

Arts and Sciences Curriculum Committee

Approved Minutes

Friday, November 15th, 2024

9:00AM – 11:00AM

University 156

Attendees: Bitters, Chamberlain, Cole, Cravens-Brown, Crocetta, Dugdale, Dwyer, Fletcher, Hedgecoth, Hilty, Jani, Jenkins, Lee, Martin, Nagar, Nathanson, Olesik, Ottesen, Podalsky, Pradhan, Smith, Steele, Vaessin, Vankeerbergen, Wang, Whetstone, Xiao

1) Asian American Studies GIS (Guest: P. Jani)

- Arts and Humanities 2 Subcommittee Letter: The Arts and Humanities 2 Subcommittee reviewed a request from the Center for Ethnic Studies to create a new GIS in Asian American Studies. This GIS will offer students an opportunity for interdisciplinary reach to understand the rich and complex layers that shape and inform Asian American peoples in the U.S. and that in turn shape their political, educational, cultural, and historical struggle and participation. This new, 12-credit hour GIS will be comprised of 6-credit hours in U.S. Ethnic or Asian American studies and at least 1 course by a faculty member affiliated with Asian American studies. Out of the total 12-credit hours, 9-credit hours must come from at least 2 graduate programs outside their home department. The Arts and Humanities 2 Subcommittee unanimously approved the request and now advances the proposal to the full Arts and Sciences Curriculum Committee with a motion to approve.
- Jani: In addition to the materials in the letter, I will note that the number of faculty members affiliated with Asian American studies has increased from when we initially wrote the proposal. For the most accurate number, I would recommend you visit the Center for Ethnic Studies website. Additionally, especially given the political environment we will be entering within, this program is relevant and important because there is, both locally and nationally, an attack on the field of ethnic studies. We hope this program can encourage students from different disciplines to study this material to increase awareness of the field and help limit the attacks we are currently experiencing.
- Committee Member question: Several of the courses identified do not directly, by the course title and description, focus entirely on Asian American studies, but rather the Asian context holistically. Can you speak as to why these courses were chosen?

- Jani: This has been a question for our undergraduate minor as well. We simply do not have an adequate number of faculty within the College to consistently offer the coursework in explicitly Asian American studies. However, courses in other units focus on ideas such as intersectionality and a number of our scholars have turned their focus to the diaspora and transnational work. These courses would, therefore, be teaching to the content we expect students to engage with as a result of enrolling within the GIS.
 - Committee Member question: What units do you expect to see students to enroll from?
 - Jani: We expect most interest from the Arts and Humanities division, particularly from History of Art, History, and East Asian Languages and Literatures. However, we do have students interested from many units, including Sociology and Psychology, and we hope to attract students from places such as the College of Medicine.
 - Committee Member question: From the coursework listed in the proposal, it seems as if a majority of courses focus on East Asia. Is this focus on East Asia intentional?
 - Jani: This is a consequence of scholarship by faculty within Ohio State. As you may know, different universities receive funding to focus on different academic fields. Ohio State receives a large amount of Title IX funding to focus on East Asian studies while very little to focus on other areas, such as South Asian studies. However, we recently have started to see funding towards research and scholarship for other areas of Asia.
 - Arts and Humanities 2 Letter, Cravens-Brown, **unanimously approved**
- 2) Approval of 10/18/2024 Minutes
- Vaessin, Podalsky, **approved with three abstentions**
- 3) Informational Item: Change to Proseminar Requirement in Theatre MA and PhD (I. Nagar)
- Nagar: The Department of Theatre, Film, and Media Arts is making a minor change in the curriculum for their MA and PhD programs in Theatre. They will be reducing the required 8995 Proseminar requirement from 1-credit hour a semester, repeated twice to 1-credit hour a semester, taken once. This change is based upon student feedback and petitions to be excused from this requirement. This change is effective immediately and current students will be able to choose between completing the course a second time or opting for another elective. The total credit hours for both the MA and PhD remain the same.
- 4) Informational Item: Change to the BA in Linguistics (I. Nagar)
- Nagar: The Department of Linguistics will be making a minor change to their BA curriculum requirements. These changes will apply to both the honors and non-

honors versions of the major. Students completing the Linguistics major, currently, must take one course each from two of the following subfields: Historical Linguistics, Sociolinguistics, Psycholinguistics, or Field Methods. To this end, the department will be adding Linguistics 3902 to the Historical Linguistics category and 5552 to the language co-requisite, while they will be removing Linguistics 3601 and 3606 from the Sociolinguistics category. This change will be effective Spring 2025.

5) Subcommittee Updates

- Arts and Humanities 1
 - Ethnic Studies 3311 – approved
 - Greek 6891 – approved
 - Music 3402.35 – approved with contingency
 - Music 3403.35 - approved with contingency
 - Music 4501.35 - approved with contingency
 - Music 4502.35 - approved with contingency
 - Music 4602.35 – approved with contingency
 - Slavic 5580 – approved
- Arts and Humanities 2
 - History 7910 – approved
 - Philosophy 1420 – approved
 - Philosophy 2456 – approved
 - Russian 5011 – approved with contingency
 - Slavic 3321 – approved
 - WGSS 2001 – approved with contingency
 - WGSS 2203 – approved with contingency
- Themes I
 - History 3307 – approved
- Themes II
 - German 3456 – approved
 - History 2201 – approved with contingency
 - History 2453 – approved with contingency
 - History 3001 – approved
 - Jewish Studies 2453 – approved with contingency
 - SASIA 3456 – approved
 - Slavic 3456 – approved
 - Cravens-Brown: The Themes II Subcommittee has been discussing a reoccurring issue that we have been encountering regarding the Research & Creative Inquiry High-Impact Practice. We have been reviewing courses that are asynchronous online courses that are requesting this High-Impact Practice. As you know, the High-Impact Practice requires a

public demonstration of competence. We have been struggling to determine what constitutes this public display of competence in this format of online coursework. We'd like to bring this discussion to the full Committee to better determine and understand what standards should be developed regarding the public display of competence in online, asynchronous coursework.

- Natural and Mathematical Sciences
 - Astronomy 3350 – approved with contingency
 - Astronomy 3810 – approved
 - Earth Sciences 5201 – approved
 - EEOB 4420 – approved with contingency
- Social and Behavioral Sciences
 - Atmospheric Sciences 5701 – approved
- Race, Ethnicity and Gender Diversity
 - N/A

6) COAM Update (Guests: R. Smith & J. Whetstone)

- Smith: The Committee on Academic Misconduct, or COAM, is a 60-member committee that has an administrative office to support their work. The administrative office reports directly to me. Over the last few years, there has been an increased caseload, and by extension workload, on this committee. This began before the pandemic. Jennifer and I have come to your meeting today to share information about the work of COAM. We plan on providing this presentation to all of the colleges, but since Arts and Sciences is the largest, we thought it important to start here.
- Whetstone: The College of Arts and Sciences provides roughly 50% of all COAM cases, and so I felt it would be important to discuss our data with you today. As a disclaimer, the data presented is approximate and may not all be ready for public dissemination. To begin, all cases submitted to COAM will eventually be closed. These cases can be closed in one of three ways: either an administrative decision, which is approximately 70% to 80% of all cases; an administrative hearing where there is a single committee member present; or a panel hearing, where there are at least three committee members present. If a student requests a hearing, this means that they are disputing the claim of academic misconduct.
- Whetstone: During each calendar year, we receive more cases than we are able to close. For the 2024 calendar year, we have thus far received approximately 800 cases. This is an increase from previous years. Historically, we will receive approximately 150-200 additional cases as the semester ends and instructors continue to report cases of suspected misconduct. Of these 800 cases we have received so far, approximately 54% come from Arts and Sciences. A lot of these cases are suspected generative artificial intelligence usage. Discussing the

statistics on the outcome of COAM cases, from May 2023 to May 2024, we find that, on average, 90% of cases are found in violation, 6% not in violation, and 4% invalidated.

- Committee Member question: Earlier, you had mentioned that not every case is closed each year. What happens to the cases the committee is unable to close?
 - Whetstone: All cases will eventually be closed by COAM. Should the case not be able to be closed by the end of the year, it will roll over to the following year. We strive to resolve the case before a student graduates. If a student does graduate, which is a small percentage of cases, we do not go forward unless the allegation of misconduct is severe. If this is the case, and the student is found in violation, we then petition the Board of Trustees for a degree invalidation.
- Committee Member question: I had the perception that most cases would come from our units in the Natural and Mathematical Sciences division, due to their reliance on standardized testing. Is this the case?
 - Whetstone: We are continuing to see a rise in cases from the Arts and Humanities and Social and Behavioral Sciences divisions, especially as more and more cases are being referred to us that involve generative artificial intelligence. One of the important initiatives from my office is working with units that have a high rate of reported cases to help determine strategies to lower their number of cases reported. For example, we have extensively worked with the Department of Mathematics to determine what guardrails can be set into place to help lower instances of academic misconduct. These are appearing to be effective, and now that we are seeing higher instances of academic misconduct cases in the Arts and Humanities and Social and Behavioral Sciences, particularly surrounding writing assignments, we will be working with those units on how to place similar guardrails.
- Committee Member question: Are you able to determine if there are more instances in General Education courses or courses that count within a student's major?
 - Whetstone: At this time, no, we are unable to determine that particular data point. Our data collection is limited by the software we must utilize.
 - Committee Member comment: Additionally, it is not possible to tell how a student will utilize courses they take within their degree program, particularly for a course that is both a major course and a General Education course.
- Committee Member comment: I noted in your data that the Department of Philosophy is listed within the Social and Behavioral Sciences division. This is incorrect, Philosophy is located within the Arts and Humanities division.

- Whetstone: I apologize for that error and will correct this.
- Whetstone: Regarding the different ways that students can be sanctioned, there are several options. They are as follows: a zero on the course assignment, a reduction in the final course grade and a zero on all or part of the course assignment, receiving a final grade of “E” or “U” in the course, or other sanctions determined by the committee. Additionally, I would like to point out that the University Libraries has developed a module for faculty and instructors that explains COAM. Due to FERPA policies, this module cannot be integrated into Carmen by COAM, but it is available for instructors to integrate into Carmen should you wish.
 - Committee Member comment: This module would be very beneficial to especially our international students.
- Smith: I am grateful for the opportunity to be able to present this data to you today. I am hopeful that you will help us disseminate this information to your colleagues within your department. Additionally, please let me know how the Office of Academic Affairs can better support you and your instructors as they navigate preventing academic misconduct.

7) AI Conversation (I. Nagar)

- Nagar: I am providing follow-up information from a conversation we had earlier this semester with Drs. Ted Clark, Andrew Heckler, and Jim Fowler. As a reminder, Dr. Clark came to discuss a software that he wished to utilize to assist in grading course assessments in chemistry courses, which was a question outside the scope of the work of this committee. Drs. Heckler and Fowler had more philosophical questions regarding the use of AI software to assist in grading. In the last few weeks, I have had follow-up conversations with Drs. Heckler and Fowler. In my conversation with Dr. Fowler, he had three areas of concern with AI usage in the university setting. First, we discussed the idea that many software programs are saying, or people are assuming, that they use AI but are not. The example we discussed was translation software such as Google Translate. Second, we discussed the concerns about the data the AI software companies are collecting and how they will use their data. There are many privacy concerns. However, we already use software that collects data on our students and uses it to improve their software. An example of this is TurnItIn, which many of us use to help detect plagiarism. The third item we discussed was the importance of faculty input into software utilized in our classes. The software that Dr. Clark is asking to use, Stemble, is a better platform to grade than others because faculty input their own rubrics and have control over how the software is grading. In my conversation with Dr. Heckler, we discussed the importance of recognizing that AI is part of the future of tools that will be utilized in both education and society at-large. We must prepare our students to live in a world in which these tools exist and how to

responsibly and ethically use them. The important aspect for this committee to discuss is how we can properly disclose what we are doing with AI in our classrooms, as our students need to know what our policies will be. Ultimately, our syllabi will need to be clear on our AI policies. Next, our undergraduate representative, Lillian Wang, would like to provide the perspective of the Arts and Sciences Student Council.

- Wang: From the perspective of undergraduate students, we have noticed a difference in how AI impacts coursework in the Arts and Humanities and the Natural and Mathematical Sciences. The general consensus from undergraduates is that in the Natural and Mathematical Sciences, AI is more effective and seems harder to detect. However, it is more difficult and less effective to utilize in higher level mathematics and sciences. In the Arts and Humanities, it seems as if the use of AI has bigger and more significant impact in coursework, especially in writing assignments.
- Nagar: It will be the responsibility of this committee to develop policy as it relates to AI and its use in the curriculum and circulate that policy to our faculty and instructors.
- Committee Member comment: In your discussions, there are many different issues and on various levels. A general policy for all units and divisions is going to be extremely difficult, as AI is utilized in very different ways across the disciplines. In my division, for example, AI usage and tools are critical to the work that we do and a general policy for or against the use of AI in coursework could be detrimental to training students in my field.
- Nagar: This was echoed in my conversation with Dr. Heckler. We need to implement a policy or policies that will properly serve all our students.
- Committee Member comment: I believe it is time to begin considering holding a summit or conference to have conversations about the responsible and ethical use of AI in the curriculum.
- Committee Member comment: As we continue to have these conversations, the Drake Center would be an appropriate partner to see how we can redesign our courses and change our pedagogical practices to be in line with best practices.