

# Transcript

0:22

foreign

1:09

the last one of this semester I thank you for taking time out of your busy

1:15

days to be here I know it's towards the end of the semester and we're all scrambling to try to get things done

1:22

we're going to call this meeting the order but uh Dr Kramer tells me we do

1:29

not have forms that correct sir that's correct or if you're short still okay so since we don't have a form

1:38

how many we short well Drinker makes uh 44 possibly 43 so we're

1:45

still down eight or nine okay

1:51

that means until we get nine more we can't make official quotas on things

1:57

things if we did this tribute the agenda

2:04

uh is there any changes to the agenda

2:09

okay the next points would be the approval of

2:15

the minutes from October 5th to November 4th

2:20

however because we don't have a form we can't act upon those either

2:27

so those would be moved towards the next Senate meeting

2:33

I do have one brief statement for my executive committee report

2:40

uh I wish to issue an apology that last month's meeting is held on the

2:47

day of Yom Kippur and I didn't realize that and didn't recognize that and I

2:54

extend my apologies to folks it was not intentional trust me

2:59

um but I do apologize if uh if you took offense to it so I apologize

3:07

we uh we'll now move on to committee reports and we have a few today I

3:14

presume we're going to have some discussion on a number of these so uh the first report would be from the

3:22

first year experience committee I know they posted two separate

3:27

reports is Nicolette here yes I'm here Nicolette would you like to

3:32

come to the podium to discuss your report

3:37

okay thank you

3:59

all right I was looking forward

4:08

good afternoon everyone it is my pleasure to present to you the content as it relates to the first year

4:14

experience of course and in a strong historic course the written report is already hopefully better opportunities

4:21

to review that I'm hoping I can do is answering

4:28

questions that you may have if I can take my course

4:36

my questions are there any questions regarding the two reports that were posted

4:46

um from my skimming of these reports I can't say I read them in inordinate

4:52

detail but they seem generally positive is that is that true yes so in summary um and just to give a

5:00

background just in case you're not familiar with putting the den over the last three years now is

that there was a

5:07

proposal I think right before things significant 2019 that we introduced the first year

5:15

experience in the times in the way that we know it today which is is all on YSU

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1500 course before previously each College had its own designation of how

5:25

the coursework so the request was to create a pilot project which would allow us as a university to

5:32

have a universally a universal FYE University experience course and so what

5:38

I have prevented presented in our report today is really just a reflection of the overall what we have found for the first

5:44

year experience and the strong start which is basically the sister of the first year parents course so that's I

5:50

mean that's and so what my our request today from literally is the approval from the academics and into action to

5:57

allow us to make this a permanent process and a permanent course that we can utilize here at YSU for the our

6:04

students who which requires our first year experience all income issues to take the first year experience of course

6:10

and or the strong story strong start course which is 1500.

6:16

that's the summary and your report is just basically to tell you what we've done over the last

6:22

three years what has happened so I'm just happy to answer any questions that you can eat

6:27

so no I took the answer I just I just wanted to help you with your voice a little bit

6:37

um your committee reviewed these these two elements found them to

6:43

be generally positive the committee is recommending that they be established permanently

6:50

unfortunately Bob do we have a quorum yet

6:56

Fort Stewart so we still have time today of four more show up

7:03

but if four more don't show up this would be pushed off to the next Senate

7:09

meeting uh however you can answer questions I think Dr Ferris had one

7:15

Jonathan Ferris art I I did notice in the stats it seemed like there was a little bit of a dip this year over last

7:22

year do you have anything that you attribute to that to everybody

7:29

yeah in regards to the sports

7:34

um I didn't bring my paperwork uh but uh either either one that you'd like to

7:39

answer I mean I just kind of noticed the trend there if you will allow me I'd like to allow some of my community

7:45

members directly to that in regards to what what they're seeing because they uh

7:51

if you oversee that program just to give it a chair okay get you out to work with me

7:58

who are you calling upon them wait I'll go there yeah so um I think what Dr

8:04

ferris's referring to is the first to second year retention rates

8:10

that we included in yes and I think the dip you're looking at um is uh specific to the strong start

8:19

population which is strong start 1500 those are our conditionally admitted freshmen so if you're not aware of what

8:25

a conditional limited freshman is typically students who are admitted to YSU but those either high school gpas or

8:34

standardized test scores um kind of suggest need for more support

8:40

for those students so those students are high at higher risk historically

8:45

um and um what we think the kind of the mitigating factor is with or strong

8:52

start population is Coveted so these are our more at-risk students who the 2021

8:59

cohort is coming in out of two years of disruptive High School experience and this I mean we we can't scientifically

9:08

prove that but the first to second year retention rate for the regular admit in

9:14

YSU 1500 is trending up okay so we think that that's probably the the factor

9:20

that's affecting those it's just that I can't believe that's

9:26

the other question this seems too easy any other questions

9:32

yes this is something similar to what the other schools are doing like the

9:37

first year experience right like at all the other State schools so the question was just

9:43

assuming that somebody's question is that whether or not this is uh is why is she doing something very similar to

9:50

other universities and that answer to that question is absolutely yes and that's part of the reason why we made

9:56

this we changed the name of the of the course to be YSU 1500 to show that

10:01

unified front collectively um here so this is what we are proposing is very similar to what other

10:07

universities have been doing for many many years we're just you know doing our own special ways

10:13

prior

10:19

so so as I mentioned before prior to fall of 2019 there was a different model

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same concept but the way it was done it was controlled by the by the individual colleges so it's hard to do a comparison

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between what the individual is caused it because they ran it versus now having to unify the current significance of their

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post tests seem to indicate that it was successful yes yes which is why we made the

10:45

recommendation that this become a permanent thing but make it more Universal I mean like unified Unified

10:51

if I can see my voice is coming back but at the end of the day any other questions

11:00

okay um so once again for informational purposes unless four additional peoples

11:08

but do we have court no unless we get a quorum by the end of

11:14

the meeting this topic will be carried over to the next Senate meeting for the

11:20

recommendation to the next Senate meeting okay thank you very much foreign

11:31

that's on the agenda is the honors committee academic under academic committee Amy

11:39

Weaver posted a couple reports hey how you doing

11:48

hi good afternoon I'm Amy Weaver from the nursing department School of Nursing at it

11:56

um so this is strictly an informational update and reported to summary of the minutes that were submitted and posted

12:02

online in November recently the university has undertaken the task of applying for the Carnegie

12:07

foundation for advancement of teaching classification for Community engagement for that academic excuse me part of the

12:13

application process is to show that the university courses that are involved with Community engaged learning

12:19

that we have them and it was identified that this process needed formalized so the owner's academic senate committee

12:25

was charged with reviewing applications for courses applying to receive a community engaged learning designation

12:31

or CEO the committee reviewed results from a list of courses that had a community

12:36

engagement component provided by Department chairpersons the committee then met with Mr Dick Kinsley he's the

12:43

former executive director of Campus Compact and he is a Carnegie classification reviewer so he's a pretty

12:49

big gun and we met with him to uh for Him to guide the committee in developing a community engaged

12:55

designation rubric so we can review courses additionally Dr Amy Constantino

13:01

consulted with Dr Marisol Morales executive executive director of the Carnegie classification elective

13:08

classifications on behalf of our committee to clarify some questions that we had in this process

13:13

so a community engaged learning course rubric for Course Review was developed and that aligned with the definition of

13:20

community engagement with Carnegie Foundation and this definition focuses on

13:28

Partnerships and reciprocity of benefits with Community entities and it provided a framework for rubric in the areas of

13:34

Engagement reflection reciprocity and public dissemination an application for courses to receive

13:40

CEO designation was developed by the committee and this application also aligned with the rubric that we

13:46

developed we developed so we're working smarter not harder but work hard too but

13:51

it's more a faculty Community engaged learning information document was also developed

13:56

and then at Pilot launch with a call for applications for CEO was sent out on

14:02

October 10th of 2022 through the office of community engagement and then on October 13th and October

14:09

20th the committee held an open hour for chairs of Faculty to attend and ask questions or receive guidance from the

14:15

committee about the application process when he developed a syllabus statement to be used in all community-gaged

14:21

learning syllabi and the committee has since then evaluated courses to determine if the submitted courses met

14:29

the level of expectation for the designation of the prestigious Carnegie classification so thus far 18 courses

14:36

have 18 18 have been approved and will receive the Cel designation student 2023.

14:43

we are still taking applications um the committee will continue to retake

14:49

and review CEO course applications at the beginning of Spring 2020 2023

14:54

semester and review them on a rolling basis thereafter so I cordially invite you to please submit uh your application

15:01

for your course if you think that it might it might meet the criteria and it is community engaged or if you want it

15:08

to be Community engaged we can help you with that as well so anyone wants to submit their application to review and for approval

15:16

to go in the books starting in Fall of 2023 please submit those January 5th so

15:22

we can meet the February 1st deadline we need to get them on the books as Community as designated as Community

15:28

engaged learning so that is a informational summary of what the committee has been up to in the fall

15:33

semester excellent thank you I'm just stretching

15:39

any questions for Amy we've gotta got one back

15:45

they sent me something like this so why do we want to get these classes designated as CLE

15:51

so it's we are applying for this designation from the Carnegie Foundation

15:56

the University at large isn't applying for this um designation and it's prestigious so we want it and part of

16:03

that application process is to be able to show that we have courses that are um that meet the criteria that Carnegie

16:10

is set forth for Community engagement so we are doing it a lot of us were already doing it we just needed to submit the

16:16

course and say Here's what we're doing and it meets the criteria some a few people submitted courses that uh just

16:22

needed a little tweaking to make them fit the criteria but they were mostly on par so we first of all we want to be in

16:29

community engaged just in general but this is the formalized process of getting your course designated so then

16:34

we can submit those courses as part of the application process to receive this designation so it's four grand

16:46

but it is it's for um the designation by the Carnegie Foundation foundation and that's that's a feather

16:52

in the cap of the University that's something that we want to achieve

16:57

the application is where so um there was a call put out back in

17:03

um October and then so there's a reminder in November for applications from the office of community engagement

17:09

so if you search your email for office of community engagement or go to the website uh we will be putting out another call

17:15

um as well here shortly especially now that um this has been made known to many

17:21

more people so we'll put out a call I'll read uh another email for a call for

17:27

applications and it has all the information in it the rubric um the application itself and the

17:33

faculty information guide and then any of us in the committee would be glad to meet

17:38

um to help guide and answer any questions to an individual basis

17:47

I have a question is this going to keep going as far as like so this is it's going to be a rolling application acceptance and we have our

17:55

formal calls that we put out um but we will always have the rolling applications going because we want to



18:01

get as many courses as we can designate as Community engaged okay

18:10

other questions comments thank you and to your committee very

18:16

good thank you appreciate it thank you

18:23

uh the next report is Dr Wakefield here by any chance

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this is uh Dr wakefield's committee the University or the undergraduate curriculum committee

18:35

uh took action on 44 proposals typically uh this is just the standard

18:42

report to the Senate unless there is any heartburn do I hear any heartburn

18:48

regarding these 44 actions that's good because I already sent them

18:54

to to where they needed to keep okay

19:01

general education Dr Adam Earnhardt would you care to come forward I I mean

19:07

it's just a report well unless I don't know how you want to do this do you want to because I don't see us under new

19:13

business um you could do this now okay yeah

19:22

yeah so there are there's a report um last uh Senate agenda and then um

19:29

this Senate agenda so those are just courses that uh our committee has uh approved and advanced so thank you for

19:37

your patience while we do that um so uh did you load it up already oh he's

19:44

a little note now all right great um so Jen and I are going to talk a little bit about uh what's happening

19:50

with the Gen Ed transformation process and um a little bit about how our two

19:56

committees are coming together to Advance this and now talk about it and share it with the campus if you need so

20:03

Jen do you want to go

20:09

appreciate the time on the Senate agenda to talk about general education transformation and

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fun yeah okay and as Adam and I have the privilege of presenting it there were

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many people that were part of this gen Ed transformation committee and so what

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we're presenting today is the thought process at this point in some proposals

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and we're looking for some feedback and as Adam will discuss uh the timeline in our look for more feedback as we go down

20:46

the road so what are we trying to achieve well right now we have a very um it's it's great timing for us to take a

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look at the perception of general education by our students many students take a look at gen Ed it's something

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that they just have to do and check off the box and what we're trying to do now with this process is Elevate the view of

21:06

gen Ed by our students the other thing that we're trying to do is create some distinctiveness for our graduates if you

21:12

take a look at our strategic plan to take charge of our future there's a lot of different points where we're asked to

21:18

show how we can create more distinctiveness for our individual students as they graduate and of course

21:24

we have a number of board and trustee resolutions that all Impact general education and that we are expected by

21:31

the board to move on so we are we have a lot of opportunities coming together all at once and we hope that this proposal

21:37

is exciting to all of you as it is to us right now our current general education

21:44

program consists of 13 different courses and the mission behind it is to become more well-rounded members of the

21:50

community it requires two National Science courses one with a lab component it requires two arts and Humanity

21:56

courses two social science courses two social and personal awareness courses

22:01

one Capstone course two English courses a Math logic course and a public

22:08

speaking course so all in all every student at YSU needs to take these 13 courses it doesn't matter what order

22:14

they take them it just requires 13 courses wait why did you want another picture

22:23

we're gonna this is actually the most of the Janet website later on there tomorrow yeah so what does the state

22:29

actually require um the state used to call it an otm model now they're called the Ohio transfer 36. so Ohio transfer 36

22:37

minimums are one English composition course one math stat logic Force two

22:44

arts and Humanity courses and then the new kind of aside from the state is that those two

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courses have to be from two different disciplines we're not really sure if that's new or if we just ignored it but

22:56

it is on there for the state that it has to be from two different disciplines there's also requirement for two social

23:02

Behavioral Science courses they also have to be from two different disciplines and there's requirements of

23:09

two natural science courses one of which has to have a lab component the other four remaining courses can be

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electives from any of those categories so it's a pre-choice of students to

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satisfy or remaining courses but they have to be from one of those categories

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and that's what the state requires we did have correspondence with the state because there was some rumbling that

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there would be a required Dei course we found out that that is not going to happen the foreseeable future doesn't

23:39

mean that we can work that in but it's not going to be a requirement from the state so there were some Rumbblings that

23:46

this is not the state requirements we did get verification from the state that these will be the requirements for the

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state of Ohio for the foreseeable future so our proposal from the committee

23:59

proposal number one is that we follow this state model that we align ourselves with the Ohio transfer 36 model

24:06

this by doing this it provides greater flexibility for our students and that there's four electives and that we

24:13

reduce unnecessary courses so many times when we have students that transfer in they might have more in one category a

24:20

lot of them don't have the social and personal awareness category from where they're coming from so we now have to

24:26

require them to take additional courses if we follow the model that we're currently

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our second proposal is to convert the general education requirements into certificates that will actually appear

24:38

on a student's transcript and so I'm going to walk you through what this looks like I know there's a lot of

24:43

questions at this point I'm going to walk it through twice because it I think it'll it'll make more sense so let's take a look again at what the state

24:50

requires so this is a full listing of all the courses that the state requires what we're proposing are three

24:57

categories now when I talk about three categories it doesn't mean students have to take everything in the first category

25:03

and then everything in the second category and then everything in the third there's no order they can take them randomly as they do now but we're

25:10

just talking about them in three separate categories so category a is going to be your highlighted blue I'll

25:17

talk more about in a minute category B is going to be the courses that you see highlighted in yellow and category C are

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going to be the forces that you see highlighted in green so the big point on this slide is that there will be three

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categories and once a student takes courses from all three categories all of

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the courses a b and c then they satisfy the state general education requirements

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so let's talk specifically about what that looks like category a would be your

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English conference a math staff or logic course and then the lab portion of the

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Natural Science course that lab portion the Natural Science course itself would either be in  
25:57

category b or category C but this is just check in the box that the lab portion was done so  
category a is just a

26:05

set of two courses in one lab category so that's takes care of

26:11

category a so highlighted in blue category B and this is just a slide a draft idea

26:17

for explanation it's not established I think that's very important to make sure we know category B  
would be the certificate so

26:24

we talked about reorganizing the courses so that students would get a certificate on their  
transcript and this matter

26:31

every student from YSU would graduate with at least one major and at least one certificate if  
they started off as a

26:38

freshman at YSU what would that certificate topic be I don't know Adam

26:43

doesn't know the committee hasn't started to work on them yet but we're taking this one as a  
general example so

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let's just say the certificate topic is leadership and a student decides yes I want to be I want to  
have a certificate

26:56

on my transcript that says leadership maybe they're a business major and the leadership would  
look really good on

27:02

their transcript as well so what would they take into the leadership there would be multiple  
options for the

27:07

student to choose from for the social Behavioral Science number one course and there'll be  
multiple options for the

27:13

second social Behavioral Science course so they're making choices within that leadership  
category out of those courses

27:21

same thing with the Arts and Humanities they're required to take two arts and Humanity courses  
and then they will be

27:27

required to take the course portion of Natural Science I don't know what those courses would be  
Adam doesn't know what

27:33

those would be that is going to be a committee decision and brought in front of academic Senate  
this is just an

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example so every single one of these courses you see at the bottom would have skills and or attributes related to the

27:47

certificate so this would be a multi-disciplinary approach to talking

27:52

about leadership so all of those courses would indicate to to the senate

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committee that's reviewing these courses how they're tied in with leadership and so there might be some genetic

28:03

forces that exist now that would be perfect for this they would just have to demonstrate how they're related to that

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particular certificate so these certificates again as I stated every student graduating from YSU will

28:17

at minimum have one major and at least one certificate on their transcript we are proposing a maximum of 10

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certificate categories this does not affect the certificates that some of the Departments already have for instance I

28:30

know forensic science has a certificate that is not what we're talking about here these are completely different set

28:36

up through gen Ed and distributed based on the last slide and yes they would

28:41

have to be two arts and signs or two arts and communities two social Behavioral Sciences in one Natural

28:47

Science it would have to be that structure because otherwise it would be a nightmare to try and track the courses

28:52

so they would be set up in that way what those certificate categories are have not been developed yet again I just use

28:59

leadership as an example that might not even be one who knows what they will be and their certificates will all be

29:04

multi-disciplinary sets of five courses each grouping though will have options so it's not a set of five courses you

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might have all 15 choices within a certificate I don't know what that number would be either but that will be

29:18

determined by Senate the certificate categories will be based on the university-wide learning outcomes that

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were passed earlier this semester by academics what will the courses look like all the

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current courses in general education program will be required to resubmit again they might be perfect the way they

29:37

are but they're going to have to show how they tie to the certificate they choose so there might be one course that

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fits in a bunch of different certificates and that would be okay but a student wouldn't be able to count it

29:49

more than once you know you can only take the corresponds to have account for credit here's the big one and my

29:55

committee asked that I put this in all caps for stress all courses will be lower division course why is that so

30:02

important if you look at the state requirements these courses are geared to be introductory level courses to give

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students a taste of all the different disciplines that are out there they're not meant to have a series of

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prerequisites in making it difficult for students to sample the different disciplines so these courses will all

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have to be lower levels um courses in lower division no prerequisites and before math and

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English goes oh we know there's going to be some exceptions okay but for the most part they're going to be lower level no

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prerequisites so students have that flexibility of taking different courses and they're going to be lecture-based

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courses with the exception of course the lab courses that are black horses uh courses will be required to fall under

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one of the approved certificates developed by the senate committee and the office of academic Affairs will

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establish a maximum number of courses what that means is that on an annual basis these forces are going to have to

31:01

be the view what we have now is a general Ed program with courses that have been in there I don't even know if

31:07

half of them are still being offered there's no evolution of the courses they're not up to par with maybe what

31:14

the needs are or the community what the needs are of our business partners or where our students are going to work

31:19

when they graduate so the point here is that we want these courses to be flexible and nimble

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intelligence yeah that the Nimble part is probably the most frustrating uh part of working

31:32

at any University um you know we okay so we're looking at

31:38

over the last by the time this rolls out 24 years in 24 years we will have had

31:45

two revisions towards and Ed model one in two thousand one in 2012.

31:51

and now with all due respect to the people that worked on that committee uh Kendra and uh Rebecca Cornelia and there

31:59

were several people in that group uh Julia Griffis no I know but there was a

32:04

lot of work done a lot of work um in fact uh when when we were going through

32:10

all of this we actually went back and looked at leap and the nice competencies and all of that work and that was work

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that you all did so thank you for that because I mean it's one of the it's one of those rare things that happens at a

32:21

university where you work on something for so long and then nothing happens with it it was a joke

32:28

um and so I you know I so I wanted to say that we you know right and Brian and Jen and everybody else who was at Kevin

32:35

who was in that meeting tell you I said hey we got to find a way to recognize the work that they did so one of the very first things we did was go back and

32:41

look at what you did but that can't happen again we can't wait 12 years to revise this

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thing so we need to be nimble we need to be uh you know think about what the

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industry needs are and that comes from y'all so we need to hear from faculty to



32:58

tell us uh this is what's happening in our industry right now we need a certificate that reflects that we need

33:05

the Gen Ed model to reflect that and so we need to be able to think quickly and move quickly whenever it comes to that so because of that and you're going to

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hear a little bit more about this when we roll out this model it'll actually be kind of a slow roll it's not going to be

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something where we just throw a bunch of stuff out there and see what sticks we're actually going to be assessing

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this as we go you are going your departments are going to be assessing the courses we are going to be assessing

33:32

the certificates so as we assess the certificates on the Genet side we're going to see whether or not this is

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something that's actually working or if something needs to be tweaked or you know let's say you know five years from

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now something comes along and we say oh we really need a certificate in um artificial intelligence or something

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whatever um or something related to what's going on in Lordstown I mean if we need certificates that kind of reflect that

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work that our students need that the industry needs then we're going to be able to act pretty quickly to do that

34:02

and so so the key here is that these courses and this well probably the

34:08

certificates are going to be reviewed on a regular basis so if students aren't taking a specific course

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then why keep it in the Gen Ed program so although we're going to Max the number of courses if it's reviewed on a

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regular basis we can always change courses out that aren't working so if we take a look at that again blue

34:28

is category a the two basic courses in the lab category B is the yellow so now

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we've got most of the state requirements on category C is going to be choices so

34:40

category C is I'm going to I think I can go about it right here we have one more

34:45

natural science course that's required here so we're going to grab that Natural Science course and then take on those

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four elective courses and what those four elective courses will do is there's a number of Majors out here in all of

34:58

your disciplines that require certain courses maybe you know the students are going to go on to grad school I can

35:04

think of pre-physical therapy as an example those students have to take two two physics courses two chemistry four

35:10

biologies while those are genetic courses and that satisfies the needs of those students and they don't have to

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take additional courses above and beyond students that transfer into YSU those could fall into the four electives we

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have a lot of transfer students that that come in and it's processed to get all of their genetic horses looked at

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the other possibility is because it's a natural science of poor electives students could actually do that Natural Science take two arts in Humanities two

35:38

social Behavioral Sciences and complete yet a second certificate so maybe there's one that's that's I don't know

35:44

diversity and they want to have leadership and diversity on their transcript now they have two certificates and one major so they could

35:52

they could fill that in and then there's also a possibility that the senate committee decides to add a science

35:57

certificate something maybe that looks like um artificial intelligence or cyber

36:03

security I don't know I don't know all the sciencey things but maybe that requires five science courses instead of

36:09

two Arts and Humanities and two social Behavioral Sciences so we could do that too we could look in the possibility of

36:16

doing a science certificate instead so they would come up with another certificate on their transcript so if we

36:23

take a look at that those are in the green again students don't have to take them in any quarter they can take him in

36:29

a random order they don't finish one category before another but by the time they complete category is a b and c they

36:36

completed all of the state requirements and so um this is just an idea of what it would

36:44

look like for a student so to Solomon to summarize into one slide what you're going to see that's quite

36:51

different is that there is only one English course required and I'm

36:56

anticipating that that's going to be the first question so I'm going to go ahead and talk about that first and then

37:01

Adam's going to talk about a timeline what we are thinking is let's let's start thinking outside the box

37:08

we have two English courses back to back as freshmen and yet we hear constantly

37:15

from faculty our students can't right so what we're doing now probably isn't

37:21

working so what could we do instead well we're all phds in here so I think we can

37:28

figure that out but one of the suggestions that came out was maybe we could start team teaching some of those

37:33

upper division courses where your team teaching with an English Professor a true writing throughout the curriculum

37:39

could be possible so maybe you team teach that upper division course the English faculty member takes a look at

37:46

the grammar part and you took a look at the content part now students are learning to write in their disciplines which is completely different from of

37:52

our engineering discipline versus the theater disciplines so there will be completely different and we're trying to

37:58

make it work with two freshman level courses so we have some some possible

38:04

questions we know we're going to get some questions that we can't answer yet but we are still work me through these

38:09

Frameworks so what are what we're really looking forward to from this group is

38:15

feedback on the framework and now Adam's going to talk a bit about the timeline uh for this whole process I think you

38:22

have to stand here yeah yeah so well I mean and well we're obviously well this other questions in a second but uh you

38:28

know one of the biggest issues um that we saw right away was from the

38:35

administration side um and so we're like we're already talking about having meetings with

38:42

uh people like Kim Purdue Michelle shaper uh Julie Felix I mean so there

38:47

are meetings we need to have with different groups um the advisors

38:52

um you know working with the advisors to talk about what this might look like for their students um Jen met with um SGA

39:00

um they seemed pretty receptive to this uh and I said well that's not a surprise

39:07

because um after teaching here for 18 years and and being in academe for nearly 30. uh

39:15

one of the questions that I used to get with advising students and I still get Is Us why do I have to take this course

39:22

why do I have to take gen Ed why do I have to complete this um and we'll probably still get those

39:27

questions but at least with this um there's there's feels like there's something an additional component to it

39:33

an additional outcome an achievement and if there's one thing that I know about looking at students LinkedIn

39:39

profiles when they are completed and completed well is that they usually have digital

39:45

badges or badges or certificates that they claim uh that are another recognition of their work

39:52

um it's not that gen Ed isn't as it hasn't been a recognition it's just now that there's this added

39:58

elements with the certificates um so as we move through this why we're

40:04

presenting this today to you is to get feedback we're not asking for you to vote on this we're not asking for anybody to say yep um here's here's the

40:11

stamp approval uh we we truly want your feedback um and it doesn't end with today or with

40:19

these Town Halls that we're going to have or we're also going to have a uh a forum online and you can provide

40:24

feedback uh you're going to be providing feedback throughout the entire process

40:30

so with the courses that you either resubmit or uh or create from from

40:38

scratch screen from something new or a certificate that you might propose to our committee

40:44

um all of that you'll have input on um and and we're going to be seeking things that are truly

unique

40:51

um things that you know that but but that still meet industry needs that that

40:57

also help us meet the nice competencies um you can think about what what these certificates might look like

41:04

and Jen already referred to this I point you back to the university-wide learning

41:09

outcomes now those learning outcomes are going to inform what this model looks like but

41:15

what the certificates are probably or might be named and that's because this goes way back to

41:22

when we first started about talking about the university learning outcomes is that is how we will assess those we

41:28

will assess whether or not we're meeting those university-wide learning outcomes through the Gen Ed program so you'll see

41:35

out the University of wide learning outcomes are then tied into the different certificates as we move

41:41

through this um so look this is the timeline it's aggressive uh but it has to be because

41:48

we're actually already in violation of one Board of Trustees resolution which was We were supposed to have this in

41:54

place by of all 23. so you know hopefully they won't be too mad

42:00

at us um you know I think at least we're showing we're making progress and so

42:06

that they'll understand that we're moving in the right direction uh and we're being thoughtful about this so

42:13

um by um February 17th uh we're hoping to have all these certificates named

42:19

um we will be uh soliciting input from others about what their certificates might be by March 31st then about a

42:27

month and a half later um we're going to we want to receive

42:32

proposals for certificates and then by the uh by April 26th

42:38

um present the certificates and proposals to the senate for your approval so that people can begin

42:45

working on those courses um and then uh fall 23 spring 24

42:51

this would be the course approvals to get everything in the catalog in time again following all of those very strict

42:58

timelines that are set up and Kim and then roll this thing out in Fall 24.

43:04

with the understanding that is going to be a slow rule but uh we have to have

43:09

this gym and what we presented today was just the

43:14

bachelor's there it will be a modification for the associate degree

43:20

before we start I was just going to ask when will the

43:27

model come before senate for approval I didn't see it on the timeline is that going to be in the April with the first

43:32

proposal um when you say the model well like in 20

43:39

with the last time we revised the mod the proposed model went for Senate for approval as it's you know structured is

43:47

that what you mean by the so I think that that's what the grouping the categories the grouping the certificates are that's that's the model

43:55

so so by the end of by the last meeting in

44:00

Spring yeah yeah quick question from the computer

44:07

area here guys real quick what happens to the certificates that are currently

44:13

um in place do we have to they stay in place they're not they're not they're

44:19

not actually part of the Gen Ed model so they're fine okay thank you

44:26

um so I'm Jackie Mercer from English and yes I do have concerns about taking a composition class out

44:33

um I'm teaching writing one and I teach it every year um and we are seeing significant issues

44:40

in writing more so than we've ever seen as a result of what you know the

44:45

pandemic our freshmen this year have not had a normal year of school since their freshman year of high school I mean they

44:52

it was their sophomore year when the pandemic happened so um I do have concerns I'm not saying

44:58

that our current model is working the best but I do have concerns about cutting that from six semester hours

45:05

down to three just because I know how difficult it is to even get through what

45:11

we need to now with you know in each three semester hour course so that would

45:17

be a definite area of concern for me and let me try to answer that man I'll come to you yes

45:23

thank you so a couple things um

45:28

yeah this this um actually took a lot of this this created a lot of heartburn for me uh

45:34

because there's another course up here you'll see is missing anybody anymore communication studies

45:42

yeah communication foundations 1545 is not on here if you look at the state

45:47

requirements it does list one English one writing composition and in one place it says and

45:55

oral communicate or oral communication course and then it can go further down

46:01

it actually only requires the one writing composition course and it

46:06

identifies oral communication as a uh elective elective so

46:11

uh yeah that took a lot of I I'm like wait a minute so when you look at the

46:16

day's competencies um within the day's competencies of course in the top 10 writing is being

46:24

able to communicate through written uh is is up there uh but the things that we

46:30

teach in communication foundations there are at least five competencies that are

46:36

identified by nays that are in the top ten um so yeah that was difficult so

46:42

to answer your question uh that there is no reason why we can't

46:47

have other writing composition courses in this model

46:53

there's no reason why we can't those would just be elections so if a student for as part of a certificate if a

46:59

student wanted to complete say like we had a professional writing certificate or something like that they could actually make additional writing courses

47:06

but in put in certificate and the main certificate it would just be the one credit card but ultimately we will will

47:13

only be requiring one composition course for a student to get a bachelor's degree at Youngstown State

47:20

as part of this model yes but that doesn't mean that they're

47:25

only going to take one right but I just I do have concerns right because it doesn't just impact we serve the entire

47:32

University so I worry that it's going to impact students work in other

47:38

disciplines if they say like I want a science certificate that's great but

47:44

then I have concerns about their abilities to write within the content and the idea of Team teaching sounds

47:52

great but we're already we're all ready we're already teaching over I know

47:58

people who are taking overload because we do not have enough faculty in some areas to cover some of our courses and

48:06

so that then creates a workload Nightmare and and I mean I don't know I

48:12

really I think it's a great suggestion we're not going to solve it here but I'm just putting this out there I think it's

48:18

an opportunity for us to have that deeper discussion and and say how what can then we do that still works with the

48:26

framework but satisfies the issue at hand but the good thing is this doesn't start until 2024 right so that's several



48:34

years out from commodit so hopefully that will get things I will tell you as

48:39

a former High School teacher comp is not taught well in high schools so it is not

48:45

really that great at the end of their college year either or so we've been told by

48:50

faculty so we need to figure out a way instead of two back-to-back freshman course to put it throughout the

48:56

curriculum and so maybe team teaching isn't the solution but there is a solution out there that we can make it

49:02

better so that I but so this is not the first time we've had the conversation by the way about conversation I'm sorry

49:07

okay yeah okay so about a month ago I was in a meeting in Williamson with

49:15

Sarah Mickelson and uh just about Kim and the problems with course leaf and

49:21

things like that in our catalog in terms of like we have things cross-listed on one side but not cross-listed on the

49:28

other and when it's cross-listed on this section is three hours and what's cross-legation on that section is four hours so like

49:34

the idea of number one having to get our gen Ed courses approved again with the

49:39

current system is like and then the second is

49:45

um are we trying to do both of these things at the same time like fix the catalog and revamp the catalog in this

49:55

different way in theory at the same time back the first part about the course

50:01

proposal so you might not have to do anything okay uh I mean the course is uh like you just put through uh gendered

50:08

Society so you might have to do it like that that Converse is done so uh what we

50:14

would request from you is what courses do you want to be considered as genetics

50:19

sure here's the problem we have 260 gen Ed courses right now that's too many

50:25

um that's it's like the what's it called the it's something that para paralysis of choice or something

50:32

like that um so it's and I they're gonna kill me for saying this but I refer to as the Chipotle model  
50:39

I'm sorry but you know it's like my kids still and I'm sorry I guess I once in a  
50:45

while I drive my kids through McDonald's and they they look at their like  
50:51

but Chipotle is like I get this this that's it right so that's what we're trying to get to because what  
we've  
50:57

heard from students is like there's this too much out there and the advisors are trying to guide  
them through all this

51:03

stuff so we're trying to really trim this down so that we have something and I think I think cutting  
it in half is

51:09

pretty reasonable but that's what we're trying to get if it means asking you to if you've got an idea  
for

51:16

a new course then yes it would have to go through Kim and we'd have to do all that but I'm just  
thinking like okay in

51:22

this process of cleaning up everything if we're going to cut courses that haven't been offered in a  
long time and I think that's a you know an okay idea

51:29

of cutting courses that haven't been offered yeah exactly but I also know that there are some  
departments that

51:35

might need a little bit more help in the cutting process since coarse Leaf it has a bit of a learning  
curve

51:42

um so we'll tell you to that point too we're already getting some pushback from um some of our  
colleagues on that side

51:49

uh an Administration who are saying wait wait wait before we do all of this yeah so we we  
51:57

are actually and we've been trying to set up I just want to make sure that those conversations are  
happening and

52:02

number two does penguin pass already have the capability of adding the certificate thing because  
I don't want

52:08

to be like oh we've done this and then get your penguin passed and then realize that oh we don't  
have the ability to do

52:15

that on there and then we have to do a whole new system again sorry about that too okay thank  
you

52:24

about creamer stem at large uh most of my questions got answered so one question one concern

52:31

um there's a certificate there's a partner Stephen on one of the slides that every student will have one major

52:38

long certificate does that replace a minor no okay go ahead

52:46

some of the examples that were given of course are just examples right now for the certificate seemed like they're kind

52:53

of opposing or conflicting goals uh Jenny in general we're trying to provide well-rounded experiences

53:00

education for students but some of them seem to like focus on very specific skill sets

53:10

try not to offend anybody trying to make general ones um

53:16

came up with a leadership certificate but it's actually one I think he found

53:23

is Alan here yeah okay so

53:28

um I I actually have a series of questions I sit on Ohio 36 down at the

53:36

department of higher education um our model appears to me to be

53:41

identical well at Ohio 36 actually is the transfer

53:46

module and it's what's required for a student to get a two-year degree

53:55

is what's required for the board for the bachelor's degree there is a different one for the two-year degree

54:01

there's an oasn policy and book that we're posting on the website too that explains in detail what an associate's

54:08

degree requirements are for Gen Ed and what about these are the 12 courses that

54:14

are required for the bachelor's degree okay that was that that answers my first question the second question is it's my

54:20

understanding from serving there that anything in our general education has to be approved as part of the otm

54:27

or the the Ohio 36 so the approval process starts

54:34

I mean yeah and so if we have it approved through  
54:39  
the um Ohio 36 do we have to go through an approval process here  
54:45  
so the approval process here is to see how that course aligns with the certificate  
54:51  
and so what we're looking for is a to  
54:56  
um get control over 260 courses that are too many so that's part of the approval process I'm going  
to guarantee at least  
55:03  
25 of them aren't going to make it through the 36 model it's probably probably accuracy and then  
this the  
55:10  
second priority is to see where those classes align in the certificates and then one thing that we  
haven't been  
55:17  
doing with the Gen Ed that we're required to do for hlc is to assess those genetic courses and  
when you have  
55:24  
260 that assessment process is unruly and difficult which is why it really hasn't  
55:30  
been done yeah and when you have a more manageable number we can go through that process  
so it's not too um  
55:38  
go over what the state requirements are obviously that's there and in place but it's to maintain  
what we need at YSU so  
55:47  
they're they're kind of two different approval processes my third question then is  
55:54  
um is it wise for us to start compiling  
56:00  
these certificates until we know which courses are going to go through the 36 model so I love  
that question because we  
56:07  
went back and forth on that too and the question was do you get the certificates  
56:12  
first or the courses first the chicken or the egg and we we felt like if we know the certificates  
then we can mold  
56:20  
courses stay within the OT 36 but mold forces to  
56:26  
fit the certificate or ask YouTube yeah yeah yeah yeah the idea is that we would  
56:31  
have a certificate idea the concept of it and then ask you to you know if you have courses that fit  
it

56:37

or you know there's a course I've always wanted to developed that I think would

56:43

really meet the certificate need and I guess what I'm getting at is the process and

56:51

submissions have already started no no they have well I mean I thought

56:57

you meant for our problems no no no uh the transfer module

57:02

Ohio 36. has already done two semesters worth of submissions yeah

57:11

well it's like what I was saying earlier though it's a continuous thing for it has to be a continuous thing for us as

57:16

it would be for them I mean it can't be one of those things where we just sit on it for 10 years and say oh this is great

57:21

so yeah so in your presentation you may reference to the ideal of

57:29

interdisciplinary collaborations with faculty members and perhaps Department I

57:35

know for the for Dean Allen he's probably jumping up in Georgia because that's all he talks about his internship

57:42

inquiry collaborations and that's within our College of confidence services so I'm just curious with the example that

57:51

was provided how we thought about how we work with the different colleges that there's a interdisciplinary between

57:57

colleges and courses and how that may um

58:08

a very interesting discussion about how department chair and do about how do you

58:15

manage the over workflow and how do you find the faculty and to teach the

58:20

classes if we don't have you know the resources to to pay for the family yeah

58:25

I think interdisciplinary is a goal what we had on there was multi-disciplinary and so there would be multiple

58:32

disciplines to create one certificate if some of those courses are interdisciplinary as well I think that's

58:38

fantastic and I think we can work on workload that's that's not the issue the issue is

58:44

what's best for the students and so if there's a course that's best for students then we figure the rest out

58:51

um I want to go back to the writing requirements not how many courses we are we named acquired but if we move to one

58:58

it seems to me that that writing course is going to have to be substantially redesigned

59:04

because whatever happens in a one-term writing course it's going to have to be a very different undertaking than what's

59:11

been envisioned now understanding it's the first part of a two-part Series so

59:16

it's just kind of an observation going in that that's that may be a very big component of what the final product

59:24

of this looks like is that writing writing course redesign so that oatr

59:30

policy manual that we're posting on the Gen Ed website is a very detailed description of what that one course

59:36

should look like so we will have to make sure that we're following the state requirements it's

59:42

pretty much outline um Adam you said a couple of things you said you wanted this to be nimble

59:49

and you had mentioned a number of times that this is industry LED my concern is with the life cycle of what these

59:55

certificates are going to be and that maybe the tail is wagging the dog rather

1:00:01

than there being an iterative closed Circle Loop between industry and a

1:00:06

university which should be forward-leading and helping lead industry so if we've got certificates

1:00:12

that are coming up where we're putting programs and courses in place who's

1:00:17

informing those courses how long does it take to get those courses up and running are those courses now irrelevant by the

1:00:24

time we get them running and then we get the students into those courses by the time they graduate that information and

1:00:30

what those students have gained may become irrelevant by the time they've graduated so how do we make sure that

1:00:36

Loop is timely who's going to teach those classes and how do we get that iteration in place in time we're

1:00:45

actually providing this functionally not just for what industry is at wanting now but what those students are going to do

1:00:52

in Industry ahead of time so how do we get the faculty involved where they're

1:00:58

helping inform what needs to happen in the future along with making sure that

1:01:06

we understand what we're supposed to be doing as a university for society so how

1:01:12

are we going to make that happen because I know what the one example that's my favorite on campus is a number of years

1:01:17

ago um geology wanted to do a minor in mining and we spent a lot of time and a

1:01:24

lot of money trying to get that minor up and by the time that minor was ready the reason for that minor went away

1:01:30

but the word plays one but the word play is gorgeous so how do we make sure that

1:01:36

we don't waste our money waste our time waste our students doing things that become irrelevant before they graduate

1:01:42

or shortly after they've graduated because that harms Us in the long run so

1:01:48

part of the answer to this is because Brian asks me all the time what are we paying you for

1:01:54

um just kidding he doesn't say that but he but he you know not you of him

1:02:01

uh I'm joking around because he wanted to know about what the functions of genetic coordinator are what and now

1:02:08

it's clear that this is code completely blown open this you know the whole bottle and will probably uh required a

1:02:16

little bit more than I was anticipating when I agree to do this uh so that's part of it is I mean it's our

1:02:23

committee will be kind of tasked with you know advancing these things so as you bring those proposals for

1:02:29

certificates or courses or whatever uh it'll be up to us to kind of move these through in a timely basis because as Jen

1:02:37

just pointed out again can't wait every 12 years so it's got to happen quickly

1:02:43

um if you know it you know I'm assuming you refer to Utica Shale or Marcella

1:02:49

Shield uh and it dried up or wasn't there or whatever and so we didn't need it anymore

1:02:54

shale's still there and then still there this industry said no more right but what I'm saying is that's an

1:03:01

example of now there's a chance to if it were in place you would have an

1:03:07

opportunity to assess it is there a need for it if there isn't or maybe there is but we tweak it to make it something

1:03:13

else or to address another industry concern or we

1:03:18

deactivated Sunset it so then what happens if we see a need

1:03:24

coming forward and we don't have enrollment numbers to support that which is what we're dealing with now

1:03:30

you know and speaking from geography with geographic information systems and VR and all these wonderful things we

1:03:37

don't have the students in place and administration is saying nope that doesn't work and we are losing this

1:03:43

massive wave that's coming at us that's going to go to other universities and we

1:03:48

could we could be going forward with that like so Tim is nodding his head I don't know what's going on in English but this is a lot I mean

1:03:56

so that's why we're limiting to 100.3 oh I'm sorry that's why we're

1:04:01

limiting the number of courses and we're limiting the number of certificates so that's why we're saying no more than 10. because yes if you flood this with 500

1:04:10

certificates and you know every every department has five yes you're right it's going to be flooded but if we focus

1:04:17

on big picture and again we're just using examples here you guys are going to create your own and this we could we

1:04:23

can go around on this all night and have 800 reasons why we shouldn't or couldn't

1:04:28



do this and every single one of you could give me a reason why this isn't going to work or why it shouldn't work

1:04:37

we've got a lot of work to go we've got some Town Hall meetings planned you're going to get information out of where we

1:04:44

can go more in the Weeds on these kind of things which are helpful it's helpful to get in the leads on these I'm not

1:04:50

sure Senate right now is the time to do all of this because we want to hear from every single one of you but it's gonna I

1:04:57

know there's more items on the agenda more yeah so we are going to ask some Town Hall

1:05:04

meetings we want you all to come we're going to provide some feedback forms please give us your feedback we're going

1:05:11

to keep working through this um but the Gen Ed transformation is coming more you can advise us on how

1:05:18

you'd like to see it the better off well yeah just as a quick observation is that universities are generally so less

1:05:26

Nimble than industry is that that you were saying that was kind of killing me inside because I'm like we never move it

1:05:32

I know and so and yet at the same time except for my 10 specific stuff like they should

1:05:37

probably have generic so that they're and they made it and they probably won't be that Nimble because when you were

1:05:43

saying that I'm just like well I work in the digital media field and I know there's no way this universe will ever be able to keep up it may go specific

1:05:48

you know what I mean yeah so I always like to say we've got to start somewhere yeah so

1:05:54

I said this this this model if we're Nimble enough might look different in

1:06:00

you know two or three years I don't know but we've got to be so um all that said if you don't want a

1:06:05

company if you can't come to a town hall because when they're posted uh if there would be one virtual one um in person

1:06:11

like this uh or if you don't want to fill out the form even if you just want to email us directly with your feedback

1:06:17

or if you wanted to email um your gen Ed representative in your college you could do that too we have

1:06:22

student Representatives on the genetic committee too um so please feel free to email any of us and we'll take your feedback um back

1:06:29

to that process point of information uh will there be a procedural vote on the the certificate proposal yes at the end

1:06:36

of this at the end of the spring semester um okay yeah

1:06:42

yeah so you want us as Senators to take this back to our constituencies

1:06:47

share your presentation with them ask them to attend the town halls or email you and Jen directly with feedback

1:06:55

yes okay and the presentation will be up on the web page yes eventually

1:07:02

yes uh within the next two weeks yeah before we might have one during finals

1:07:08

week we're trying to squeeze it all in here yeah uh and Tim to your question too that uh the presentation will be

1:07:13

there we've got two other documents that we'll be posting there too one of the documents I'm going to post is um

1:07:19

actually the language highlighted language from the word Prestige resolution so it's kind of identify why

1:07:25

we need to do all this that resolution did that come about organically or was

1:07:30

it a proposal Administration to the board that then led to the resolution I don't know if there's actually different

1:07:37

um elements to it there's one for general education there's one for uh certificates in badging there's

1:07:42

different resolutions in there so I asked a good question but the highlighted parts of this

1:07:47

resolution will be in there so thank you everybody and that's why he teaches speech he goes

1:07:55

on okay

1:08:01

um next up on the agenda is the joint response to the good teaching practice

1:08:07

proposal Dr Serenity address this their report was

1:08:15

um posted and uh I think some of it is in

1:08:21

flux a little bit after I received about four or five copies of an email from me

1:08:32

so as you might remember academic Senate it was the last meeting

1:08:39

or the beautiful the first meeting of the semester I think okay

1:08:44

um so it was an extension of good teaching practices and there was some discussion and then

after that it

1:08:51

suggested that both of our committees take a look at it and come back with some suggestions and so what we did we

1:08:58

weren't sure exactly how to handle it a joint uh you know resolution or suggestions by two committee so what we

1:09:04

decided to do was to gather feedback as we were asked to from campus

1:09:09

um I just looked at my list of what we collected and we had about 17 Pages

1:09:16

worth of feedback from campus so we got a lot of feedback from people so I think

1:09:21

people felt pretty passionate about this and also um we got some feedback from

1:09:27

SGA um then we we took that feedback met individually with our committees

1:09:33

came up with some um what looked like themes after discussion and looking at

1:09:38

that feedback and then John and I both met and then we sort of compared our

1:09:44

notes which were quite similar frankly to work and um then we came up with what we thought were just sort of thematic

1:09:50

statements that represented the voices of faculty and students on campus so

1:09:56

that's kind of how it went I don't know if you want to highlight talk about highlights sure I mean as far as

1:10:02

highlights go they seem to be very clear unified voices across what faculty were

1:10:08

noting and that said it may not be the place for this that that comes through

1:10:13

article 12 in the CBA also that should be where this should land according to

1:10:19

what buckling told us and that there were already policies in place that addressed some of these things however

1:10:25

you know we did have um four resolutions that we thought we could have a look at and um

1:10:33

relax for five perhaps because I like to combine words apparently

1:10:39

um guidelines that we could have put up for um consideration and uh discussions

1:10:45

so that's where that lands I would add too I think um large faculty aren't opposed to the the

1:10:51

Notions of having some you know standards of teaching you know getting things back to people quickly putting

1:10:57

things in your syllabus you know doing those kinds of things I think people were quite amenable too it was

1:11:03

um the pushback was really about the very specific language with percentages and days and times and

1:11:09

things like that because the different disciplines need you're teaching band you need people to

1:11:16

be there you know there was there were certain disciplines that really were like we can't we just can't do this you

1:11:22

know um we're just really didn't apply to their particular ly so there were there were enough exceptions that this kind of really

1:11:28

specific mandates just people thought wouldn't work basically as far as not working across

1:11:35

what should be a diverse campus with the future being diverse and diversity builds resiliency we know from original

1:11:43

studies is that if we provide a narrow mandate what that ends up

1:11:49

generative work everybody of these very narrow constructs and

1:11:56

actually probably harms best practices for teaching and also best practices for learning because you know students are

1:12:02

the ones I said all stood uh the department of one side has been solved

1:12:07

with that the marriage between how a student learns as an individual and how

1:12:13

different courses work as individual courses can't be sort of shoe foreign into this is how this should happen

1:12:20

because it's going to harm us as an institution it's going to harm the people that we serve

1:12:25

yeah I would maybe mention one more point that was made on the feedback and

1:12:31

that was that you know maybe this is something that even could be taken up with colleges or specific departments if

1:12:36

you're looking at very specific kinds of um teaching responsibilities you know maybe that would be the place to make

1:12:42

those kinds of decisions so anyway with that said um I don't know how you want to proceed

1:12:48

or have any questions to the response of the committee

1:12:55

or just the message

1:13:00

so I'm just guessing or summarizing that

1:13:06

you wrote a basically a response that you would like as a joint committee

1:13:13

perhaps that this go out to different departments or colleagues to respond one

1:13:20

more time and discuss it within departments that's up to you

1:13:25

um well no I'm just I'm just trying to summarize what I bought her Provo Smith so

1:13:32

I I know I said it several times in this meeting I know it when I when I met with

1:13:37

the group I specifically said I know that you don't like this specific language

1:13:44

what would you recommend is what I said so a statement like

1:13:49

faculty should respond to students questions within a reasonable amount of time

1:13:55

could you suggest that so I don't know that anything really came out of it other than just no

1:14:04

we don't we don't want any suggestion coming out of this and I think one role that the Senate

1:14:09

plays or else it wouldn't have committees like teaching and learning or standards is

1:14:15

taking a stand on things that matter to students and matter to faculty so

1:14:21

I started this process as an opportunity to engage in shared governance and yet

1:14:27

I've had faculty tell me that this is anti-share governance that so somehow me asking for your  
1:14:34

opinion on this and what should look like sometimes somehow that's anti-share goodness I've  
heard the comment that

1:14:42

this is an attack on on academic freedom I'm giving this to faculty and say what

1:14:48

would you do and that's an attack on academic freedom so in reading the report I do see some  
1:14:54

positive comments about things that we could do it's pretty much about how everybody  
disagreed that it was much too narrow

1:15:00

although I said on numerous occasions that's for my colleagues to decide

1:15:06

what that should look like I think that we can come to a place of

1:15:12

agreement with that that we can come to some of those benchmarks that you're asking for at the  
college and at those

1:15:18

Department levels I think that that's where that marriage can be made Provost

1:15:24

um so I don't think we're absolutely saying no no no that this is stepping on our rights but I think  
that it gives us

1:15:31

a platitude of flexibility to move through as disciplines change we can

1:15:38

then be far more elastic and to use Adam's word uh responsive

1:15:44

to those changing needs of a student body that's changing into the disciplines that are changing

1:15:50

um on that level otherwise we're going to come back year after year after year what's the dates  
what's the percentages

1:15:55

and you know how does that work for someone like Jonathan's discipline how does that fit  
differently with you know

1:16:01

like Services discipline just isn't going to Marietta thing is what we heard from faculty but they  
weren't opposed to

1:16:07

those standards standard every every faculty wants a moniker of standards

1:16:13

instead they can measure their students well-being and learning from so I don't

1:16:18

think that there's people there yeah if I if I might suggest that uh actually it

1:16:24

would probably be uh much more productive to break apart the different issues so for example uh that faculty

1:16:32

should submit grades the uh Blackboard would probably not be controversial

1:16:40

particularly as one of my colleagues called up it and said well they're moving towards submitting everything via

1:16:47

Blackboard rather than via the big spanner you know and so that I think you

1:16:55

know we could move on but I think we have to be very careful and break the issues apart I think putting them all

1:17:00

together has caused some problems in in in in some respects because there are

1:17:06

touchy areas around the syllabi which could be a violation of academic freedom I'm not saying you know blanket is but

1:17:14

there are concerns because part of academic freedom is that the faculty

1:17:20

member with the expertise has very broad latitude in how courses are structured and how they are but you know I think I

1:17:29

think moving forward it might be a good idea to split apart the issues and make them individual measures to be passed

1:17:38

planning from history um I think speaking to Jonathan's

1:17:45

suggestion that it might be wise to note that these really aren't

1:17:50

necessarily about teaching they're about course management

1:17:58

and that if we make that clear distinction we may move away from the issues of

1:18:06

academic freedom or confidence of academic breaks the two things the two things on the

1:18:11

report that I find most important are significant are actually the shortest statements in it and

1:18:20

um I commend you for asking them it's uh what will this be used for

1:18:27

and um who or what body will and and I would add to what extent

1:18:33

um enforce via suggestions and I'm going to say suggestions

1:18:40

put forth by the document and I think before anybody is okay well at least for

1:18:45

myself speaking for myself I wouldn't want to move on this at all until I found out the answers to those two

1:18:51

questions one of the things around in our meeting with Provost too was the idea that

1:18:58

there are if there are student complaints it would be really good to know sort of the nature of those like you know not just making them against

1:19:03

too but against him but you know what what are there are they really significant at number and are there

1:19:10

certain kinds of complaints that are more significant in number you know getting information would also be really

1:19:16

in that process so I'm going to speak as the quantitative

1:19:22

scientists up here I don't just want numbers quantitative I want to qualitative I want to know what the

1:19:28

complaints are because that's going to be far more directive on how we address them foreign so I'm going to ask as chair of

1:19:36

governance like how do I direct this through the next level should we direct it to Deans

1:19:43

to lead college-wide discussions and see if they can come to college standards

1:19:49

um does it like bounce back to office of academic affairs with your feedback for them to

1:19:56

propose again um like where do we route this through

1:20:02

campus governments do you guys have a recommendation on that it's an academic Affairs policy

1:20:09

yeah but do you want like they're saying that maybe the colleges could come up with more specific standards by college

1:20:15

would you like to see that or would you like do you think it should go back to the office or well you know I I think

1:20:23

I'm trying to make sure it just doesn't die here like what's the next step right so I think it's that it's basis

1:20:29

in my mind it's that and I I know I've met with some student groups and they they have some concerns

1:20:36

as well but at the very base level would be that Buckley uh

1:20:43



have their syllabus available to students online I I know that it said on there some  
1:20:50  
number of hours but that was for everybody to recommend the change even that could be a  
statement that is  
1:20:55  
available online uh and that braids  
1:21:01  
be posted via whatever the hell the chosen LMS is  
1:21:06  
and the reason for that are many but it's it goes back to students need  
1:21:13  
to know where they stand in the class I know there's all kind of methods for for doing this but  
eventually Blackboard is  
1:21:19  
going to be the vehicle by which grades are submitted and so I've talked the fact that was  
anybody around uh when the  
1:21:27  
the first time that everybody said you got to submit your grades on banner and I said I can only  
assume there was right  
1:21:33  
in this hat people didn't like that at all I mean you know it's like that's kind of the nature of what  
technology  
1:21:38  
does and you know so in its basis that that's the point and I I think that uh  
1:21:45  
beyond that you know I've heard examples of well not now but in previous  
1:21:51  
weeks students oh we know students that still don't have their their syllabus yet and so you know  
say well what's the  
1:21:57  
what what's the enforcement of that well it's not like you know well you don't you don't have  
your syllabus so you know  
1:22:04  
there's going to be some harsh action I think one of the first things is is it gives chairs a platform  
to discuss with  
1:22:13  
faculty that the Senate body came together as the group and discussed these principles at  
minimum are  
1:22:20  
important and so you know that's what we we need you to understand is is that  
1:22:26  
it's important that you put your syllabus online what whatever the group could have decided  
early  
1:22:33  
you know so you know that's these are just the basic standards I don't know if anybody from  
SGA you know has anything

1:22:39

to add to this or not but but that was the purpose is I think that if you were to pull faculty together

1:22:46

individually and say you know what are some basic tenets of teaching you could go back to the document that came out of

1:22:52

here and so yeah I think that I'm not opposed

1:22:57

and I don't think a lot of people are opposed and I really appreciate the work that you all did to put together all

1:23:02

of this feedback that you got um I don't think that people are opposed to this idea of having these standards

1:23:08

but I do worry about trying to negotiate parts of the contract outside of negotiations some of what is being said

1:23:15

is addressed in article 27 uh 27.3 specifically about where or when the

1:23:22

syllabus has to be provided to students when grades have to be provided and so I think that one piece of feedback that I

1:23:29

would have is that if those things and again I think this comes from getting that qualitative information and looking

1:23:35

at the nature of the complaints that are being received and then taking those back to the chairs and saying like this

1:23:41

is already some of these things are already outlined in the CBA and so maybe they need to be better enforced by

1:23:47

chairs and then that could eliminate some of this need for an additional

1:23:52

document or for those things to be addressed and if you wanted to say like I agree we post all of our grades on

1:23:57

banner and so you know if the grades need to be posted online that's not something that's addressed in the CBA so

1:24:04

I think maybe just going back and reworking the pieces that are already addressed and what we currently have

1:24:10

versus what needs to be I think that that would create maybe a better middle ground or you know we're headed into

1:24:16

negotiation so perhaps that's something that will come up I don't know but you know you know send it as a unique body

1:24:24

uh Beyond you know the the oea and it's you know certainly I know Chet and I've

1:24:30

talked a lot about uh you know perhaps if all the faculty agreed together about

1:24:37

something that should this should happen we could sign an mou you know there's a lot of things that

1:24:42

could happen uh but you know I think that you know you you probably know better than I do

what that language is

1:24:48

but waiting a week to for the students to get their CPA at

1:24:53

a minimum you know in in my mind I don't know if it's a group of the students or not but I mean I'm not so sure that's

1:24:59

what that statement in 27 even is meant to address this is it but it's something it's to

1:25:05

the chairperson by and so this is a totally different thing is to the students and I think students deserve to

1:25:12

have a syllabus early and 90 of the fact they're probably going to get it to them early but the point is when you have

1:25:19

faculty that don't want to do that there's no basis for saying you got to

1:25:24

do it the CBA 27.3 says within seven days can

1:25:31

I we we actually dealt with this AJ and I met because we we were trying to do that Workforce Development and part of

1:25:38

the problem with this is not all faculty are covered by the Union contract because we have a lot of part-time

1:25:44

instructors and so talking about some of these things in a bigger venue like

1:25:49

Senate where there are part-time reps and and things like that actually allows us to bring in more faculty voices that

1:25:57

aren't covered by the CBA the other thing that that we kept going back and forth on is during negotiations we're

1:26:03

very focused on pay and benefits and there's a lot of stuff in the contract

1:26:08

that I think we would be interested in changing but things start to get content lawyers are involved we're focused on

1:26:15

paying benefits so if we could have some Forum where we could we were going to

1:26:20

call it a guidance document or something like that where we could kind of work this stuff out and then when it came

1:26:25

time for the contract things could change within the contract but they would already kind of be worked out outside of that contentious relationship

1:26:32

so um I think maybe this could be an opportunity to model something like that

1:26:38

if we're willing to where you know maybe we come to some agreements and then it

1:26:43

eventually like makes its way into changing the contract language but I don't know if constantly shutting stuff

1:26:49

down like it seems to me that when we shut stuff down the administration gets more overbearing and less interested in

1:26:55

what we have to say is the faculty body and I don't like that I want the faculty

1:27:01

to be heard um and so having discussions like this and giving it to

1:27:08

like two committees that are chaired by like really respected members of the faculty and like maybe having them

1:27:14

continue to work with this to to come with some kind of action step

1:27:19

s like a better alternative than just saying well during negotiations work it

1:27:24

out because we just we don't like there's lots of Art and I know I don't want to suggest that I'm shutting down a

1:27:30

conversation by saying this is what the consciousness of a student voice just you know there's

1:27:36

a lot of Faculty but what's the student voice to this so Eco masteritis

1:27:41

um president of student government my biggest focus and concern right now is

1:27:47

both the treatment and experience of students within the classroom and if

1:27:52

excluding the conversation of contracts it's our firm belief that students at

1:28:00

their bare minimum the bones of this deserve to have a syllabus they can look

1:28:05

at they deserve to have a professor that follows that syllabus throughout the semester they deserve to be able to know

1:28:12

what their grades are my little brother I asked him um how are you doing in your classes

1:28:18

just last week he does not have a single grade posted and his Professor will not let him look at his grades either and

1:28:26

this isn't the only student who's experiencing this obviously we've all experienced it

1:28:32

um and we've had a lot of complaints through Student Government about students like our little brother who all

1:28:38

experience that and I guess what we're trying to emphasize is there's select professors who have the ability to

1:28:45

hinder students and there's nothing really being done about it and on top of

1:28:50

that we believe that at the bare minimum professors should be responding to

1:28:55

students emails and questions so regardless of the contract negotiations

1:29:01

our main focus right now is just the treatment inequality of students in the

1:29:06

classroom and that's I guess where our big emphasis is it's not sorry if it's not already being addressed and it's in

1:29:13

the contract what is this extra sheet of paper going to do to make people address it but I think

1:29:19

all those are great points and I think as a faculty member we do need to address it because if

1:29:25

you're the only faculty that responds to the students then you end up having to deal with all your students and I'm just going to tell you that so I absolutely

1:29:32

totally agree with what they're saying I think where we have to come across is we need to just come out and say see we

1:29:39

always beat around the bush we need to come out and say we spoke with student government these are our students concerns they want a syllabus they want

1:29:46

to know their grades and we need to just put that out there instead of all this running around and doing all this like

1:29:52

let's just say we have student complaints students about you right because y'all are being around I can

1:29:59

tell you who's not doing this and who is right because I get back too quick so no that's not me I I don't take offense to

1:30:05

any of this because they have syllabi but we also know that we are held to contractual YSU whatever we put on that

1:30:11

syllabus you hold us too so once I get you the syllabus it's very hard for me to modify it if something happens

1:30:18

throughout that semester if I need to make some changes based off of you know I teach politics if I want to make some

1:30:23

changes so I have to put my wording in a way that it can somewhat be somewhat modified now assignments and things of

1:30:30

that nature the grading scale all that should be a the same and students should

1:30:35

know and putting things posted and this is my first time working with ultra and that Gradebook is weird yeah so I've had

1:30:41

some issues I post the grades but this time they all got age and they don't so I've had to tell them to keep referring

1:30:47

to your point total in the class right now look at that that's gonna mess you up but I think to answer the Provost

1:30:52

question and for faculty what we need to do if we're putting in language if we're doing a we need to say based off of our

1:31:00

student concerns these are the points that our students want and these are what our faculty can do and this is what

1:31:06

we want our faculty to be held to and chairs do evaluations and if you're not doing this you need to put that in your

1:31:12

chair evaluation because they evaluate our teaching so when they're evaluating teaching if you're not giving student a

1:31:18

syllabi if you're not returning students emails if you're not responding to questions then that that should be

1:31:24

written so we have documentation of who's doing what and I think that can alleviate some of these problems well

1:31:31

that's I do have a question when those when student complaints come through do those get forwarded to the chairs

1:31:37

like are the chairs made where I don't know the process are the chairs made aware that you know there have been 15

1:31:43

complaints about Jackie Mercer this semester like do they know that information 16 I mean maybe

1:31:50

um so I I uh work with Nicole Kent strollo and Aaron hungerman on all the student

1:31:57

complaints through maxient and we do for every probably one student

1:32:02

complaint we get there's probably in maxient formally there's probably 15 more out there that don't actually get

1:32:08

filed but Aaron hungerman um does a tremendous job of following up

1:32:14

with as many as she can but there are a lot of student complaints that go in and

1:32:20

we are about to hit the fun gifting season where at the end of the semester the students sorry guys may not have

1:32:27

gotten the grade that they wanted and so now the complaints come if we have to sift through all of those and some are

1:32:32

real and some aren't okay but but I think the general idea is that if I had a dime for every time a student came to

1:32:38

me and said my professor said I was doing okay and I got this grade and the

1:32:44

professor wouldn't have to say anything if the grades were posted right and so well you don't disagree we can look at a

1:32:51

lot of these things and say hey what is realistic um I understand the idea of contract

1:32:57

negotiations and 27.3 and I know that article very well and I think that there

1:33:03

can be some work that's done outside of that to address our student needs but I'm just saying right going off of what

1:33:09

you were saying if chairs are made you know if they know that these are problems and we have this document that

1:33:16

says you know students have to receive their syllabus within the first week of class per you know article 20 whatever

1:33:23

27.3 whatever however that is worded on this document if chairs are aware and

1:33:28

are told like this has to be we you at least have to have a conversation with this faculty member you know maybe there

1:33:34

needs to be more accountability across the board in order to resolve some of

1:33:40

these issues because again like I agree I get back to my students they have their grades posted but not everybody students don't typically read our CBA so

1:33:49

no no no no no no no for the students no no I put that like as a courtesy to our students these are the three things that

1:33:57

at least at the minimum as a courtesy to our students faculty will maintain these three things like we could do some type

1:34:03

of wording to and I think like for me you know for us who the fact the students are always our basis when you

1:34:09

put that in there like these are for our students this is the separate from our contract we gonna give them access to a

1:34:15

syllabi whatever the wording says we're going to give them access to grades we're going to post these grades we're

1:34:21

going to figure out how to use this um Ultra grade book system that's really got to go in and change stuff and we're

1:34:27

going to make sure that we are responding to students I think that's and we and that's faculty I tell

1:34:33

students the best ways to contact me email right but if email's not the best way to contact you as a faculty member

1:34:39

you want them to leave you a voicemail you need to put that in your syllabi like preferred method to contact so that I can get back to you right my phone

1:34:45

ain't worked on semester so if they're leaving me voicemails that's I haven't gotten them however I put in their

1:34:51

preferred method of contact email and I put my email all right and I do have my phone supported to my cell phone so you

1:34:57

know I do get those because I'm just joking but but what I'm just saying like for instance if somebody would prefer a

1:35:03



voicemail or would prefer an email put their preferred method of contact and then get back to them I agree and I

1:35:09

think we could just some wording for a courtesy faculty as a courtesy to our students these things yeah

1:35:15

I think the hour is getting relatively okay but if you email me because as a

1:35:22

recovering administrator I don't want to I want to understand back from the students unless you make a real

1:35:30

complaint what administrators can do is really

1:35:37

fairly limited so I'm one of the things I'm going to suggest to you is that through your

1:35:45

student Networks you make sure that students know that they have the right to complain and I

1:35:51

mean I love our students the majority of you are so nice and so sweet but that also

1:35:59

means that a lot of times you don't want to complain foreign

1:36:05

s are we can't do anything we do immense forms yeah I know I know

1:36:12

but but the time it gets to the point where most students are willing to file that

1:36:18

grievance form we've gone Way Beyond you know there aren't we don't have any grades or I don't have

1:36:25

a syllabus I know Chet wants to wrap up but to the point of that faculty a good

1:36:30

service delivered on time that outlines what the students expectations are also

1:36:36

protects this faculty saves them time saves them energy gives them the

1:36:41

platitude of saying this is what your requirements were I gave you what I needed for you to be successful you

1:36:49

didn't do what you needed so it works both ways and I think every faculty respects that

1:36:56

and understands them so like Mark says I think that communication has to go both ways so if you're getting every student

1:37:03

and you said all of us every one of us have had that faculty member then you

1:37:09

need to let you as the GSA president if you're getting that many reports that

1:37:15

you have to come back to us and say you have a person that's a problem in your college

1:37:22

and you raise these questions and we are all agreeing it's in that list so I

1:37:28

encourage you to reread this document and then the document for good practices teaching we are repeating same things

1:37:34

that we are agreeing on it is in there okay I'm stopping it go ahead no at

1:37:41

least you thought about the conversation before you end the meeting I just want to make a request yes

1:37:46

um this is two Senate meetings where we haven't been able to vote on anything and I think if we continue to invite

1:37:53

people to an online version and an in-person version I'm worried this is going to continue and this is I mean no

1:38:01

offense to you but sending on curriculum before it goes through the proper procedures I mean we can't default to

1:38:08

doing those things because we don't have a and it's under our control to stop it so I'm sure the people online are

1:38:14

Furious right now but that's a nice convenience but if it stops us from doing business I think we have to maybe

1:38:20

to your point I asked the Senate executive committee

1:38:25

to require Senators to be here

1:38:32

and basically I got crickets so

1:38:38

uh I don't know how to address it I'm asking Senate executive committee

1:38:45

because this is this is affecting the University's ability to visit this is

1:38:50

shared governance and we can't operate in a share of governance environment because we can't get in the same room

1:38:55

it's not important yeah Chad there's actually wait there's actually bylaw language if you are a senator you have

1:39:02

to show up or else we can't perform Senate business and if you miss have to show up if you miss more than two

1:39:09

meetings you're out so it's real simple but that's the thing well they can't well they're missing it  
1:39:15

even if they're online they're missing I'm sorry they're not counting they're not counted they're  
not signing don't send them don't send an invite out don't

1:39:21

have an online option I mean options

1:39:33

I made a suggestion or no one responded I had I had a resolution that the

1:39:40

meeting would be recorded but not streamed and then the recording would be posted

1:39:47

for people who wanted to see it well that's Martha's problem now I don't understand why we  
can't vote

1:39:54

online but why can't we change no one said that

1:40:06

works technology

1:40:11

before we go before we go I was to personally thank Rosalind yes

1:40:20

Donaldson surface

1:40:28

but uh she fixed all the mechanical problems here today and so our next

1:40:36

meeting I know you're all trying to get out of here it's February 1st in this

1:40:41

room and I ask you all to give all your support to your new chair Martha Palante

1:40:47

next time Martha uh you can try to figure out how

1:40:54

to get the other 50 plus people here Chad and I had a conversation we've

1:40:59

already met them then we need to be back here so we basically do that because

1:41:06

everybody have good luck on tonight