

Transcript

0:04

thank you I think you should use this too it's

0:10

like the videos

0:19

hi everybody we're running a few minutes late

0:26

um I want to congratulate everybody we have Quorum plus today

0:32

um there are a significant number of seats that are still vacant and in spite of that I'm gonna guess and Bob can tell

0:40

us for sure but I think we're well over 60 which meets our number for Quorum

0:45

whether or not um we've got seats empty so I'm very pleased and I do want to

0:53

thank everybody for coming out today um

0:58

Senate I think is one of the most important things we do on campus and I appreciate all of you taking time

1:06

from the very busy schedules and I know everybody is swamped

1:12

um to come and to participate here and um to volunteer where needed

1:19

uh this institution is uh one of our founding

1:25

um Bedrock institutions since we've been a state university and

1:32

um is extremely important to both shared governance and to the ongoing management of the University so I want to thank you

1:40

again sincerely for your participation and for being

1:45

here now I got to put my glasses on because I can't see the agenda

1:51

um okay uh

1:58

Professor Kramer we have quorum awesome thank you

2:04

um might have a motion to approve the agenda

2:12

AJ thank you very much emotion in the second

2:18

all those in favor aye any opposed

2:24

and he wishing to abstain thank you very much

2:29

um I hope you've all listened to the recording from the last meeting I did because

2:35

I unfortunately wasn't here I do apologize for that I was unavoidably

2:41

um detained uh for those of you who don't know I had surgery the Tuesday

2:47

before and um was really no one wanted me around

2:53

um and um as you see I've recovered fairly well and I'm really pleased to be back

3:00

here with everybody um so might I have a motion to approve uh the recording is minutes from the

3:07

last meeting chat

3:14

Amy Fluker seconded all those in favor

3:21

any opposed any wishing to abstain

3:27

again thank you very much um

3:32

I'm going to my uh I hope my um executive committee report is fairly

3:40

simple um what I really wanted to do was um lay out an agenda for what I hope we

3:46

can accomplish this year um and update you on what I think is a

3:52

very exciting development out of the Ohio faculty Council and Ohio faculty Center

3:59

um two big things on our agenda both which will come up today

4:05

um are continuing efforts to um develop and um I think we're really well

4:13

into development um gain approval for general education model for the University I think that

4:20

this is very important we've got two mandates one from the Ohio Department of higher

4:27

education to um coordinate our general education model

4:33

with the new model from the state which is Ohio 36.

4:38

and um we need to move expediently on that we also have a mandate from our

4:44

Board of Trustees to develop a new and innovative

4:52

general education model for our Institution I've been going through some of the

4:58

stuff from the Ohio 36 meetings and um the chair of that committee which is

5:05

Randy Gardner who's I believe a Provost at Ohio State

5:10

um said something that I thought was really significant and important he said

5:15

that um we shouldn't think of our core education at an institution as general

5:22

education because that in some ways dilutes the importance of it

5:29

but it's instead we ought to be thinking of it as essential education

5:34

and that our goal is in some way to convince our students

5:39

that gen Ed isn't just boxes that they check off but it provides the basis for

5:46

their entire experience here um and I hope we can move forward

5:53

expediently with that I promise I will do everything within my

5:59

power to do that the second thing is um we have a requests coming forward

6:05

from our Student Government representatives from SGA and

6:11

um we're going to get a chance to meet both Alex Papa and Jordan pintart who

6:17

are President and Vice President of SGA this year and they want to talk to us a

6:23

little bit about um another reciprocal document this one

6:29

however would focus on helping creating a document that will

6:35

create guide posts or guidelines for students who want to proceed

6:42

with relatively few hiccups through our institution I know that most

6:48

of that information already exists in one form or another uh they would like it compiled in a

6:56

single place with both student responsibilities and our responsibilities to them

7:05

to help the progress and make sure that they succeed which I think is our primary goal here at the institution

7:13

the um last thing I'd like to talk about is actually an update from the Ohio

7:20

faculty Council and we're going to be meeting in person for the first time in

7:26

three and a half four years um next Friday in Columbus

7:37

we're going to be joined by um the Ohio faculty Senate which are our

7:47

corresponding members from two-year institutions we expect about 60 people

7:55

um we're holding a symposium on what we think is one of the key issues facing

8:01

our colleges and universities across the state and that's Mental Health

8:08

um we have a variety of speakers coming in um I believe it's going to be recorded

8:14

and that um I'm going to see if I can't make those recordings available

8:20

to our constituencies here on campus we have Representatives coming from the um

8:28

Ohio Department of higher education from several faculty unit uh unions and

8:36

some state representatives um I believe it's um

8:42

I can't remember I can't remember their names one is cross and the other begins with a B I've

8:48

got swiss cheese for brings I apologize I should have written it down but at any rate we're going to be

8:55

meeting um from 10 30 to 3 next Friday uh

9:01

krishana Jackson left Quicks is also going to join me there um I don't see are you here

9:09

okay um there are plenty of empty seats

9:17

I'm recruiting really heavily if you know someone who would like to be a member of Senate

9:23

but did not get on the ballot last spring I mean I got on it at the very very last

9:30

minute um please contact us I think Bob Kramer is

9:36

the person that you should um notify

9:43

most expediently yes Bob says yes sorry

9:48

um any questions about this my report

9:54

okay um

9:59

the um next order of business is

10:05

um nominations for Senate chair Vice chair b-class the executive committee

10:11

member um Bob

10:19

I couldn't find the button on the side either

10:28

okay now we use work

10:51

um so uh

11:02

um

11:14

next episode

11:31

right now foreign

12:06

obviously okay well I would like to nominate

12:12

and myself uh

12:27

[Music] um

12:32

let's separate the election into chair advice there I think

12:40

pretty much foreign

13:11

[Music]

13:32

okay I do want to deviate for one moment from our agenda because I've had a

13:38

question about um a table of motion from

13:48

the last meeting and I consulted with our parliamentarian

13:55

and um this is what comes from Robert's Rules of Order tabling allows the body to take a motion

14:02

from the table at the same meeting in which it was tabled or bring it in the

14:07

next bring it into the next regular meeting of course the possibility of taking the

14:13

matter from the table in the next meeting would need to be on the public notice for the meeting in order for the

14:20

body to act on it that did not happen pardon

14:32

I believe that that um there is an informational item there I'm

14:39

hoping by the end of the day we can come to at least a resolution on part of what you proposed

14:45

[Music]

14:51

yes we do yes okay

14:58

um I believe then we need a vote

15:03

on whether or not to um untable that's not that's a made-up word

15:10

um the resolution um do we need a

15:17

motion second

15:26

okay um all those in favor of untabling the

15:33

resolution please signify by raising your hand

15:41

someone with better eyesight than meektown

16:12

those things for these two um Bob how many do we have here

16:19

oh

16:27

okay

16:36

um all those

16:41

opposed

16:47

I'm assuming the rest are abstention

16:56

yep

17:05

that's what I'm asking Bob

17:20

or she has a question

17:32

I counted 33 yeses we have a tie

17:42

yes ciao okay abstentions please

18:20

22. we got one here 24.

18:28

Mr parliamentarian

18:33

chocolates

18:43

you want to vote on the report now all those one a second

18:51

the general education model put forward at the last meeting

19:10

you have another time to look at it where I don't think it's a problem the stuff was on in the minutes

19:19

what's on the agenda what word

19:26

okay all those in favor

19:33

of approving the model proposed at the last

19:40

there's maybe a ridiculous

19:51

yes please come up here

20:02

today but uh so yes so this one's payable

20:09

It's Quickly haven't shown how many we were collapsing it so thank you so um AJ I think you're the

20:16

one who uh and I is it okay if my directors like okay so uh we tabled this because uh we all

20:25

had asked some time to go back uh and review this uh and then also meet with

20:30

your apartments speak with your constituents whoever other faculty

20:35

um we assumed four months would be enough time to do that um and so that's why this is unstable

20:42

today so you had plenty of time to review this uh there was time also to go back over the last 18 months of

20:50

preparation for the Gen Ed model and again just voting on the model just the model not forces not certificates not

20:57

Badgers and I appreciate all the good information one of the reasons why it was able last

21:04

time is we wouldn't even be when we were building on the people from

21:18

the state which we all understand very clearly but with the option for the

21:24

Badgers and that's it's clear whether we're voting for one or both

21:31

so neither one of those things are in my presentation but okay so the state mistake mistake I'm

21:38

not sure what the state model that's what we're doing yeah

21:49

first of all right this and there's a lot yes yes we're asking to endorse system we

21:57

can use the next step okay we needed that rather than later this is what we presented last time and this is what we

22:04

asked the standards to go back to their departments and I guess sorry students

22:09

but we've asked the students to go back and do this uh government and um administrators to go back and discuss

22:16

what their various departments so um quick reviews is needed

22:24

basically what this is looking at is the same programs two writing courses

22:30

math workers uh two course student actors unfortunately one of that

22:36

ah saves for the time to say uh social and public

22:41

awareness is gone we have a place that we're allowed again

22:47

it's just medically building some flexibility for the students um

22:54

and and departments across campus about the elimination of if you get to Foundation supporters we've included

23:01

this and it'll be a um strenuously suggested course among the

23:07

advisors when they're advising students the other thing the Capstone is a

23:15

strange one for those of you Jonathan who knows it's always been one of those strange uh

23:23

courses that we've always hadn't reviewed back to actually one of the only forces right now that's in our current view uh but we just removed that

23:32

from model it's not that we still wouldn't have purview over the Caps reviewing

23:37

Capstone courses it's just that that's not in here priority address

23:49

Point water question or previous question

24:02

okay so once again there's a point of information [Music]

24:08

how on the right hand of this time yeah and I'm going to review

24:22

right

24:31

okay oh yeah well we need to give an

24:36

opportunity that's all right but I'm happy I mean

24:41

again

24:52

no not I guess it wouldn't be called a question because call the question is to stop discussion right is to stop

24:58

discussion just we get to the point where we just vote on the motion not available

25:14

yes yes

25:38

yeah so the Capstone just that was meant just but not confuse the model uh

25:44

because the Capstone is still faulted in the purview but again the Capstone course is in kind of an

25:51

no it falls within the purview of the general education committee that brings any changes to the Capstone course to

25:59

senate for approval so once uh change the passion course comes to bus we review this committee vote on it and

26:06

then if it passes it comes to Senate body for approval and then it goes into the it goes up the rest of the steps

26:15

um and then oh good question okay so um the Capstone

26:21

courses aren't available to every student um what the general education model is

26:26

meant to be is these are courses that are available to every student who comes in the University
um with the exception of a few courses

26:33

that have prerequisites and so you're talking about what 30 or

26:38

40 or 50 some different Capstone courses that again not every like not every student is going to
take the Capstone in

26:46

communication okay oh yeah so and then the writing course

26:52

uh we're not sure if we're doing with the writing courses yet uh those are courses this is a course
selection and

26:57

those courses would actually have to be resubmitted or whatever to the general education
committee

27:02

um so this again is just the model it's not meant to be these are the courses that are in the model

27:14

um

27:20

this four of eight forces writing one

27:27

yeah the two social science two natural science with the lab and two Arts and

27:34

Humanities courses are mandated by the state they're mandated by Ohio 36.

27:41

our model must include them in some way not necessarily looking exactly like

27:48

this but our model must include them we must also include an additional four

27:53

courses at the general education level that are far destructive to specify or

28:00

provide choice for our students this perk because

28:06

all state institutions colleges and universities two and four year

28:12

institutions according to the Ohio Department of Education must provide a transfer model

28:21

which is called Ohio 36. that will be transferable anywhere in

28:29

the state so the students taking the transfer module Ohio 36.

28:39

start technical and transfer right here having completed

28:46

and or just the transfer model is guaranteed full credit report

28:53

that's why this is shaped as it is it doesn't include Capstone course because
28:58
to you if that's two-year institutions
29:04
don't have enough certain courses we as an institution
29:10
put in fact require course of our students where they're
29:16
available for outside the purview
29:21
of general education can be referred to the standards committee
29:29
decide okay
29:36
this is fun well this is this is where we get some flexibility with how we Define our model
29:42
so what the state says is that the obvious four courses we're using one of
29:48
those as the second writing words that helps the uh Ohio 36 committee also strongly
29:56
recommended a second Friday divorce be included in
30:02
the model the reason it's not mandated is because many cheer Institutes
30:10
do not do not have or require a second a second writing course
30:18
so it can only be recommended
30:23
look at this
30:28
second writing course yes yes
30:43
I thought that are we seriously is that is that a rhetorical question like I the
30:49
reason why because this is what you all wanted uh we there's been a huge demand for
30:55
this in every meeting every town hall every this is what it has been asked for
31:01
as a second writing course to keep the second writing for us
31:12
comfortable no answer to that question yet because
31:18
we don't know what it is yet um according to the state a second writing course whether or not it
is
31:25
writing into this fund for um position fourth must meet the

31:31

qualifications of the second composition

31:42

yes

31:48

it's writing in the distance Planet X

31:54

I think um yeah

31:59

I don't have permission to switch up videos I think that just my name is saw those

32:06

questions please

32:21

that makes sense that makes sense less

32:34

that's that's fine I I just I just want to kind of just clarify something here we're not talking about courtesies yet

32:42

we're not talking about individual course selection that will be new courses or re-certified courses we're

32:48

talking about just this model I appreciate all the emails that I've gotten from chairs over the

32:54

last two or three weeks about hey did I miss something about having courses recertified for the Gen Ed we're not

33:01

there yet we're baby steps we're right here all we're asking to endorse and we also

33:08

like to point out that I would make it word correction on this as a friendly

33:16

Amendment it's writing one

33:22

or in the section that's at the electives second frame

33:29

and separate it from record

33:35

no no it'll be required

33:50

[Music] technically probably this time with the

33:56

additional Clarity that we are only approving the Gen Ed model on the right which aligns with our state mandate

34:03

without any purpose I think we can move to above

34:23

yeah sorry

34:32

all those in favor of approving report yeah

34:39

okay all in favor of devotion

34:46

so you know overwhelming sea of hands thank you all those opposed

34:55

any objections okay now we're going to vote Yes Bob

35:09

um

35:15

got the two-thirds

35:22

unless we want to do it

35:28

move forward okay all those in favor of approving the

35:35

general model under um understanding that it does not specify forces please signify by raising

35:43

your hand all those opposed

35:50

any abstain okay the motion is passed

35:58

thank you very much

36:10

I can't find my glasses because they're hanging on my shirt

36:16

okay um although we're delayed I'd like to call on Brian Smith

36:23

um to talk about the renewal of our strategic plan

36:29

taking charge for our future

36:48

it's like a little creature in the Disney movie Wally so you should have received in your

36:55

materials a copy of the renewed strategic plan uh this is not an item

37:01

that's being brought to the floor for a vote or for a debate uh the main thing

37:06

that we want to do is allow you the opportunity to provide input uh input

37:12

for this document other than a number of changes

37:18

with a number of goals added and I think the time is now for a stock lead that we

37:24

receive your input this has been distributed to the chairs and with the

37:30

intention and the direction that the chairs would share this document with the faculty and then aggregate comments

37:37

through the chair and and now uh it's Senate today

37:43

um I'm asking the Senators to please give the input to this document and

37:48

provide any feedback to any Cosentino directly at their email address which is

37:53

provided in the in the document I know that we have a a full agenda

38:01

today if there are any general questions I could feel that but again my my reason for being here today is to encourage all

38:07

Senators to let their thoughts be known by sending input to any processina

38:15

yep

38:28

so uh the question wasn't dependent this goes to the Board of Trustees and said it in a draft form as well uh in the

38:35

document it says given this feedback the penultimate came out will be presented to the governance Committee of the board

38:41

of trust cities in September

38:59

make it useful mechanism that we've had

39:06

offer input I wonder if that would still be

39:11

people might have thoughts but

39:17

maybe or anyone so if there is

39:24

possible something we're faculty or anybody says

39:33

I I understand and since we're providing any dual feedback which in some ways

39:38

kind of does the same thing I would encourage the anonymous comments to zip to the chairperson who

39:45

then accumulates that and sends sentiment to uh to end as well and so

39:51

this could be said as a as a sealed letter to a chairperson

40:01

I was also asked by Kevin ball and as Kevin is in attendance

40:08

so many of you have been working fastidiously and entering your data into Watermark uh you have met the milestones

40:16

and entering that data because uh you know you're applying for different things but Kevin wanted me to say that

40:24

there may be many of you out there maybe uh season full Professor that's not

40:30

going up for promotion does not intend to apply for a research professorship or an file they're thinking well because

40:36

I'm none of those then I don't have to do anything and it's really important that everybody enter their data into

40:43

Watermark so all the faculty of this part of the power of this platform is is

40:50

that we can aggregate data from all forms uh always remember that we have provided many

40:55

supportive assistance to faculty that need help on this and want to encourage all faculty regardless of where you are

41:02

and in the process of promotion and tenure or whatever that you really need to be entering all of your data into

41:09

whatnot let's go get it there's about it give me a thumbs up okay so thanks assistant as

41:15

always for all your systems thank you

41:26

okay um my agenda tells me we have no senate

41:32

committee reports is that correct

41:38

thank you um old business I believe we've taken care of the first agenda item with

41:45

general education and I'm extraordinary pleased that I will be able to go to the

41:51

Board of Trustees next week and tell them that we have approved a general model

41:56

um I think that that will please them um I know it pleases me

42:02

um the second thing on the old business is a general education writing

42:07

requirement um Jeff Buchanan uh this I hope will answer some of your

42:13

questions about the possibility of a second writing course understanding that nothing here is
42:21

written in stone and that this is information

42:31

yes my intentions are maybe to raise more questions than answer questions so

42:38

um we are not provide the clarity you hope that I might

42:43

um um even our conversation at the last Senate

42:48

meeting uh about the lack of detail particularly about the writing courses in the general education
model I have

42:55

attempted to provide some detail potential details moving forward again

43:02

these are only potential details none of this has been decided but my attempt is

43:08

to try to lay something out to give you a better sense of what what a second writing course what
a first writing

43:14

course might look like in the model uh and then I think essentially to ask for

43:19

a little Direction forward um I want to do that um mainly

43:26

um by raising some questions that I think we need to think about the responses to

43:32

um as we move forward um and so I have um supplied this document on the Senate

43:39

website um and we'll try to move through it relatively quickly

43:44

um and and lay out the questions I think that we need to respond to the first

43:50

thing I think that's important to remember as Martha reminds us um uh there are learning
outcomes in the

43:57

ot36 model for a first writing course and a second writing course those have

44:03

also been posted on the Senate website um and uh while those

44:09

um standards there are four of them uh remain the same for both courses

44:15

elements under those standards are different um so that in the second course uh the

44:21

elements are broader and build on and add additional work that begins and so

44:27

until someone tells me different I believe we are responsible for responding to all of those learning

44:34

outcomes um and so how we do so um is it remains a question

44:41

um we don't necessarily have to do all the ones they outlined in

44:46

the first course in the first course they're all the ones they outlined in the same age the second course and in fact

44:51

um uh we'll see that um I make suggesting that maybe we do not

44:59

um and in fact um um we might want to

45:05

um uh depending on what we decide to do with writing too take some of those learning outcomes from the second course

45:10

put it into the first course to relieve writing two of some of the responsibilities it has

45:16

um uh and we might make the writing one course a four credit course

45:24

uh in response to that extra responsibility it has um

45:30

as you know we currently do a writing one and a writing two course we also do a course English 1549 that's a

45:37

co-requisite course say writing one course with support um that course covers the same

45:43

objectives as writing one but it does so with four credits and not three

45:48

currently that fourth credit um is used mostly as additional time

45:56

um to cover the same material uh at a little slower pace

46:01

um I think uh it's fair to say that course as far as we have assessed it to

46:06

date has been quite successful um changing the writing one course would

46:11

affect the 1549 course the co-requisite course and we would have to figure out what we would do with that course

46:19

um so that's an important consideration um one that we need to pay attention to

46:25

moving forward but I think the bigger question for most folks is what might happen with writing

46:31

too um and so um

46:37

we've prepared a number of faculty in the English Department prepared some options I had some discussions about

46:44

those alternative plans uh things that we might do and after a little bit of discussion we sort of landed on

46:52

um as many of you know are writing in the disciplines model for the second course um again that is a potential way to do

47:00

the second course um it's not been decided it's the way to go

47:05

um however uh I think maybe the attractive thing at least the attractive thing to me about that option is that it

47:13

provides an opportunity for collaboration between writing instructors the

47:19

composition program The English Department and other departments and colleges and faculty across campus

47:25

um this is a general education department we're talking about and I think far too often we see the writing

47:32

requirement of something The English Department does um and this of course

47:37

um is is a way maybe to better represent that um the writing requirement it's all our

47:43

responsibility and um working in collaboration we might then also

47:49

um find new ways of addressing some of the issues that we we might face

47:55

um and so uh we have uh thought a little bit about

48:00

writing an additional course what does it mean um if you look at uh

48:06

on my sheet I'm I'm at number four um what does a writing in the

48:11

disciplines course mean um we would still have to uh work through the ot36 objectives for

48:20

those that remain after the first writing course and I would like to stress that the writing in the distance

48:26

course remains I think or must remaining a writing course

48:32

um and that I think is is important um

48:38

then the additional purpose would be to introduce and give students practice with the writing conventions of a discipline and help them gain

48:44

familiarity and fluency with specific genres and formats typical to that discipline and that's where

48:51

to be honest um those of us who teach writing would need your help if we're going to do a

48:57

writing course in your discipline in one way or another um

49:03

um we're going to need the help of the folks who are in the discipline to tell

49:09

us a little bit about what that writing looks like we know a lot about teaching writing but we don't know what it means

49:14

I don't know what it means to write as a biologist or to write as a psychologist I know what it means to write as an

49:22

Englishman but um and so this is where we might

49:27

work together and design a course what would the course look like um

49:32

you know that's absolutely up in the air but there are a number of things it might look like right and we could go

49:40

into um as much detail perhaps as um we need it but we might uh we might have

49:48

a discipline specific course we might have a pellet specific course we might have a more broad course like writing in

49:54

the Natural Sciences that crosses you know uh more than one college of writing

50:00

in the humanities or something um these are open to be

50:05

discussed and talked about and then of course you know there needs to be a willingness to put these together to

50:11

design them to create these courses and so maybe some of what happens just depends on what our desire is uh for

50:19

creating um um but that raises of course um you know a number of a number of

50:25

other questions who will Design this course when we talked um

50:31

with Dr pintar about uh some of this we we felt strongly that we would need a

50:37

writing in the disciplines coordinator to lead much of this effort I think um many of us who have talked about that

50:43

remain um pretty adamant that that would be a really important position

50:50

um we think um that that position that position or the person in that position would would

50:56

need to play a large role in this um um I think probably uh

51:03

helping faculty in the disciplines uh enabling the collaboration between

51:09

writing instructors and disciplinary faculty and helping design the courses

51:15

and perhaps even ultimately um you know having some say in their approval as as gen Ed or being part of a

51:23

gen Ed committee that approves them but that is another question right who would approve these courses as of uh writing

51:31

in the disciplines course and it's a gen Ed Course um who would improve me uh how would

51:36

instructors be selected who would approve those who would you know ultimately say you could teach a course

51:44

um there are there are people uh here uh at YSU currently who have some

51:49

experience with these courses and howl at talk and are writing in the disciplines program many years ago

51:56

um and and uh Maria has uh Kathy meravias has worked

52:03

um with writing in the disciplines as the writing writing Center coordinator

52:08

um so we have some expertise to draw on but um you know which directions we move in

52:14

remain to be determined um there are a couple additional items I

52:20

think that complicate some of this um we need to probably revisit the

52:26

placement process particularly as a uh relates to English 1549 the writing with

52:31

support course um college credit plus remains uh a

52:37

question of how we would deal with that in terms of the remodel um and uh I was made aware of another

52:43

one that didn't make it to my today but graduate assistants teaching

52:49

um in the proposition program and they do teach in the composition program as part of their work of are uh not

52:57

supposed to teach more than six hours a semester which currently right now is two composition courses if a writing one

53:04

class for example was made four credits and they thought to they would be teaching hey credits so we would have

53:11

need to have conversations with Sal in graduate school about how to handle an issue like that too so

53:18

um it's a complicated issue there's great I think potential again in the in the possibility of collaboration it's

53:26

something that if we do it's not going to be easy um and we need to do it right

53:32

um uh but it's it's possible and I think perhaps if we're looking for something to stick to it it might be something to

53:39

do um so uh further back over to you Martha asked um you know for questions and or

53:47

guys and son that we proceed thank you I want to make one comment first

53:55

um this is plant it's not a proposal

54:00

we're looking for input and feedback at this point

54:06

um don't assume that everything here is a

54:11

done deal um I have a couple questions for Doctor we can

54:18

um for those departments or for those students who can't fit into one of the

54:24

um writing the discipline supports will there's will there remain a more General option

54:30

I think there would probably have to remain a generic whether it's a writing two course uh or something like that

54:38

maybe even two for General Studies Majors for example um I think we'd have to we have to

54:44

brainstorm all those possibilities and make accommodations for that

54:50

um are there any questions brief ones yeah

55:02

uh but I will say this uh assessment attribute going into all of this

55:08

um

55:18

one of the things that we love that was trying to reignite Rover

55:24

so I I imagine at some point the next question will be a compatible

55:30

assessments uh and that doesn't matter the should you be the next question should

55:36

be involved with all of the questions at the same time uh but honestly I I told you I told him I love

55:43

everything about this if you said that by a way to kind of fix it and I wish we would have done this

55:48

have this completed at the end of the last seven meetings so it would have had a summer higher somebody

55:55

hire somebody to actually help implement this so thank you

56:01

any other questions yes

56:13

almost

56:18

the comment was that we should also uh take into account AP courses and the

56:26

advanced placement courses and those that might be in honor of programs that I'm still low

56:33

yes um I just wanted to bring up the issue

56:41

of cyberization a little bit with providing in the disciplines because

56:46

couldn't we bring up an issue of if students might change Majors say Mark the business who will that various

56:56

I believe that they're going to carry over but that's also open for discussing and I think that that's a decision that

57:02

probably has three main problems um I also want to

57:09

um I have lost one for your thoughts I'm sorry um

57:16

any other things

57:23

okay hearing none um let's move on

57:29

I believe um we're going to skip a because it's now

57:36

um a moot point under new business um

57:41

policy review um can we get that up

57:48

this is a routine part of what we do um the wording in

57:54

the wordings policy has been updated to reflects and structural changes at the

58:01

University but um there is no significant

58:06

change any questions

58:17

yes I did

58:28

that's the quickest way to find it I believe is to um just go into the YSU website and

58:36

Google the trustees policy

58:42

oh

59:00

sorry for the delay

59:21

and it is three three five six

59:36

very much sure

59:50

as I said they're only minor revisions and they reflect um largely structural changes

1:00:17

questions

1:00:49

yes um it's part of our it's part of our charge

1:00:55

to um to review on a rotating basis

1:01:00

Board of Trustees policies

1:01:05

so um

1:01:23

does anybody want to read more

1:01:32

mechanisms

1:01:40

no I we are supposed to I believe take a vote

1:01:46

approving the policy revisions

1:01:56

three three five six one zero nine

1:02:10

okay we put the table with foreign

1:02:22

a second second

1:02:30

although just a simple vote

1:02:40

because we want us to afford it all those in favor of tabling it and

1:02:47

discussing it the next meeting okay overwhelming we're good

1:02:56

to be on our agenda for the next meeting okay

1:03:02

but um the last uh item on our agenda and I

1:03:08

apologize to them for leaving them so little time uh we have our Student Government
Representatives

1:03:14

um Alex Papa and Jordan Pinto

1:03:25

no don't don't shoot it off oh just turn it on when the lights green you're on

1:03:30

all right well thank you uh

1:03:36

so we're just here today real quick um I know a lot of you guys that were

1:03:42

here last year saw our um students rights and responsibilities reciprocal

1:03:47

document and a lot of students I've talked to I really really appreciate and are enjoying that
document

1:03:53

um whenever we were trying to get new representatives for Student Government um and we
were able to tell them some of

1:03:59

the things that were in that um they were like wow we didn't realize that was the thing that's
really cool um so we're back here again

1:04:05

um and we're trying to focus on as it says a new business is progress towards graduation

1:04:11

um so as Dr Blaney already said I'm sure that most of the information we want to

1:04:16

cover is in other documents uh scattered throughout everywhere but um just for the students perspective I

1:04:23

think it all being encompassed in one location just like the rights and responsibilities document is really

1:04:29

really important um and honestly I think it would be awesome to work with faculty to

1:04:35

accomplish that too because I don't necessarily know what's going to be in this document um but I would love as much feedback as

1:04:41

I can possibly get from faculty in terms of what their expectations would be for us and what we think our expectations

1:04:48

should be too and then aligning those together um so that's really all I have it's really nice to meet everyone and see you

1:04:54

all again [Music]

1:05:03

some of their positions so you should look forward to the low contact with some of our student Senators moving

1:05:10

forward as they get sent to your communities so thank you

1:05:15

I would like to ask Gaston government to um pursue one thing before we start with

1:05:21

this um last year when we were talking about the reciprocal responsibilities documentary we did a student vote

1:05:30

um I think it would be very helpful for all of us for faculty and for the administration to know from the students

1:05:37

what some of their sticking points are so if you guys could arrange that and perhaps report back to us in a next

1:05:45

meeting yeah that's good thank you very much

1:05:53

despite all of my um fears we are I guess not going to run

1:05:59

over um any last comments any new business

1:06:10

right we have a motion to adjourn second

1:06:17

all those in favor signal with your feet