

3/11/2026 (12:40 pm)
Executive Committee Minutes

Present: Amy Brunell, Kip Curtis, Joe Fahey, Phil Mazzocco, Andrew Mueller, Agus Muñoz-Garcia, Delaney Buechner, Heather Tanner, Jason Opal, Cynthia Callahan, Michelle Kowalski, Dawn Kitchen, Del Lindsey

1. Approval of the minutes from the last Executive Committee (EC) meeting

A motion to approve the minutes from the 2/10/26 Executive Committee meeting was made by Heather Tanner (seconded by Delaney Buechner). The motion carried unanimously.

2. Dean's Updates

Dean Jason Opal provided the following updates:

1. Regional Deans have had two noteworthy meetings in the past two weeks. One involved the University President's resignation. The second focused on a Title 6 investigation into the University at large. In this regard, Dean Opal may need to make inquiries regarding enrollment and scholarship data to make sure that we are responsibly implementing Ohio Senate Bill 1 policies and protocols.
2. The Appointments, Promotions and Tenure (APT) document continues to be revised. The Office of Academic Affairs (OAA) has okayed the document and the current focus is on working with the faculty body to reach a final draft.
3. General outreach efforts have continued to focus on the Greater Cleveland area. As examples, Dean Opal will be meeting with the Ohio Association of Community Colleges regarding cross-institutional pipelines and will also be conducting a Media AI seminar in the Mentor area.

3. Leadership Transitions

The committee briefly discussed uncertainty regarding University leadership transitions. It was suggested to use the Provost-visit online discussion board to allow faculty and staff to share perspectives on this issue.

4. Discussion on the roles of the Program Coordinators

The committee discussed the topic of Program Coordinator responsibilities and incentives. Various Program Coordinators submitted their typical roles and responsibilities for review (see Appendix). It is likely that in the future, Program Coordinators will not commonly receive corresponding course releases. In such instances, the committee considered other ways of reducing the responsibilities of Program Coordinators to offset their efforts.

Agus shared a proposal (see Appendix) that involved splitting up Program Coordinator responsibilities among two faculty when appropriate. Concerns were raised about the Head

Coordinator having to manage the Assistant Coordinator, and that constituting an additional service burden.

It was shared with the committee that some regional campuses (Marion, Newark) do not have formal Program Coordinators. The committee discussed the benefits and costs of eliminating Program Coordinators on our campus. Instead, as at Marion, there could be a committee with Program representatives as members to assist with the scheduling. Associate Dean Kitchen felt that this would increase the difficulty of creating a course schedule and would result in more effort on her side. Others argued that a committee of faculty representatives all collaborating on the schedule could facilitate the process in the needs and constraints of each program would become evident to all. It was suggested that we reach out to colleagues at campuses without Program Coordinators to gain their perspectives.

Dean Opal suggested that the Program Coordinators should rotate commonly. Furthermore, the service evaluation rubrics should reflect all different kinds of service (high- vs. low-profile; campus vs community, etc.).

With no further issues to discuss, the meeting adjourned at 1:45 pm.

*Minutes taken and prepared by Phil Mazzocco, Faculty Secretary.

Appendix

PROGRAM COORDINATORS

Please, find below a list of all the program coordinators' duties for four of the majors offered at OSU-Mansfield.

We need to discuss whether these should be the formal duties of the program coordinators (PCs) for each program, so we have a clear idea of the service load of the PCs.

You can see that in all cases, the amount of time that the PCs need to perform their duties is considerable. Assigning all these duties to one person, as has been the case historically, also creates a comparative grievance with other faculty members, who have much reduced service loads.

I think the best solution to compensate for these inequalities is to award the PCs with a course reduction each academic year, but if that is not possible, I propose the creation of a new position, the "PC assistant", to share the duties. If we all agree that to grant this kind of help to the PCs is the way to go, I suggest then that we divide the tasks of the PCs. In the list below, you will see that I differentiated the duties of the PCs using a color code: black font for duties which have to be performed by the PC; red for duties that have to be done by the PC assistant; and blue for duties that could be shared. These are merely suggestions, and I expect a discussion which can result in a different division of the tasks.

I also propose that the PCs and the PC assistants serve for a two-year cycle, and that, after two years, the PC assistants become the PCs, and new PC assistants are appointed. Again, we can discuss this and agree, or propose an alternative.

English

- Organizing (and re-organizing) the schedule. Address unexpected, continual changes of the schedule over the course of the year.
- Tracking and managing the curriculum for the major (which relates to the creation of the scheduling).
- Collaborate with regional coordinators to respond to administrative request to consider sharing major courses across campuses:
 - Met with regional coordinators.
 - Created document outlining parameters for pilot plan.
- Meeting with other regional campus coordinators to norm schedules and arrange course sharing. Online course sharing across regionals has become more popular.
- Organizing course announcements, pitches, and posters with faculty and advisers.
- Promote the English major and the PW minor by:
 - Maintaining a list of majors and communicating information to them about jobs and opportunities on campus.
 - Referring/nominating English majors for awards and leadership opportunities on campus.
 - Collaborating with Columbus to create regional-inclusive publicity materials.
- Act as the subcommittee chair in promotion Committees.
- Write the schedule for the next academic year, which requires:
 - Anticipating student needs—which requirements have to be offered for students about to graduate
 - Ensuring coverage for two tracks of a complex major and PW minor
 - Balancing upper and lower-level classes, GE and major courses to ensure robust enrollments.
 - Making sure everyone gets to teach what they want as much as possible and what they hate as infrequently as we can manage.
 - Submitting a final draft in as timely a fashion as possible.
 - Revising the draft if unusual circumstances occur (Someone has quit/got sick/died/moved/become a dean, etc.).
 - Collect enrollment data to begin the cycle again.
- “Represent” the English Program at:

- Coordinator meetings at OSU-M, among regional campus coordinators, and (virtually) in Columbus.
 - English department faculty meetings.
- Participate in yearly research rankings with other coordinators.
- Organize 1-2 retreats for Mansfield tenure-line and associated faculty each year to do professional development, community building, and faculty business
- Coordinate with department chair for annual visit to campus.
- Mentoring junior faculty.
- Acting as liaison and MC for the English club. This club meets 4-7 times a semester during common hour. Sometimes there's a theme and we're responsible for food, games, etc.
- Attending events and activities to support the discipline and major.
- Mentoring students—officially and unofficially.
- Running scheduling events to inspire students to take English courses.
- Running occasional mixers (1-2 a year) for our dept. or the humanities.
- Attend graduation and other receptions for majors (mentoring/showing up).
- Nomination of students for departmental awards.
- Lead selection of English Book Award process.
- Monitoring and providing content for campus webpage.

Biology

- **Scheduling courses** in these disciplines for Autumn and Spring semesters:
 - All biology courses
 - Statistics, anthropology, and Adrienne's other non-biology courses
 - Chem 1110, Chem 1210, and Chem 1220.
 - I also determine where the labs for all chem, bio, and the one anthro course will be taught.
 - In addition, I work with Amber to schedule Nikki Robishaw (organic chem I and II lecture and lab courses and biochem), math (calculus) and physics (1200 and 1201). We have to work together because we share the instructors that teach courses for biology and engineering degree programs - I am responsible for the courses in parentheses.
- Attend resource fairs for orientations in the summer to talk to incoming students and their parents about the biology programs, other biology-related questions.
- Attend resource fairs for recruitment events - currently called "buckeye preview days" and "buckeye bound days" to talk to potential students and their parents about biology programs, other biology-related questions.
- Attend campus involvement fairs to represent the biology programs.
- Organize (and when possible, run) biology activities for science days held on campus for high school students.
- Meet with students in the biology programs when they have questions about when courses will be offered, which courses to choose (based on their career aspirations, they want to know which choices are "best" for them).
- Meet with students looking for research experiences - those that submit requests to the university portal as well as students that tell me they want to do research but don't want to do ecology (so I send them to the appropriate faculty member).
- Work with students who are applying to external internship opportunities to help them with their applications, figure out what they are being asked to provide, etc. In other words, mentoring for students that don't have a research mentor.
- Meet with academic advisors 2-3 times per semester to talk about student needs in programs that require bio courses but are not bio majors, to discuss upcoming schedule changes (including adding new courses), to figure out which courses cannot conflict, to discuss the differences in

required courses, electives, and courses that don't count towards the IGB program (PHP has more flexibility).

- Check the academic advisor's files of biology students for courses projections, and pass on any mistakes. We also discuss individual student scheduling issues, usually via email (to address class conflicts that arise when students change programs).
- Organize the bio book award - Get bio faculty (and Nikki) to suggest potential award winners, "chair" email threads to move us forward, find appropriate books for the awardees (again, with help from faculty when I can get it).
- Attend the student awards ceremony to present the bio book award.
- Attend the campus graduation celebration when biology students graduate.
- Remind all faculty that teach lab courses prepped by Tom that they need to send Dawn info for his annual review.
- Keep up to date on changes made to the bio programs - these are not sent to me automatically, so I need to request information from CLSE.
- Attend program coordinator meetings and other meetings called by the dean to meet with the advisors (not on a regular schedule).
- Handle consultations from administrators and staff. Happens with some regularity (1-2 times each month?) - some things take more time than others, depending on what is being requested.
- Meeting with everyone in bio and chem as a group at least once per semester. about what they will teach, which semester it will be in, and days/times if I have to make a change.

Psychology

- Build course schedules and coordinate with Associate Dean in semester-to-semester adjustments of that schedule, as needed. Typically, these adjustments are related to course enrollment overloads or shortfalls or unforeseen computer-lab scheduling issues.
- Manage planning and adoption of new courses by faculty and track enrollments in current courses.
- Schedule and moderate OSU-Mansfield psychology faculty meetings, as needed.
- Manage special needs of associated faculty in our area.
- Attend OSU-Mansfield program coordinator meetings.
- Attend Columbus psychology faculty meetings for announcements/discussions relevant to OSU-Mansfield program and to promote our regional campus faculty and programs.
- Work with psychology area faculty in planning and providing coverage for orientation days, campus visit days, career service events, student mixers, STEAM DAY, VIP campus visitors, etc. Generally, the Program Coordinator takes the lead in showing up for these various events, prepares handouts and other informational materials, and, in collaboration with OSU-Columbus Psychology, provides promotional materials (stickers and pens) advertising our OSU-Mansfield psychology program.
- Coordinate with the OSU-Columbus Director of Undergraduate Programs) on various issues affecting our Mansfield psychology curriculum.
- Attend Psi Chi (Psychology Majors Honor Society) meetings, as schedule permits, to facilitate student participation in various events.
- Take the lead in planning annual early November field trip by psychology majors to the Cummings National Museum of Psychology History, University of Akron.
- Manage the Introductory Psychology (Psych 1100) Research Experience Program (REP). This entails:
 - Soliciting psychology area faculty for ongoing research studies students can volunteer to participant in prior to each semester.
 - Preparing and disseminating to instructors teaching Psych 1100 in a given semester, a syllabus addendum of relevant REP information.
 - Managing our REP management website SONA, setting it up each semester with the relevant information, managing its function throughout the semester, creating reports of Psych 1100 student participation at the end of each semester and distributing to Psych 1100 instructors.

- Working with SONA technical personnel to resolve website-related issues.
 - Coordinating our REP-related activities with the Columbus Office of Responsible Research Practices.
- Manage and compile, each semester, the post-course Psych 1100 Qualtrics Assessment of Instructional Effectiveness and disseminate reports on student participation to Psych 1100 instructors.
- Manage requests for, and psychology faculty discussions, of nominations for Psychology Outstanding Student and Psychology Book Awards.
- Represent OSU-Psychology in regional campus-wide initiatives, as needed. Currently, Associate Provost Eric Anderman is promoting a course-sharing policy across regional campuses that is likely to profoundly affect our program course schedule.
- Collaborate with other program coordinators in promoting psychology courses (or even psychology minor) to students with other majors at OSU-Mansfield.

History

- Make the schedule. Includes communicating with Department Regional campus coordinator for shared courses.
- Meet regularly with academic advisors - mostly educating about how we do things.
- Chair P&T subcommittee for promotion to tenure of History faculty.
- Organize mixers.
- Attend events: Buckeye Pathways, Graduation Celebration and like events.
- Communicate with Chair and Undergraduate Teaching Committee about curriculum.
- Coordinate with History Department staff about curricular matters.
- Communicate with majors.
- Promote internship opportunities, job trainings, etc. in dedicated events, such as Career day.
- Advise the History Club.
- Attend program Coordinators' meetings.
- Meet with Dean periodically to discuss the major and curriculum.
- Monitor enrollments each semester to try to prevent cancellations (notify advisers, etc.)
- In the past, advising all majors - meeting individually with them each year to confirm course selection and advise about degree. This was taken away from us but we would like to have this back. We cannot do the GE advising, so there will still need to be a History adviser, but we are much better informed about departmental requirements.