$700 per student per year									
G. Assumes inflation factor of 3%									
H. 50% of tuition and general fees only									
I. Assumes initial cohort awards 61 degrees (90% graduation rate of each cohort)									
J. For informational purposes only; not included in the main Pro Forma									
K. One time fee (\$1,000) per student for each new cohort									

To: Whom it may concern

From: William Sawaya, Chair, Fiscal Affairs Advisory Committee

Subject: Proposed School of Physical Therapy

Date: April 9, 2020

At the February 26, March 11, and April 8, meetings of the Fiscal Affairs Advisory Committee; the committee reviewed the proposed creation of a School of Physical Therapy in the College of Health and Human Services. We reviewed the proposal and the accompanying Fiscal Impact Statement (FIS) and discussed the proposal with HHS Dean James Ciesla, Associate Dean Dawn Anderson, and received input from Provost Whitehead (See attached E-mails). After our discussions it was proposed that we give this proposal our support as it moves forward with the inclusion of the E-mail from the provost that details the estimate of the number of faculty positions that were used in the financial analysis as well as mention of the contract with EIM, we voted affirmatively to give it our support as it proceeds forward in the approval process with those provisions. It is also critical to know that the E&G expense that shows up on the financial form was confirmed to be money that stays with BGSU for administrative expenses. If it were not for this, this proposal would not look like a good financial decision. But with that understanding it does eventually provide a positive revenue stream for the university. There is committee concern that the size of the contract with EIM seems excessive for the services they will be rendering and the committee wondered if it were possible to renegotiate the terms in light of the current COVID 19 related budgetary and other issues, many other organizations are currently renegotiating contract terms with their suppliers. It was also noted that contracts of this type should probably not be signed until they have been considered by the faculty in some fashion.

Regards,



William Sawaya

William J Sawaya

From: Joe Benjamin Whitehead
Sent: Wednesday, April 8, 2020 7:55 AM
To: William J Sawaya; Kristen D Rudisill; Yevgeny Yontov; Martin S Anderson; Carlton James Braun; Christopher J Frey; John Liederbach
Cc: MD Baniamin Sarder; James R Ciesla; Sarah Meussling; Stephanie Boman; Dawn Lynnette Anderson
Subject: Re: FAAC Meeting reminder tomorrow 8:00 AM in Olscamp 110

Good morning Bill,

First, I want to thank the you and the FAAC continuing to function during these unprecedented times due to COVID-19. Also, I apologize for the lateness of this response to your concerns expressed in the message below regarding the proposals for the School of Nursing and School of Physical Therapy. Since this response is so near the meeting, I am copying the committee members.

The proposals for the Schools of Nursing and Physical Therapy are more critical to BGSU as evidenced by the COVID-19 pandemic. Both nursing and physical therapy were in high demand prior to COVID-19 and nursing will be in even higher demand post-COVID-19. The demand physical therapy will continue to increase as the U.S. population continues to age. These two areas of high demand will help mitigate the enrollment pressures due to the demographic shift in 2025-2026. BGSU launching high demand programs is even more COVID-19's impact on the global economy.

Below are responses to concerns described in the email dated 3/11/2020.

Thanks again for your service on the FAAC,

Joe

Concerns

School of Nursing

1. The proposal doesn't address the composition of part-time and full-time faculty.

Ultimately, approximately eleven (11) FTE faculty are anticipated inclusive of a chair and BSN director. The complement of faculty in a nursing program varies based on changes, e.g. regulatory and accreditation standards. The exact complement of faculty part-time/full-time and specialty areas will depend technological advances in simulation equipment, the ability to secure internship placements, clinical sites, and ability to hire in a tight labor market due to the nursing shortage.

2. How are salary cost calculated?

The initial estimate for salaries is drawn from a number of sources such as the Oklahoma State faculty survey and CUPA where salaries are segmented by CIP code. The two sources are also used to estimate the salary cost for positions in existing programs.

School of Physical Therapy

1. Staffing Cost

We estimate between 9-11 FTE Full time faculty, 4-5 FTE Part time faculty, and 2-4 Staff salaries and as with nursing the complement of faculty TT/QRF the number of part-time vs. full time, and the number, type, classification, and pay scales for staff salaries are highly dependent on the availability of PT faculty which are in shortage. The complement of faculty and staff also depend on the kind of program we offer. The HUGE advantage of working with EIM is that they identify and secure clinical sites for the program. The administrative burden and cost of developing a network of clinical sites across the nation that function is very significant.

2. Revenue Sharing Model

The revenue sharing model is similar to that of the College of Business with Academic Partnerships for the online MBA program. As mentioned above EIM bears the cost of developing and maintaining a nationwide network of clinical sites. Clinical experiences are required for degree attainment in PT.

Joe B. Whitehead, Jr., Ph.D.
Provost & Senior Vice President for Academic Affairs
Bowling Green State University
230 McFall Center
Bowling Green, OH 43403
Phone: 419-372-2915
Fax: 419-372-8446

From: William J Sawaya <wsawaya@bgsu.edu>
Date: Wednesday, March 11, 2020 at 3:49 PM
To: Kristen D Rudisill <rudisik@bgsu.edu>, Yevgeny Yontov <yyontov@bgsu.edu>, Martin S Anderson <martya@bgsu.edu>, Carlton James Braun <braunc@bgsu.edu>, Christopher J Frey <cjfrey@bgsu.edu>, John Liederbach <jlieder@bgsu.edu>
Cc: MD Baniamin Sarder <msarder@bgsu.edu>, James R Ciesla <jciesla@bgsu.edu>, Joe Benjamin Whitehead <jwhitehead@bgsu.edu>, Sarah Meussling <sjeffer@bgsu.edu>, Stephanie Boman <sboman@bgsu.edu>, Dawn Lynnette Anderson <dawna@bgsu.edu>
Subject: RE: FAAC Meeting reminder tomorrow 8:00 AM in Olscamp 110

I wanted to send a short follow-up message to those most affected about today's meeting. All three certificate proposals were unanimously supported as they move forward by the committee and I have moved them forward in onbase. Our next scheduled meeting is April 8 at 8:00 AM, if we do not meet sooner to move proposals along.

The MS in Logistics and Systems Engineering was also unanimously supported as it moves forward with two observations. This is what I noted when I moved it along in onbase:

"The FAAC committee discussed this proposal on March 10, 2020 and voted unanimously to support it as it moves forward in the approval process with a couple of provisional notations. First, if the enrollment grows as anticipated there may be additional staffing requirements to effectively deliver the program content. Second, relatedly, there is some concern that a planned course size of fifty might be too large for graduate online education of a technical nature in the program courses. The committee still supports the program but believes that to do the students justice there may be higher costs in the future to properly support the program."

The second half of the meeting was spent discussing the proposed Schools of Nursing and Physical Therapy. Many thanks to Dawn Anderson for attending the meeting. The committee has one key concern with the proposal for nursing and four with the proposal for the School of Physical Therapy.

For nursing, there is still some question about the number of faculty expected to support the program and how they are handled in the accompanying financial analysis. After some thought, we wondered if the 16.5% used to calculate the overhead was a standard rate for part time? Or if that we because around half of the faculty were part time? It would be inconsistent to assume they are all part time based the last sentence on page five of the proposal that indicates full-time faculty for continuity and advising. Both the number of total expected full and part time faculty should be explicitly addressed in the proposal someplace and then updated (if necessary) in the financial analysis and it should be clarified how it is handled in the spreadsheet.

For the proposal for the School of Physical Therapy:

First, there is concern that the agreement with EIM is not explicitly addressed in the proposal. In our view it must be disclosed. It is reflected (as it must be) in the financial analysis. So it should also be addressed in the proposal itself. It has very significant implications for the overall fiscal impact of the proposal to the university as it commits an expected payment of roughly \$65 Million over the life of the 15 year contract to EIM.

Second, similarly to the proposal for the School of Nursing, there are still questions about how the cost of faculty are calculated and the total number of expected faculty should be reflected in the proposal as well as any assumptions that were used in the financial analysis. Based on looking at the table on Page 13 of the proposal it looks like the cost is based on the cost of the positions listed on the page plus 3-4 more faculty members. In our previous conversation with Jim Ciesla he indicated 6-10 more faculty. Perhaps many of the faculty are part time? At any rate this needs to explicit in both the proposal as well as in the analysis, together with any assumptions. There is note (C.) to see the Salaries and FB tab, but that was not provided, it is possible that it would all be clear if this was available to us. But even if we are able to follow the analysis, it should also be clear in the proposal.

Third, if we assume that all the costs are correct, (by the way this is a nice financial analysis, it is critical that it extend out at least seven years so that is well done) the program is still in the red in year seven, in fact, it will be year eleven before it turns a net profit if you assume no inflation at all. If you run a net present value with a relatively conservative inflation rate of 3% (and an assumption of a steady \$1032669 net revenue after year seven) it is never in the black. If you run a net present value with 2% inflation it is positive at least. Now we are not a for profit business - we a public university for the public good, so we do not need a high IRR, but in this case we are partnered with a for-profit entity. They would never accept an IRR of 9% or less. Usually business want 33-100% before they are willing to spend. It does not seen fair to the university and to all of the other competing demands on the university's resources to take on such a low (or even negative) IRR when partnered with an entity that is probably getting well in excess of 33% at the university's expense.

Finally, it was noted by several committee members that there is an issue of charter process and the order in which this proposal has ended up at FAAC. We are happy that it is moving through the process, that faculty are involved, and that we can help to improve the proposal. But there are major concerns that the agreement advanced so far without involvement of affected parties.

The issue with the School of Nursing proposal should be easily resolved, and I don't foresee major objections from FAAC in supporting it as it moves forward once they are fixed. The first two issues are easily resolved with the School of Physical Therapy proposal as well, and we can complete the FAAC evaluation once they are fixed. But we be looking closely at the third issue are likely to at least mention the fourth in our memo that will accompany the proposal.

Bill

Chair FAAC, on behalf of the FAAC

CREATION OF A SCHOOL OF NURSING

Proposed: October 7, 2019

In accordance with the BGSU Academic Charter (Article XI), the creation of a School of Nursing in the College of Health and Human Services (HHS) is proposed.

History of Nursing Program at BGSU

In September 1971, a nursing baccalaureate program was begun with the implementation of a consortium between BGSU and the Medical College of Ohio. After receiving approval in May 1974 by the State of Ohio, Board of Nursing Education and Nurse Registration, the first cohort of 18 students was awarded Bachelor of Science in Nursing (BSN) degrees in June 1974. Also, in June 1974, the Ohio Board of Regents gave approval to the University of Toledo (UT) to grant BSN degrees. Implementation of the BGSU and UT nursing consortium began in September 1974. Initial accreditation was granted on December 12, 1974, and accreditation was most recently renewed for the BGSU/UT consortium in 2019. In the consortium agreement, nursing students complete general education and supportive courses (e.g. chemistry, anatomy and physiology) at BGSU during the first two years, complete clinical experiences at UT/MC during the junior and senior years, then graduate with a BSN from BGSU. Since 1976, a separate educational track for preparing registered nurses (RN) has been offered on the Firelands campus in Huron and in Lima and Archbold. In 2001, the RN to BSN program was created within the BGSU/UT consortium to offer nursing transfer students, who already possess diplomas or associate degrees in nursing, a seamless pathway to degree completion.

In 2018, an agreement was signed to dissolve the BGSU/UT consortium with a teach-out of the last students who will be admitted in Summer 2021. A Memorandum of Understanding (MOU) was signed in 2019 for a Dual Degree nursing program with Mercy College of Ohio. Through this new partnership, students will earn both a Bachelors of Applied Health Science from BGSU and a BSN from Mercy College with clinical nursing instruction provided by Mercy College. In Fall 2019 BGSU began a native (i.e. not accredited as part of a consortium or partnership) online RN to BSN post-licensure program in collaboration with Firelands Regional Medical Center (FRMC). An accreditation visit by the Commission on Collegiate Nursing Education (CCNE) is scheduled for October 2020. Once the BGSU RN to BSN program is accredited by CCNE, then an addendum will be submitted to gain approval for an accredited native BSN degree. In the future, CCNE accreditation will be pursued for graduate nursing degrees.

In the past, the Nursing program resided as a standalone academic program within the College of Health and Human Services, and the college staff handled administrative tasks, such as nursing consortium course scheduling. In 2018, the Nursing program was moved to the Department of Public and Allied Health (PAH) to give it an academic home and for administrative oversight. In addition to nursing, PAH contains three program areas (Food and Nutrition, Medical Laboratory Science, and Public Health) with 14 faculty, two administrative staff, offering six undergraduate degrees, and two master's degrees. There are currently two

nursing Qualified-Rank Faculty (QRFs) who are appointed as faculty members within PAH and are governed by the personnel and curriculum policies of PAH. Housing the nursing program in a separate School of Nursing within the College of Health and Human Services is necessitated as BGSU develops a native nursing program and expands into graduate nursing education. Nationally, most baccalaureate nursing programs are found in colleges or schools of nursing. Additional faculty will be needed for theory and clinical instruction. Locations of clinical sites for the native BSN students are being explored along with facilities needed for a skills lab and simulation lab.

Mission Statement

The proposed School of Nursing offers pathways for the preparation and professional development of registered nurses and nurse leaders to provide safe and quality care to diverse patient populations across the lifespan using evidence-based practice. Graduates will use leadership and clinical judgment to improve the spectrum of complex healthcare issues throughout Ohio, the nation, and the world.

The School of Nursing mission aligns well with the HHS mission, which states “The College of Health and Human Services provides a superior academic curriculum through nationally recognized innovative programs, rigorous practical experiences and strong professional partnerships. Through these experiences we seek to promote and enhance the well-being and safety of people and their communities.”

Need for Nurses with BSN Degree

As the largest group of health care providers, nurses perform a crucial role in the health care system. According to the Bureau of Labor Statistics, the demand for nurses will increase by 26 percent in 2020, and the expected growth rate (15 percent) of nursing employment opportunities will surpass that of all other occupations from 2016-2026. The increasing demand for nurses is due in part to the expansion of the aging population.

Although the demand for nurses is increasing, there is a shortage especially of bedside nurses, who provide personalized care. Overwhelmed by patient caseloads and increased work expectations, many nurses are going into advanced practice or nurse leader positions. According to the Ohio Board of Nursing, approximately 30 percent of RNs in Ohio are 55 years or older as of 2017 and so will likely retire or otherwise leave the workforce in the near future. On the OhioMeansJobs.com website, registered nurse is the most posted job listing. On October 4, 2019, there were 4,917 posted RN job openings across Ohio with 488 of these in northwest Ohio.

Obtainment of higher levels of education, such as a BSN degree, improves overall safety, quality, and patient outcomes (American Association of Colleges of Nursing, April 2019). The BSN degree will also prepare a nurse for leadership roles and career advancement. Legislation is being reconsidered about requiring a BSN as entry into practice for registered nurses. At BGSU, BSN students compete for limited clinical placement seats available through our external academic partners. Establishment of a native BSN program with clinical placements in rural and small town hospitals in northwestern Ohio will increase the opportunities for additional well-

prepared students to become registered nurses, which will help to address the nursing shortage in Ohio.

The Institute of Medicine's Future of Nursing Report from 2010 recommended increasing the number of BSN-prepared nurses to 80 percent by 2020. Currently, 56 percent of the nurses in the United States and 64 percent in Ohio have a BSN degree. In the 2017 Ohio Workforce Data Summary Report, 35 percent (22,148) of nurses renewing their RN license planned to obtain a BSN or higher degree. Many health care institutions, such as the Cleveland Clinic and University Hospital, require nurses to obtain a BSN degree within 3 years and 5 years, respectively, of being hired. The RN to BSN program at BGSU will provide an opportunity for Registered Nurses with an associate degree or diploma in nursing to obtain a BSN in a flexible and meaningful manner while improving the care of their patients and communities.

Consultant Report

BGSU hired Terry Ward, BSN, MSN, Ph.D. as a consultant to evaluate perceived readiness for implementation of a BSN nursing program. Dr. Ward visited with internal stakeholders on July 22, 2019. Below are direct excerpts from her summary report relevant to this proposal to create a School of Nursing.

“BGSU is poised to establish a standalone Traditional Bachelors of Science in Nursing (BSN) Program to address the growing nursing shortage. The establishment of a new traditional BSN option at BGSU is needed to address public universities' obligation to act in the public interest and create public good.”

Mission and Governance

“The existing organizational structure in the College of Health and Human Services (CHHS) is supportive and indicates the needs and expectations of the communities of interest are important to its existence. The already existing bachelor of nursing completion program demonstrates there is congruency between BGSU and CHHS mission and governance.” “A weakness is the lack of a chief nurse administrator for the proposed nursing unit.”

Institutional Commitment and Resources

“BGSU and CHHS demonstrate ongoing commitment and sufficient resources to support the nursing program. The team [internal stakeholders] supports the leadership and establishment of a School of Nursing versus a department within the organization structure of the CHHS.”

“A meeting with the Chief Financial Officer [sic] indicates there are sufficient fiscal resources. We discussed typical nurse administrator and faculty salaries and standards for operational budgets for learning space. Enrollment trends were discussed with the Vice President of Enrollment Management. From 2016-July 2019 the applicant pool for freshman pre-nursing at BGSU has increased 12%. Of those applicants, 68% were admitted to BGSU. This is comparable enrollment for schools of nursing with a four year option. There were stated plans to offer direct admission to nursing in 2020 (I believe this is for students enrolling in nursing at Mercy College). This will in all likelihood result in an increase in interest and

enrollment potentially creating a pool of students for admission to upper division in nursing at BGSU in fall 2022.”

Curriculum and Teaching

“The major strength in curriculum at BGSU is the sound pre-nursing curriculum. The pre-nursing curriculum offers 57 credits of general education and science courses to successfully support the rigor of a core-nursing curriculum. This is demonstrated by the success rates of students who are completing the core nursing courses at the University of Toledo and Mercy College. Another strength of curriculum teaching and learning at BGSU is the current RN-BSN completion program, which may have aspects which are transferable to the development of the four-year program and options. The courses in the RN-BSN completion plan of study are core courses, which can be added to the four-year plan of study. The suggested plan of study is one that prepares graduates to meet the essential competencies of nursing as identified within the Baccalaureate Essentials and Quality and Safety Education for Nursing.”

Learning Practices and Assessment and Achievement of Program Outcomes

“While it was not reviewed, outcomes indicate data is available from pre-nursing students, which reflect students successfully achieving expected outcomes of nursing program in current consortiums.”

Recommendations

“After consulting with the key internal stakeholders, it is recommended BGSU move forward with a plan to implement a four-year nursing program with admission to upper division or core nursing in fall of 2022. The priority activity recommended is recruitment and selection of a chief nurse administrator. It is recommended that BGSU continue to support the process of gaining internal and external stakeholder buy in.”

Suggested Implementation Timeline

“The implementation timeline begins with a consultation from a nurse educator expert with key stakeholders of BGSU. The timeline lists the perceived activities essential to the proposed 4-year nursing program including BGSU Board of Trustee approval and a submission of a letter of intent to the Ohio Board of Nursing (OBN). A priority in moving forward with the new program development is the recruitment and hiring of the nursing program administrator who meets the requirements of both the OBN and accreditation bodies.” “Upon hire, the nursing program administrator will prepare the new program proposal for the nursing program.”

Organizational Structure

The School of Nursing will be the basic administrative unit within the University organized to carry out and develop the instructional and research activities of its faculty. The School will be the tenuring unit.

The School will consist of a Director, Nursing Student Services Coordinator, Executive Council, Program Coordinators, classified staff, and the program units and their Bargaining Unit

Faculty Members (BUFM). The *School Director* will be the chief executive officer of the school with responsibilities and duties as outlined in the Academic Charter. The *Nursing Student Services Coordinator* will coordinate administrative aspects of undergraduate nursing programs offered in the School of Nursing. The tasks will include but are not limited to serving as a liaison with partner institutions, recruitment and selection, monitoring of degree progress, assisting with learning communities, advising of nursing students, and providing advisement training to nursing faculty. The *Executive Council* will consist of the Director, Nursing Student Services Coordinator, and the program coordinators. The Executive Council will serve in an advisory capacity to the Director regarding School policies and practices. The School will be organized into three program areas. Program coordinators will provide leadership within each program area, as shown below.

1. Undergraduate Studies Program Area
 - a. BSN Program Coordinator
 - b. RN to BSN Program Coordinator
2. Graduate Studies Program Area
 - a. Graduate Program Coordinator
3. Experiential Learning Program Area
 - a. Skills Lab Program Coordinator
 - b. Simulation Program Coordinator
 - c. Clinical Placement and Partnerships Coordinator

A full-time administrative assistant will assist with operation of the School. Responsibilities of these positions are described in the proposed Charter of the School of Nursing. Appendix A shows proposed staffing and budget projections for a School of Nursing.

Faculty

Faculty of the School will consist of all Bargaining Unit Faculty Members (BUFM) as described in the CBA who have been appointed to the School with the consent of other members of the School faculty. Faculty may hold tenured, tenure-track, or qualified rank faculty appointments. Qualified rank faculty (QRF) will have the title Assistant/Associate Teaching Professor if primarily teaching nursing theory courses and the title Assistant/Associate Clinical Professor if primarily teaching experiential (e.g. skills lab, simulation, clinical) courses and eventually teaching professor or clinical professor. Nursing faculty must have a Master of Science in Nursing (MSN) or doctorate degree in nursing. Graduate faculty in the nursing program must hold a doctorate degree (Ph.D., Doctorate of Nursing Practice, or Doctorate of Nursing Science).

As BGSU develops a native nursing program, faculty will be needed to teach nursing theory and clinical courses, which are currently being taught by institutional partners (UT and Mercy College). Full-time nursing faculty will be needed to provide consistency, advise incoming or prospective students, and assist with accreditation and continuous program improvement and development. An adjunct pool of nursing instructors is available and will

assist in providing a 10:1 student to faculty ratio for the skills lab and an 8:1 student to faculty ratio for clinical practice. In August 2019, BGSU received a \$200,000 grant from the Ohio Board of Nursing to hire a 12-month QRF for two years, who will be teaching and advising students in the online RN to BSN program.

Academic Programs

The proposed School of Nursing will be comprised of three program areas: Undergraduate Studies, Graduate Studies, and Experiential Learning.

Undergraduate Studies Program Area

The Undergraduate Studies Program Area will provide pathways for a) pre-licensure nursing students to obtain a B.S. in Nursing degree in preparation for successfully passing the National Council Licensure Examination (NCLEX) to become a Registered Nurse and b) RNs to obtain a B.S. in Nursing for degree completion. Currently, BGSU students earn a BSN degree through the BGSU/UT Consortium or as part of the Dual Degree nursing program with Mercy College of Ohio. BGSU will soon develop a native BSN program with a clinical judgement emphasis in which nursing theory and clinical courses will be taught by BGSU faculty instead of institutional partners (UT and Mercy College). In this traditional 4-year option, students are admitted as pre-nursing students and take general education and supportive courses during the first two years. During the final two years, students are competitively admitted into the BSN and complete nursing courses to meet the core professional competencies for eligibility to take the NCLEX.

The native RN to BSN program began Fall 2019 with an inaugural cohort of 20 students. It is 100% online and assists the working Registered Nurse to complete the BSN degree in a flexible and convenient manner. The program can be completed in as little as three semesters or at a slower pace. The RN to BSN program comprises 30 credit hours (10 core nursing courses). Students are awarded transfer credit for previous college courses that match the BG Perspective (general education) courses and Support Course Requirements. Practice experience hours allow students to apply theory to practice while achieving end-of-program learning outcomes. Each student chooses an individualized practice experience based on his or her own learning needs and professional interests. Registered nurses will build upon previous knowledge and skills to enhance their clinical judgment and leadership skills when caring for diverse patient populations across a variety of healthcare settings. This post-licensure program offered through eCampus currently has three possible start dates (fall, spring, and summer) with future plans to increase to two start dates per semester/term. Many of the associate degree programs in the geographic area have two graduation dates (May and December). Multiple start dates would provide an opportunity for students to graduate, pass the NCLEX, and then transition to the RN to BSN program without a delay in admission.

Graduate Studies Program Area

Future plans for the Graduate Studies Program Area include: a Master of Science in Nursing (MSN); possible masters degrees or certificates in Nursing Education, Nursing Informatics, Nursing Administration, Clinical Nurse Specialist, and Advanced Practice Nurses; a

Master of Science in Nursing bridge program for students with a non-nursing bachelor’s degree (RN pathway); a Doctorate in Nursing Practice (DNP); and a Ph.D. in Nursing. A Doctor of Nursing Practice (DNP) is pursued by those seeking positions in nurse leadership roles, career advancement in clinical practice. A Doctor of Nursing Philosophy (Ph.D.) is a research-focused degree that advances the theoretical foundation of nursing practice. These proposals will depend on the availability of additional resources (faculty lines, graduate assistantships, and operating budget) and the approval of appropriate bodies. Faculty involved in graduate education within the School must maintain Graduate Faculty Status.

Experiential Learning Program Area

In the Experiential Learning Program Area, students will be provided opportunities in the Nursing Skills Lab, Simulation Lab, and clinical placements to demonstrate knowledge, skills, clinical judgement, and professional behavior in the context of which nurses practice. Students are introduced to the Skills Lab early in the program and advance to care of high fidelity simulation mannequins. During the last two years of the 4-year BSN program, students spend several hours each week in different rotations gaining clinical experience under supervision of clinical professors.

Enrollment

Most students desiring a career in nursing are admitted initially as Pre-Nursing students, and matriculate into the B.S. in Nursing after completing the BG Perspective and prerequisite supportive courses. To assist with recruitment of high quality students and retention, direct admission to the BSN is offered to applicants with proven high levels of academic achievement. Students transferring from another major within BGSU or another institution often have already completed the general education and supportive courses and so are admitted into the BSN major. Current and past enrollment in nursing is shown in Table 1.

Table 1. Nursing enrollment and graduation history.*

	2016-2017	2017-2018	2018-2019	2019-2020
Enrollment				
Pre-Nursing	280	225	249	130
Pre-Nursing: Dual degree w/ Mercy College				161
B.S. in Nursing**	103	108	145	119
Total	383	333	394	410
Graduation				
B.S. in Nursing	54	73	38	59

*Source: Falcon Info database, searched 9/26/2019.

**Consortium with the University of Toledo.

RN to BSN

In Fall 2019, BGSU began offering its first native online RN to BSN program with 20 students in the inaugural cohort. An additional 25 new students are expected to enroll in both Spring 2020 and Summer 2020, expanding to 50+ students each semester during subsequent years.

Articulation agreements have been established with Owens Community College and Firelands Regional Medical Center. In addition, articulation agreements are being developed with Lorain County Community College and Northwest State Community College to provide pathways for Associate degree nurses to complete the BSN in a seamless fashion. Pathway's are also being explored with diploma programs and technical schools of nursing. There is great potential for increased nursing enrollment at BGSU. Over the next 2-3 years, 200 students are expected to enroll in the online RN to BSN degree completion program (Appendices B and C).

Student Support

Scholarships

Several scholarships are available within HHS that specifically support nursing students.

- Dr. Ruth L. Kelly Alumni Nursing Scholarship recognizes a rising junior or senior in the nursing program.
- Joanne Navin Nursing Scholarship provides scholarship support to non-traditional students who are pursuing nursing degrees with preference to students who intend to become Certified Nurse Practitioners.
- Jones Family Nursing Scholarship supports students who are majoring in nursing.
- Lloyd L. & Sara Jane Casteel Scholarship provides scholarship support to pursue a career in nursing
- Olive H. Schlink Nursing Scholarship provides annual scholarship assistance to a full-time undergraduate student majoring in nursing.
- Nursing Foundation Scholarship provides scholarship support based on need.

Appendix A: Proposed Staffing and Budget Projections for a School of Nursing

	Appointment	Course Releases	Hire to start
Faculty Administrator			
School Director	12 month	4	July 2020
Bargaining Unit Faculty Member			
BSN Program Coordinator	9 month	1	August 2021
RN to BSN Program Coordinator	12 month	1	July 2020
Nursing Skills Lab Program Coordinator	9 month	1	January 2022
Simulation Program Coordinator	9 month	1	January 2022
Graduate Program Coordinator	9 month	1	August 2023
Administrative Staff			
Nursing Student Services Coordinator	12 month		August 2020
Clinical Placement & Partnership Coordinator	12 month		January 2022
Administrative Assistant	12 month		July 2021

Appendix B. Projected Enrollment for RN to BSN Program*

Fall 2019 25 Total	Spring 2020 50 Total 25 new	Summer 2020 75 Total 25 new
Fall 2020 125 Total 50 new	Spring 2021 125 Total 50 new 50 graduating	Summer 2021 125 Total 25 new 25 graduating
Fall 2021 175 Total 100 new 50 graduating	Spring 2022 225 Total 100 new 50 graduating	Summer 2022 225 Total 25 new 25 graduating
Fall 2022 225 Total 100 new 100 graduating	Spring 2023 225 Total 100 new 100 graduating	Summer 2023 225 Total 25 new 25 graduating

*Takes into consideration that Firelands Regional Medical College, Owens Community College, and Lorain County Community College graduate 600 RNs per year. Doesn't include RNs graduating from other institutions for which articulation agreements are currently being explored or RNs working in a health care facility who want to pursue a BSN.

Appendix C. Proposed Course Offerings (25 students per section) and Enrollment for RN to BSN program.

Fall 2020	Spring 2021	Summer 2021
Session 1	Session 1	Session 1
NURS 3028 = 50 students	NURS 3028 = 50 students	NURS 3028 = 25 students
NURS 3098 = 50 students	NURS 3098 = 50 students	NURS 3038 = 100 students
AHS 3568 = 100 students	NURS 3038 = 25 students	NURS 3808 = 100 students
Session 2	NURS 3428 = 25 students	Session 2
NURS 3808 = 25 students	NURS 3908 = 100 students	NURS 3428 = 100 students
NURS 4048 = 50 students	Session 2	NURS 3908 = 25 students
PUBH 4250 = 100 students	NURS 4048 = 25 students	NURS 4048 = 50 students
	AHS 4010 = 125 students	
1125 SCHs	1200 SCHs	1200 SCHs

Fall 2020—7 sections NURS courses, 4 sections AHS 3568, and 4 sections of PUBH 4250

Spring 2021—11 sections NURS courses, 5 sections AHS 4010

Summer 2021—16 sections NURS courses

*34 sections NURS courses—three 12-month instructors (4 courses taught per semester/term)

*13 sections PUBH and AHS courses

Fall 2021	Spring 2022	Summer 2022
Session 1	Session 1	Session 1
NURS 3028 = 100 students	NURS 3028 = 100 students	NURS 3028 = 25 students
NURS 3098 = 125 students	NURS 3098 = 100 students	NURS 3038 = 200 students
AHS 3568 = 225 students	NURS 3038 = 25 students	NURS 3808 = 200 students
	NURS 3908 = 200 students	
	NURS 3428 = 25 students	
Session 2	Session 2	Session 2
NURS 3808 = 25 students	NURS 4048 = 25 students	NURS 3428 = 200 students
NURS 4048 = 100 students	AHS 4010 = 225 students	NURS 3908 = 25 students
PUBH 4250 = 225 students		NURS 4048 = 100 students
2400 SCHs	2085 SCHs	2250 SCHs

Fall 2021—14 sections NURS courses, 9 sections AHS 3568, and 9 sections of PUBH 4250

Spring 2022—19 sections NURS courses, 9 sections AHS 4010

Summer 2022—30 sections NURS courses

*63 sections NURS courses—five 12-month instructors (4 courses taught per semester/term)

*27 sections PUBH and AHS courses

Fall 2022	Spring 2023	Summer 2023
Session 1	Session 1	Session 1
NURS 3028 = 100 students	NURS 3028 = 100 students	NURS 3028 = 25 students
NURS 3098 = 125 students	NURS 3098 = 100 students	NURS 3038 = 200 students
AHS 3568 = 225 students	NURS 3038 = 25 students	NURS 3808 = 200 students
	NURS 3908 = 200 students	
	NURS 3428 = 25 students	
Session 2	Session 2	Session 2
NURS 3428 = 25 students	NURS 4048 = 25 students	NURS 3428 = 200 students
NURS 4048 = 125 students	AHS 4010 = 225 students	NURS 3908 = 25 students
PUBH 4250 = 225 students		NURS 4048 = 100 students
2475 SCHs	2100 SCHs	2250 SCHs

Fall 2022—15 sections NURS courses, 9 sections AHS 3568, and 9 sections of PUBH 4250

Spring 2023—19 sections NURS courses, 9 sections AHS 4010

Summer 2023—30 sections NURS courses

*64 sections NURS courses—five 12-month instructors (4 courses taught per semester/term)

*27 sections PUBH and AHS courses

Charter of the School of Nursing (proposed October 7, 2019)

These bylaws establish regulations for the governance of the School of Nursing in the College of Health and Human Services and are in accordance with Bowling Green State University (BGSU) Academic Charter and the BGSU and BGSU Faculty Association Collective Bargaining Agreement (CBA).

I. MISSION STATEMENT

The School of Nursing offers pathways for the preparation and professional development of registered nurses and nurse leaders to provide safe and quality care to diverse patient populations across the lifespan using evidence-based practice. Graduates will use leadership and clinical judgment to improve the spectrum of complex healthcare issues throughout Ohio, the nation, and the world.

II. ORGANIZATIONAL STRUCTURE

The School of Nursing is the basic administrative unit within the University organized to carry out and develop the instructional and research activities of its faculty. The School is the tenuring unit. The School consists of a Director, Nursing Student Services Coordinator, Executive Council, Program Coordinators, administrative staff, and the program units and their Bargaining Unit Faculty Members (BUFM).

A. School Director

The Director is the chief executive officer of the school with responsibilities and duties as outlined in the Academic Charter. The Director is a Faculty Administrator (FAD) who serves at the pleasure of the Dean of the College of Health and Human Services with a renewable 4-year term. The Director's distribution of effort in teaching, research, and administration will be in accordance with the College guidelines or as negotiated with the Dean. Faculty participation in the selection, appointment, evaluation, reappointment, and extraordinary review of the School Director is described in the CBA (Article 10, Section 4).

B. Nursing Student Services Coordinator

The Nursing Student Services Coordinator coordinates administrative aspects of undergraduate nursing programs offered in the School of Nursing. The tasks include but are not limited to serving as a liaison with partner institutions, recruitment and selection, monitoring of degree progress, assisting with learning communities, advising of nursing students, and providing advisement training to nursing faculty.

C. Executive Council

The Executive Council will consist of the Director, Nursing Student Services Coordinator, and the program coordinators. The Executive Council will meet at least six times during the academic year and serve in an advisory capacity to the Director regarding School policies and practices.

D. Programs

The School is organized into three program areas. Program coordinators provide leadership within each program area.

1. Undergraduate Studies Program Area
 - (1) BSN Program Coordinator
 - (2) RN to BSN Program Coordinator
2. Graduate Studies Program Area
 - (1) Graduate Program Coordinator
3. Experiential Learning Program Area
 - (1) Skills Lab Program Coordinator
 - (2) Simulation Program Coordinator
 - (3) Clinical Placement and Partnerships Coordinator

E. Faculty

Faculty of the School shall consist of all Bargaining Unit Faculty Members (BUFM) as described in the CBA who have been appointed to the School with the consent of other members of the School faculty. Faculty may hold tenured, tenure-track, or qualified rank faculty appointments.

F. Administrative Staff

A full-time administrative assistant shall assist with operation of the School.

III. RESPONSIBILITIES AND DUTIES**A. Director (FAD)**

The responsibilities of the Director of a School are described in the BGSU Academic Charter, XI.D, Section D as follows:

The Director shall be administratively responsible for all activities of the school. The Director of a school shall be responsible to the Dean of the college with which the school is associated and through the Dean to the Provost. Through this administrative line, the Director derives the authority to execute the Director's responsibilities. Further, the Director is the primary representative of the school faculty with authority and responsibility, by virtue of election, to represent its views and to promote its best interests as a school.

The responsibilities of the Director are:

1. To organize, in conjunction with the faculty, the administrative structure of the school; within the limits of the school budget, appoint whatever administrative personnel appear to be requisite to the effective functioning of the school office; and assign the respective functions of all personnel working in the school;
2. To serve as the fiscal officer of the school, with the responsibility for preparing the budget in consultation with the division/program coordinators; allocating resources to the program units; monitoring the administration of operating and personnel budgets; and supervising the use of resources, including facilities, equipment, and supplies;

3. To provide academic leadership for the instructional, research, service and administrative personnel of the school and to be involved in the recruitment, selection, employment, in-service training, appointment, reappointment, promotion, and tenure of BUFMs;
4. To perform or delegate and monitor the development of the curricula and programs of instruction, sharing this responsibility with committees of the school and with program units; and
5. To supervise any graduate programs within the school. The Director or designated graduate coordinator shall administer the program.
6. To provide leadership in maintaining Commission on Collegiate Nursing Education (CCNE) accreditation.

B. Nursing Student Services Coordinator (Administrative Staff)

The Nursing Student Services Coordinator coordinates administrative aspects of the undergraduate nursing programs.

1. Administrative aspects of nursing curriculum, including coordinating admission to partner institutions, assisting with learning communities, maintaining records, collaborating with BGSU offices, such as financial aid, registration and records, and admissions. Assists with preparation for nursing accreditation, Ohio Board of Nursing approval, and other reporting critical to program success. Provides orientation to nursing students.
2. Provides academic advising for nursing students and other agreed-upon populations of students, such as HHS 1000 class, BGSU 1910, NURS 1015, etc.
3. Provides administrative consultations for BGSU administration, college faculty, and advising staff regarding policy clarification, requirements for majors/programs, and concerns related to students being served.
4. Utilizes university systems to retrieve information for College of Health and Human Services for the purposes of planning, enrollment, outreach, and other data needs.
5. Serves on departmental and University committees regarding advising, curriculum, orientation of pre-nursing students, and collaborative University issues.

C. Program Coordinators

Program Coordinators are BUFMs, who represent the concerns and interests of the faculty of their program areas to the School Director. Their duties include:

1. Serve as a member of the School Executive Council.
2. Review the program's personnel needs and present requests to the Director.
3. Submit special or program specific budget requests to the Director.
4. Initiate program curriculum revisions.
5. Oversee program assessment procedures
6. Develop course schedules
7. Assist with maintaining accreditation standards and preparation and participation in accreditation reviews.

D. Executive Council

The Executive Council will consist of the Director, Nursing Student Services Coordinator, and the program coordinators. The Executive Council is advisory to the School Director in all School academic, budgetary, and administrative functions. As part of these duties, the Executive Council also shall:

1. Advise the Director on the creation of School policies (see Section VIII, Policies) and strategic planning.
2. Advise the Director on long-term needs of the School, such as faculty recruitment.
3. Serve as the voice of the faculty to the Director regarding any matter relating to the function or operation of the School.
4. Assist in the development and evaluation of strategic goals.
5. Perform other tasks as recommended by the faculty of the School.

E. Faculty

1. Program faculty is defined as all full-time BUFM whose workload is primarily in one of the program areas of the School. Program faculty shall:
 - a. Provide representation on School-wide committees.
 - b. Provide advice to the School Director regarding personnel requests and faculty appointments.
 - c. Be responsible for implementing their academic programs.
 - d. Fulfill teaching, research, and service obligation in the program area as appropriate to their faculty appointment and be evaluated according to School policy and consistent with the CBA.
 - e. Participate in meetings of the faculty.
 - f. Participate in hiring of BUFMs as outlined in the CBA (Article 14, Section 4).

F. Administrative Assistant

A full-time administrative assistant shall assist with operation of the School including but not limited to:

1. Management of day-to-day administrative operations.
2. Preparation of correspondence and reports.
3. Monitor budget expenditures.
4. Assist with personnel searches.
5. Serve as a liaison with other University offices.

IV. ACADEMIC PROGRAMS

A. Undergraduate Studies Program Area

The School will provide pathways for a) pre-licensure nursing students to obtain a B.S. in Nursing degree in preparation for successfully passing the NCLEX examination to become a Registered Nurse and b) RNs to obtain a B.S. in Nursing for degree completion.

1. **Bachelor of Science in Nursing (BSN) Program Coordinator (BUFM)**
Responsibilities and duties are outlined in III.3.
2. **RN to BSN Program Coordinator (BUFM)**
Responsibilities and duties are outlined in III.3.

B. Graduate Studies Program Area

Future plans include a Master of Science in Nursing (MSN), a Master of Science in Nursing bridge program for students with a non-nursing bachelor's degree (RN pathway), a Doctorate in Nursing Practice (DNP), and a Ph.D. in Nursing. These proposals will depend on the availability of additional resources (faculty lines, graduate assistantships, and operating budget) and the approval of appropriate bodies. Faculty involved in graduate education within the School must maintain Graduate Faculty Status

1. Graduate Program Coordinator (BUFM)

In addition to the responsibilities and duties outlined in III.3., the Graduate Program Coordinator shall:

- a. Advise nursing graduate students on curricular matters.
- b. Be responsible for recruitment of nursing graduate students.
- c. Make decisions about the allocation of tuition scholarships and stipends.
- d. Make graduate assistantship assignments.
- e. Maintain School records for all nursing graduate students

C. Experiential Learning Program Area

The School will provide experiential learning experiences for students to demonstrate knowledge, skills, critical judgement, and professional behavior in the context of which nurses practice.

1. Nursing Skills Lab Program Coordinator (BUFM)

In addition to the responsibilities and duties outlined in III.3., the Nursing Skills Lab Coordinator shall:

- a. Manage space allocated to the program area.
- b. Manage inventory of equipment, supplies, and chemicals needed for the nursing skill lab experiences.
- c. Supervise maintenance of the equipment.
- d. Oversee student experiences in the skills lab.

2. Simulation Program Coordinator (BUFM)

In addition to the responsibilities and duties outlined in III.3., the Simulation Coordinator shall:

- a. Manage space allocated to the program area.
- b. Manage inventory of equipment, supplies, and chemicals needed for the simulation experiences.
- c. Supervise maintenance of the equipment.
- d. Oversee student simulation experiences.
- e. Coordinating simulation space with local health care agencies.

3. Clinical Placement and Partnership Coordinator (Administrative Staff)

In addition to the responsibilities and duties outlined in III.3., the Clinical Placement and Partnership Coordinator shall:

- a. Arrange for placement of nursing students in clinical sites.
- b. Monitor the students' clinical experiences and make adjustments, if necessary to improve the learning experience or take remedial action.

- c. Establish and maintain affiliation agreements with the clinical sites.
- d. Serve as the liaison between the School and the clinical sites.

V. STANDING COMMITTEES

The standing committees of the School consist of a Curriculum Committee; Graduate Program Committee; Reappointment, Promotion, and Tenure Committee; and Merit Committee.

A. Curriculum Committee

The Curriculum Committee shall:

1. Consist of one (1) faculty member who will represent each of the following areas: BSN, RN to BSN, Nursing Skills, Simulation, and Clinical Placement. The representatives will be elected by the School BUFMs.
2. Be responsible for the School undergraduate curriculum and programs.
3. Review and approve new and revised undergraduate courses and program proposals. New and revised courses or programs will first be reviewed and endorsed by the appropriate program area.

B. Graduate Program Committee

The Graduate Program Committee shall:

1. Be comprised of a minimum of two (2) BUFMs within the School who hold Graduate Faculty Status, who are elected by the School graduate faculty, plus the Graduate Program Coordinator.
2. Be responsible for the School graduate curriculum and programs.
3. Review and approve new or modified graduate courses and programs.
4. Review graduate applications and make admission decisions.
5. Advise the Graduate Coordinator on awarding of graduate assistantships and graduate assistant assignments.

C. Reappointment, Promotion, Tenure Committee (RPTC)

The Reappointment, Promotion, Tenure Committee shall:

1. Consist of three (3) BUFMs, who are eligible based on rank and TF/QRF to vote on the candidate according to the CBA (Article 14).
2. Be elected by the School BUFMs.
3. Elect a chair from within the committee members.
4. Assist candidates for reappointment, promotion, and/or tenure in the preparation of their credentials.
5. Evaluate faculty in accordance with the School's governing document.
6. Prepare a written evaluation of the candidate that includes the vote and recommendation of the eligible BUFMs.

D. Merit Committee

The Merit Committee shall:

1. Consist of three (3) BUFMs, who are eligible to serve on merit committees according to the CBA.

2. Be elected by the School BUFMs.
3. Elect a chair from the committee members.
4. Develop, review, and, when necessary revise, merit policy. All new or revised merit policies must be voted on and approved by the School faculty, Director, and Dean.
5. Annually evaluate all BUFMs of the School in relation to the merit criteria for teaching, research, and service commensurate with each individual's assigned workload.
6. The "General Procedure for Faculty Evaluation and Score of Merit" as outlined in the "Merit Policy Part I: University-Wide Processes Required by the CBA" will be followed.
 - a. Each faculty member will confirm his/her allocation of effort (e.g., 60/30/10 for teaching, scholarship, and service) with the Director.
 - b. The School merit committee is responsible for assigning an overall merit score to every faculty member.
 - c. Faculty members who fail to submit a merit portfolio by the deadline will receive an automatic rating of "unacceptable" and will not be eligible for any salary adjustments (Article 17, Sections 3.2.1 and 3.3.1). For QRF in years one through six, a merit rating of "unacceptable" will be independent from the APR process.
 - d. The submitted merit dossier must include the elements outlined in the School's merit policy document.
 - e. A description of how the overall merit score is calculated, including how annual scores are averaged over a three-year period, can be found in the School's merit policy document.
 - f. The School may report its merit score recommendation to no greater than one-tenth of a decimal place.
7. Merit score recommendations shall be reported by the Chair of the merit committee to the BUFMs. After the opportunity for rebuttal by the faculty, the Chair shall forward the merit recommendations to the School Director. The School Director will share the recommendations of the School Merit Committee along with his/her own independent merit recommendations to the Dean.

VII. BUDGET

A. Operating Budgets

1. The School Director is responsible for the School budget.
2. Individual program areas within the School may request funds for special programming or needs. As a general principle, the School Director will allocate funding equitably across all program areas.

B. Research Funds

1. The School Director is an applicant's budgetary representative for the purpose of grant applications.

C. Foundation Accounts

1. Foundation accounts will reside at the School level with the Director having budgetary authority.

VIII. POLICIES

A. Reappointment, Promotion, and Tenure (RPT) and Annual Performance Reviews

Criteria and standards for annual performance, reappointment, promotion, and tenure for BUFMs within the School shall be developed by the School Reappointment, Promotion, and Tenure, Committee (RPTC) and approved by the School faculty, Director, Dean, and Provost within one year of the formation of the School. Any School faculty appointments made before such criteria have been approved shall use the criteria in the RPT policy document of the Department of Public and Allied Health as guidelines. Procedures for conducting enhanced performance and reappointment, promotion, and tenure reviews will be followed according to the “Reappointment, Tenure, and Promotion Policy Part I: University-Wide Processes Required by the CBA.”

B. Merit

The merit criteria, performance indicators and expectations for the criteria, and the calculation of the component merit scores for BUFMs within the School shall be developed by the School Merit Committee and approved by the School faculty, Director, Dean, and Provost within one year of the formation of the School. The School’s merit document shall follow the “Merit Policy Part I: University-Wide Processes Required by the CBA.” If University merit recommendation deadlines occur before the School’s merit policy document is developed and approved, then the School BUFMs shall be evaluated using the criteria in the merit policy document of the Department of Public and Allied Health as guidelines. Merit determinations will be based on a three-year rolling average of accomplishments in teaching, research, and service, in relation to workload and appointment.

C. Workload Policy

1. The typical allocation of effort for School tenure/tenure-track faculty will be 60% teaching, 30% research, and 10% service. The typical allocation of effort for Qualified Rank Faculty will be 80% teaching and 20% service.
2. The School’s standard teaching workload for tenured and tenure-track faculty is 2/3 or 3/2 (15 credit hours per academic year).
3. The School’s standard teaching workload for qualified rank faculty is 4/4 (24 credit hours) for 9-month appointments and 4/4/4 (36 credit hours) for 12-month appointments.
4. Workload is a management right. Differential teaching workload, with a minimum reduction of one course per academic year, may be approved at the discretion of the School Director and Dean for exceptional service, such as but not limited to appointment as a program coordinator, leadership for accreditation review, supervision of a learning community; buy-out from a grant; or other exceptional activity. Teaching workload may also be increased at the discretion of the School Director and Dean due to an approved change in allocation of effort.

5. Faculty may be eligible for Overload teaching compensation as described in the CBA (Article 17, Section 4).

**Proposed School of Nursing
Staffing and Budget Projections
Working Draft**

	Appointment	Course Releases	Hire to start	Minimum Estimated Salaries	Initial Hiring Rank
Faculty Administrator					
School Director	12 month	4	July 2020	\$110,000	TF
Bargaining Unit Faculty Member					
BSN Program Coordinator	9 month	1	August 2021	\$65,000	TTF
RN to BSN Program Coordinator	12 month	1	July 2020	\$80,000	TTF
Nursing Skills Lab Program Coordinator	9 month	1	January 2022	\$57,000	QRF
Simulation Program Coordinator	9 month	1	January 2022	\$57,000	QRF
Graduate Program Coordinator	9 month	1	August 2023	\$65,000	TTF
Administrative Staff					
Nursing Student Service Coordinator	12 month		August 2020	\$60,000	AA—355
Clinical Placement & Partnership Coordinator	12 month		January 2022	\$55,000	AA
Administrative Assistant	12 month		July 2021	\$35,000	AA—27



Office of Vice President, Finance & Administration
(419) 372-8262 Phone
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INTERDEPARTMENTAL MEMORANDUM

TO: Joe Whitehead Senior VP for Academic Affairs and Provost
FROM: Sherideen S. Stoll, Vice President
DATE: January 30, 2020
SUBJECT: Resource Analysis – Proposed School of Nursing

We have been asked to perform a resource analysis to create a School of Nursing in the College of Health and Human Services.

Based on our understanding, the proposed school is intended to serve as the basic administrative unit within the University organized to carry out and develop the instructional and research activities of faculty BGSU's Nursing programs. Currently, based on our understanding, those programs include the existing BGSU/UT Consortial Nursing program, the dual-degree Nursing program with Mercy College, the online RN to BSN program and a pending, dedicated BGSU undergraduate Nursing program. We also understand that other Nursing-related programs may be considered at a future time, however, our analysis is based on the four programs listed above.

The financial report attached is a summary of the four programs referenced above. Each of the four programs has different enrollment assumptions, different revenue and expense assumptions, and different financial performances. Our analysis considered the financial viability of the School based on the financial performance of the four programs collectively, not individually. Should one or more of the current programs' assumptions change, our conclusions may also change.

Creating a BGSU campus undergraduate Nursing program requires some significant investment to create and equip a simulation/skills lab. The annual debt service associated with the capital facility renovation (skills lab) and the out of pocket costs to acquire associated equipment have been included in the financial analysis.

Based on our analysis and the assumptions as listed, the School will be positive on both an annual basis and cumulatively by the end of FY23.

Based on our analysis and the assumptions made, we endorse the creation of the proposed School of Nursing.




BOWLING GREEN STATE UNIVERSITY
Senior Vice President for Academic Affairs and Provost

March 5, 2020

MEMORANDUM

To: William Sawaya, Ph.D.
Chair, Fiscal Affairs Advisory Committee

From: Joe B. Whitehead, Jr., Ph.D. 
Senior Vice President for Academic Affairs and Provost

RE: Proposed School of Nursing

Attached is the financial report for the proposed School of Nursing. The report was prepared by the Office of Finance and Administration and referenced in Vice President Stoll's Resource Analysis memorandum. I concur with the resource analysis and fully support the creation of the School of Nursing.

BGSU/UT Program
Mercy Program
RN to BSN Program
New BGSU Program

		Bowling Green State University Revenue and Expense Projections Summary						
College Department Program/Degree	HHS							
	School of Nursing							
	All Nursing Programs							
		Projected FY2020	Projected FY2021	Projected FY2022	Projected FY2023	Projected FY2024	Notes	
Revenue:								
Tuition		1,236,854	2,339,489	3,540,065	5,797,599	6,028,999	(A)/(B)	
SSI Revenue (Course completion)		276,211	384,246	312,523	828,098	1,090,754		
SSI Revenue (Degree completion)		495,565	495,565	1,168,825	3,585,380	5,866,920		
Total Revenue Generated		2,008,630	3,219,300	5,021,413	10,211,077	12,986,673		
Expense:								
Salaries		25,000	415,000	669,050	809,122	833,395	(E)	
Fringes		2,079	89,579	157,514	184,927	190,412		
Contract Payments		887,528	1,526,326	1,937,931	3,452,741	3,707,281		
Scholarships		406,581	406,581	140,130	273,254	273,254		
E & G Overhead (@ 30%)		602,589	965,790	1,506,424	3,063,323	3,896,002	(G)	
Misc. Ancillary/Operating Expenses		6,000	8,500	11,000	11,000	11,000		
Annual Operating Expenses (New) BGSU Program		-	-	22,118	22,118	22,118	(H)	
Capital Equipment		-	354,176	354,176	-	-	(I)	
Renovations		-	210,000	210,000	210,000	210,000	(J)	
Total Expenses		1,929,777	3,975,951	5,008,342	8,026,483	9,143,461		
Net Revenue over Expenses		78,853	(756,651)	13,070	2,184,593	3,843,211		
Cumulative Revenue over 5 year Period		78,853	(677,798)	(664,728)	1,519,865	5,363,076		
Assumptions:								
A	See Cohort tab; new cohorts to begin in Fall and Spring semester							
B	Projected tuition at current Mercy undergraduate rate (\$445 per SCH)							
C	Not included in this analysis							
D	SSI (course completion) funded at the STEM 4 (\$3,075)							
E	Initial year (FY 20) will use existing staff; see salary tab for projections							
F	Fringes calculated using part time rate 16.5%							
G	Calculated 30% of net revenue							
H	Estimated operating (on going) expenses for the program							
I	Initial capital equipment costs spread out over (2) years							
J	Estimated debt service for renovation project (approx \$3M) for simulation labs							

To: Whom it may concern

From: William Sawaya, Chair, Fiscal Affairs Advisory Committee

Subject: Proposed School of Nursing

Date: April 9, 2020

At the February 26, March 11, and April 8, meetings of the Fiscal Affairs Advisory Committee; the committee reviewed the proposed creation of a School of Nursing in the College of Health and Human Services. We reviewed the proposal and the accompanying Fiscal Impact Statement (FIS) and discussed the proposal with HHS Dean James Ciesla, Associate Dean Dawn Anderson, and received input from Provost Whitehead (See attached E-mails). After our discussions it was proposed that we give this proposal our support as it moves forward with the inclusion of the E-mail from the provost that details the estimate of the number of faculty positions that is included in the proposal, and we voted affirmatively to give it our support as it proceeds forward in the approval process. It is also useful to understand that we received clarification that the E&G expense that shows up on the financial form was confirmed to be money that stays with BGSU for administrative expenses. If the enrollment projections are accurate, even with increased costs, the new program should have an overall net positive fiscal impact. Further, nursing represents a critical societal need and creating the School of Nursing should help satisfy this need independent of strictly fiscal concerns.

Regards,



William Sawaya

William J Sawaya

From: Joe Benjamin Whitehead
Sent: Wednesday, April 8, 2020 7:55 AM
To: William J Sawaya; Kristen D Rudisill; Yevgeny Yontov; Martin S Anderson; Carlton James Braun; Christopher J Frey; John Liederbach
Cc: MD Baniamin Sarder; James R Ciesla; Sarah Meussling; Stephanie Boman; Dawn Lynnette Anderson
Subject: Re: FAAC Meeting reminder tomorrow 8:00 AM in Olscamp 110

Good morning Bill,

First, I want to thank the you and the FAAC continuing to function during these unprecedented times due to COVID-19. Also, I apologize for the lateness of this response to your concerns expressed in the message below regarding the proposals for the School of Nursing and School of Physical Therapy. Since this response is so near the meeting, I am copying the committee members.

The proposals for the Schools of Nursing and Physical Therapy are more critical to BGSU as evidenced by the COVID-19 pandemic. Both nursing and physical therapy were in high demand prior to COVID-19 and nursing will be in even higher demand post-COVID-19. The demand physical therapy will continue to increase as the U.S. population continues to age. These two areas of high demand will help mitigate the enrollment pressures due to the demographic shift in 2025-2026. BGSU launching high demand programs is even more COVID-19's impact on the global economy.

Below are responses to concerns described in the email dated 3/11/2020.

Thanks again for your service on the FAAC,

Joe

Concerns

School of Nursing

1. The proposal doesn't address the composition of part-time and full-time faculty.

Ultimately, approximately eleven (11) FTE faculty are anticipated inclusive of a chair and BSN director. The complement of faculty in a nursing program varies based on changes, e.g. regulatory and accreditation standards. The exact complement of faculty part-time/full-time and specialty areas will depend technological advances in simulation equipment, the ability to secure internship placements, clinical sites, and ability to hire in a tight labor market due to the nursing shortage.

2. How are salary cost calculated?

The initial estimate for salaries is drawn from a number of sources such as the Oklahoma State faculty survey and CUPA where salaries are segmented by CIP code. The two sources are also used to estimate the salary cost for positions in existing programs.

School of Physical Therapy

1. Staffing Cost

We estimate between 9-11 FTE Full time faculty, 4-5 FTE Part time faculty, and 2-4 Staff salaries and as with nursing the complement of faculty TT/QRF the number of part-time vs. full time, and the number, type, classification, and pay scales for staff salaries are highly dependent on the availability of PT faculty which are in shortage. The complement of faculty and staff also depend on the kind of program we offer. The HUGE advantage of working with EIM is that they identify and secure clinical sites for the program. The administrative burden and cost of developing a network of clinical sites across the nation that function is very significant.

2. Revenue Sharing Model

The revenue sharing model is similar to that of the College of Business with Academic Partnerships for the online MBA program. As mentioned above EIM bears the cost of developing and maintaining a nationwide network of clinical sites. Clinical experiences are required for degree attainment in PT.

Joe B. Whitehead, Jr., Ph.D.
Provost & Senior Vice President for Academic Affairs
Bowling Green State University
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From: William J Sawaya <wsawaya@bgsu.edu>
Date: Wednesday, March 11, 2020 at 3:49 PM
To: Kristen D Rudisill <rudisik@bgsu.edu>, Yevgeny Yontov <yyontov@bgsu.edu>, Martin S Anderson <martya@bgsu.edu>, Carlton James Braun <braunc@bgsu.edu>, Christopher J Frey <cjfrey@bgsu.edu>, John Liederbach <jlieder@bgsu.edu>
Cc: MD Baniamin Sarder <msarder@bgsu.edu>, James R Ciesla <jciesla@bgsu.edu>, Joe Benjamin Whitehead <jwhitehead@bgsu.edu>, Sarah Meussling <sjeffer@bgsu.edu>, Stephanie Boman <sboman@bgsu.edu>, Dawn Lynnette Anderson <dawna@bgsu.edu>
Subject: RE: FAAC Meeting reminder tomorrow 8:00 AM in Olscamp 110

I wanted to send a short follow-up message to those most affected about today's meeting. All three certificate proposals were unanimously supported as they move forward by the committee and I have moved them forward in onbase. Our next scheduled meeting is April 8 at 8:00 AM, if we do not meet sooner to move proposals along.

The MS in Logistics and Systems Engineering was also unanimously supported as it moves forward with two observations. This is what I noted when I moved it along in onbase:

"The FAAC committee discussed this proposal on March 10, 2020 and voted unanimously to support it as it moves forward in the approval process with a couple of provisional notations. First, if the enrollment grows as anticipated there may be additional staffing requirements to effectively deliver the program content. Second, relatedly, there is some concern that a planned course size of fifty might be too large for graduate online education of a technical nature in the program courses. The committee still supports the program but believes that to do the students justice there may be higher costs in the future to properly support the program."

The second half of the meeting was spent discussing the proposed Schools of Nursing and Physical Therapy. Many thanks to Dawn Anderson for attending the meeting. The committee has one key concern with the proposal for nursing and four with the proposal for the School of Physical Therapy.

For nursing, there is still some question about the number of faculty expected to support the program and how they are handled in the accompanying financial analysis. After some thought, we wondered if the 16.5% used to calculate the overhead was a standard rate for part time? Or if that we because around half of the faculty were part time? It would be inconsistent to assume they are all part time based the last sentence on page five of the proposal that indicates full-time faculty for continuity and advising. Both the number of total expected full and part time faculty should be explicitly addressed in the proposal someplace and then updated (if necessary) in the financial analysis and it should be clarified how it is handled in the spreadsheet.

For the proposal for the School of Physical Therapy:

First, there is concern that the agreement with EIM is not explicitly addressed in the proposal. In our view it must be disclosed. It is reflected (as it must be) in the financial analysis. So it should also be addressed in the proposal itself. It has very significant implications for the overall fiscal impact of the proposal to the university as it commits an expected payment of roughly \$65 Million over the life of the 15 year contract to EIM.

Second, similarly to the proposal for the School of Nursing, there are still questions about how the cost of faculty are calculated and the total number of expected faculty should be reflected in the proposal as well as any assumptions that were used in the financial analysis. Based on looking at the table on Page 13 of the proposal it looks like the cost is based on the cost of the positions listed on the page plus 3-4 more faculty members. In our previous conversation with Jim Ciesla he indicated 6-10 more faculty. Perhaps many of the faculty are part time? At any rate this needs to explicit in both the proposal as well as in the analysis, together with any assumptions. There is note (C.) to see the Salaries and FB tab, but that was not provided, it is possible that it would all be clear if this was available to us. But even if we are able to follow the analysis, it should also be clear in the proposal.

Third, if we assume that all the costs are correct, (by the way this is a nice financial analysis, it is critical that it extend out at least seven years so that is well done) the program is still in the red in year seven, in fact, it will be year eleven before it turns a net profit if you assume no inflation at all. If you run a net present value with a relatively conservative inflation rate of 3% (and an assumption of a steady \$1032669 net revenue after year seven) it is never in the black. If you run a net present value with 2% inflation it is positive at least. Now we are not a for profit business - we a public university for the public good, so we do not need a high IRR, but in this case we are partnered with a for-profit entity. They would never accept an IRR of 9% or less. Usually business want 33-100% before they are willing to spend. It does not seen fair to the university and to all of the other competing demands on the university's resources to take on such a low (or even negative) IRR when partnered with an entity that is probably getting well in excess of 33% at the university's expense.

Finally, it was noted by several committee members that there is an issue of charter process and the order in which this proposal has ended up at FAAC. We are happy that it is moving through the process, that faculty are involved, and that we can help to improve the proposal. But there are major concerns that the agreement advanced so far without involvement of affected parties.

The issue with the School of Nursing proposal should be easily resolved, and I don't foresee major objections from FAAC in supporting it as it moves forward once they are fixed. The first two issues are easily resolved with the School of Physical Therapy proposal as well, and we can complete the FAAC evaluation once they are fixed. But we be looking closely at the third issue are likely to at least mention the fourth in our memo that will accompany the proposal.

Bill

Chair FAAC, on behalf of the FAAC

Policies will be pulled out of Master's policy and entered separately in General Counsel's register / web site. The "Policy bullet points" are here for discussion purposes, and they will not be part of the final written policy.

Dual Master's Degrees – revised policy

Policy bullet points

- a. Student must be enrolled in both Master's programs concurrently
- b. Must be requested by student and approved by both programs and the Graduate College.
- c. Shared credits – If approved by both programs and the Graduate College, students can share both course credits and culminating experience credits between both Master's degrees, as described below.
 - i. Up to 9 credits can be shared if academically appropriate and approved by both programs.
 - ii. Culminating experience must be shared with a max of 6 associated shared credits.
- d. 18 credits minimum at 6000-level for each Master's program. If a 6000-level course is shared, it can be then counted toward both programs' 18 credit minimum.
- e. Time-to-degree rules still apply for courses

Text of policy

A student may design a program of study incorporating two related fields leading to the simultaneous award of two master's degrees. The purpose of the student's program must be directed to developing competencies in two collateral fields of inquiry or to building an interdisciplinary specialization that integrates the knowledge and analytical skills of the two disciplines.

Requesting a dual Master's degree: A student must be admitted to two Master's degrees before applying for dual Master's status. Dual Master's status must be requested by the student and approved by both programs and the Graduate College. The application for dual Master's status must include the student's rationale and the proposed curriculum to be followed. Students are encouraged to apply as soon as possible, to ensure the integrative nature of the two degrees.

Course Credits: In addition to completing the basic core requirements for both programs, students can share up to 9 course credits between programs (if academically appropriate and approved by both programs).

Culminating Experience: To demonstrate a capacity for an effective integration of the two fields, the student must complete a shared culminating experience with content drawn from both programs (e.g., thesis, comprehensive exam, etc.). Committee members assessing the culminating experience must be drawn from both programs. The maximum amount of shared culminating experience credits is 6.

Total Credits: Including any allowed shared credits, a student must meet the total minimum credit and curricular requirements of both Master's degrees.

Limitations: A minimum of 18 credits must be completed at 6000-level for each Master's program. If a 6000-level course is shared, it can be then counted toward both programs' 18 credit minimum. Time-to-degree rules apply for all courses.

Second Master's Degree – revised policy**Policy bullet points:**

- a. Both Master's degrees must be at BGSU.
- b. May or may not be concurrent
- c. 9 credits can double count if academically appropriate
- d. 18 credits minimum at 6000-level for each Master's program. If a 6000-level course is double counted, it can be then counted toward both programs' 18 credit minimum.
- e. Time-to-degree rules still apply for courses

Text of policy:

A student may pursue Master's degrees in two unrelated disciplines at Bowling Green State University, and these two Master's degrees can be completed concurrently or consecutively.

Course Credits: In addition to completing the basic core requirements for both programs, students can share up to 9 course credits between programs (if academically appropriate). If a student is completing a second Master's degree concurrent with another Master's degree, these shared credits must be approved by both programs and the Graduate College. If a student is completing a second Master's degree after the completion of a first Master's degree, these shared credits must be approved by the second Master's program and the Graduate College.

Culminating Experiences: Students pursuing a second Master's degree must complete separate culminating experiences (e.g., thesis, comprehensive exam, etc.) in each Master's program. No shared culminating experience credits are permitted.

Total Credits: Including any allowed shared credits, a student must meet the total minimum credit and curricular requirements of both Master's degrees.

Limitations: A minimum of 18 credits must be completed at 6000-level for each Master's program. If a 6000-level course is shared, it can be then counted toward both programs' 18 credit minimum. Time-to-degree rules apply for all courses.