Transcript

0:02
foreign
0:07
okay everybody um we're short three of a quorum right now
0:13
um we usually get a few people trickling in a little bit late um and I think the only thing we're
0:20
voting on today is uh the approval of the minutes so I don't feel quite so bad about it
0:28
since we won't be delaying anything of significance and if
0:34
if when we get our Quorum um we can come back to approval of the minutes so with that said I would like
0:41
to call to order uh this meeting of the faculty Senate I've lost my glasses and
0:48
they're hanging on my shirt so I can read the agenda
0:53
um with the body's approval um will suspend the approval of the
0:59
agenda and um the approval of the recording of the
1:04
minutes uh and so we get quorum is that sufficient signal by saying I
1:12
any opposed any of saying
1:19
Bob was your hand going up just a signal yes or okay so with the unanimous approval we'll
1:26
delay that until later in the agenda um Senate executive committee report
1:33
um our meeting today should be relatively short I believe
1:40
most of what we're discussing is um either old policy we may need a
1:46
policy review um and um some new business that's
1:51
informational only um this is also noticed and if we go
1:56
back to the agenda for approval item D under new business is removed
2:04
um having said that uh I'd like to talk a little bit about the Ohio faculty Council which meant face-to-face the

2:11
first time in three and a half years uh since our last meeting in Columbus there
2:19
were 61 people in attendance um as well as several state legislators
2:26
hmm and the focus the discussion was on Mental Health on campus they're going to
2:33
be publishing a report and perhaps a recording of the proceedings there and
2:39
as soon as they're available I will let everybody know um
2:45
I do want to uh report um at least Student Government I've
2:52
asked them at the end of the last meeting to perhaps do a survey about what students think are the most
3:00
critical issues facing them as they navigate their way through YSU
3:05
and um I don't I perhaps Alex could speak to that
3:10
a little bit later on um but in the interval before the next meeting in November I would like to pull
3:17
together a committee um perhaps from Student Success and standards as well as
3:26
um administrators who might be closely involved with this
3:32
to move forward on the reciprocal document I thought one other thing I would like
3:38
to mention um shortly before the meeting today about three o'clock
3:44
um everyone from Senate received a message from one of the candidates for
3:49
Senate chair um given that most of the candidates and at
3:56
least three don't have access to that same email list I've decided I'm going to suggest that
4:04
the other candidates send to Edmund who has graciously agreed
4:10
to collect them a statement from each about why they would like to be involved
4:16
and as Senate as chair or vice chair and what sort of agenda or plans they have
4:23
for the future of cell um I think that leveling
4:31
leveling and playing field was extraordinarily important and that um

4:38
Senate and Senate candidates in particular should be neither
4:44
political or self-serving so having said that um
4:49
please those of you who are interested in being chair that's something to
4:55
um get something to admin as soon as possible we'd like it by Friday so we
5:02
can get published the uh election for chair and several other elections will be conducted I believe
5:10
next week and that's going to be your report next on the agenda from Craig
5:17
Bob and if I got to this bathroom they've took a banjo
5:38
and several elections that are either ongoing more soon
5:44
but all is the experience election did you have in the dates of our time
5:51
they experience
5:58
okay seven getting statements from the candidates
6:05
and Senator balance for our validate next week 11 should run for the week
6:14
um
6:19
since uh Oliver's Administration there were fourth class still available
6:41
today Representatives should be by a c and c-stem are for election
6:50
be taking names XP for both of those positions
7:00
system position
7:06
um
7:13
such principality the obviously you can do we could return and stand for election conductors
7:21
honestly who said I'll do it because well
7:30
then I'll stand here
7:37
so somebody else will run another language
7:44
also same deal with referred bottles for a number of years

7:51
have yet to be elected I will see it for election day
7:56
Universe there upcoming sentence today
8:13
already
8:23
foreign
8:52
committee reports um we have an undergraduate curriculum committee report it's information only
9:00
um Tom Wakefield isn't here but I believe that he sent the report and
9:05
we're going to bring it up
9:11
yes
9:17
thank you
9:25
it's everybody's approval when we're from it finished with Tom's report we'll go back to approval of the agenda and
9:32
approval of the recording is the minutes
9:56
these are going to leave individual courses that either have either been added deleted or edited
10:04
and have been sent forward
10:13
are there any questions we'll do our best to answer them
10:24
yes it is
10:33
okay hearing no questions um since it comes out of committee we
10:39
don't need emotion all those in favor
10:45
opposed
10:51
I'm saying it okay other word is proved unanimously
10:59
on the old business um we have a policy review
11:04
which is a Title IX
11:16
this was presented at the last meeting you were asked to review it are there

11:22
any questions it my understanding is that the only changes in it are to
11:28
correct language uh to meet the new contract
11:41
hearing no questions um don't quite on this board policy it's
11:48
just a report if there are questions I'd be glad to take them forward to the next trustees
11:54
meeting okay
12:01
um we'll move on um having done that uh let's go back to
12:06
approval of the agenda we've already covered most of it
12:11
um might I have a motion to approve the agenda second
12:18
all those in favor all those posed
12:26
any abstaining thank you very much the agenda is
12:32
approved approval of the recording as minutes from the September 13th meeting might I have a motion to approve
12:41
second tasty all those in favor
12:49
all those opposed any abstaining
12:56
thank you very much on the new business and this portion of
13:04
the report is as I said before for information only
13:09
um but some of them are things that I thought ought to come before the Senate as a as
13:15
a body simply because we're vehicle to transmit that information back to our
13:21
individual colleges and departments and um one is a question raised for the uh
13:30
academic standards committee today is informational only I believe they'd like
13:36
to come back to us in the next meeting in November for a vote
13:41
so having said that I'd like to have um Joy Byers and Heather White and John
13:46
Young to talk about first state complete uh Peak Complete Book program
13:55

okay I have to stand here at this party um well I'm not good standing still
14:01
thank you very much for the opportunity to speak to all of you today my name is joyful problem Byers and I'm the
14:07
associate vice president for student experience um in the last year and a half I've had the chance to work very closely with
14:14
Heather White um and John Young on initiative through Barnes and Noble bookstore so many of
14:20
you are familiar with first day ready which there is a variety of courses that are in approved the students get their
14:26
course material at the first day of class whether it's digital or a hard copy book we've been working with Barnes
14:33
Noble on this initiative to go campus-wide and we're proposing for fall of 2024 to implement this and Heather's
14:41
going to talk who is our manager for Barnes and Noble to talk a little bit about the program today but what I want
14:47
to mention is that we've been working with the bookstore advisory committee talking with students and faculty and
14:53
staff over the last year but really since May and so and honing into what
14:59
this program can look like and hearing from individuals about concerns and so on this website here that's been shared
15:06
the academic center resources for day there's a list of the upcoming open forums to faculty and there's two
15:12
specifically that will go through the entire presentation talk about the resources and give you a chance to ask
15:18
them questions but Heather's going to share with you right now just kind of a brief overview of the program
15:24
thank you Joyce so as Joy mentioned we already do first day ready here on campus a lot of you here are familiar
15:30
with it um first day complete or as we're calling it Peak complete is just an expansion all on that it encompasses all
15:38
the courses on campus it's uh a combination of digital delivery or print

15:45
whichever the faculty member decides is best for their class and it does still
15:51
have an opt-out uh the big difference there is you're not opting out by course you're opting out by semester so it's
15:58
very much along the lines in the idea of what we have but it's just an expansion we currently have this program on I
16:05
think 115 of our campuses we are in talks with Toledo Kent and Akron to
16:11
Institute it there so um it is something that is is very much on the minds of everyone in education in
16:18
the state um anything else you want me to touch on I mean it's we really hope that you guys
16:25
will come to these sessions to the open forums you can see the whole presentation I don't want to go too deep because I I want to be mindful of the
16:31
time that we have but you can ask any questions that you have about the current program the
16:37
um the program that's being proposed you can see the whole presentation it's um
16:45
that's really all I have I guess the lessons I just want to mention is currently the way that this
16:51
would be set up if students are assessed 23 dollars per credit hour so if you
16:56
think of it this way right now we're telling students to budget roughly 500 per semester per books this way at 15
17:04
credit hours at 23 they're looking at 345 and it doesn't matter how many books
17:11
The Faculty might have four or five books in a course the big piece to The Faculty is that it needs to be in the
17:16
required yeah the required material not recommended and that it is important to think about
17:23
the book adoption dates and we had a really good conversation with the Provost and our associate uh associate
17:30
Provost and the other day about trying to get us closer to that deadline of when books are required to be shared
17:36
with Department chairs and when class assignments are and so one of the things that we're going to be working toward is
17:43

trying to reduce those number of days um and try to get that material in sooner
17:49
um the other piece of it is I firsthand have talked to students and found out that they did not purchase their books
17:54
until the fourth fifth week of the semester and when asked why they're focused on paying tuition and Rex and so
18:01
we know by students having the course material on that first day of class is going to make them more academically
18:06
successful and the part that I like about this is Barnes Noble is sharing some research that was done by an
18:12
outside Source specifically at looking at this and we'll share that with you in our open forums in the next couple weeks
18:18
so I encourage you before those forums to look at the questions and frequently asked questions so hopefully it'll give
18:24
you some ideas or some more questions to ask and join us virtually or in-person Rossi room specifically on those dates
18:32
thank you very much for your time yeah
18:38
so this program is Stephen decides to opt out on one of the courses are they
18:45
automatically offered up it is all for that semester one of the
18:50
things that I really like the question I'm sorry oh the question was if can a student opt out of one course or is it
18:56
opt out for the entire semester and it is opt out for the entire semester
19:02
for all the courses
19:14
how that will be taken down
19:20
um they have the same time frame that they have now they can opt back in um just like now if they accidentally
19:25
opt out of the class they could offer back in through that ad drop time frame
19:31
um they do get an email confirming they've opted out so that would be their trigger that oh no I didn't mean to opt
19:37

out let me hop back in no no on the part of the landing page
19:44
um this is a work in progress once we go live it'll have everything on it if we go live
19:49
um it'll have the opt out Link in there so the student would opt out it does
19:55
tell them both in the welcome email and the opt-out tool if you opt out you're
20:00
losing all of your savings this is how much you're saving staying in the program this is how much it'll cost you if you if you opt out and have to buy
20:07
the materials yourself so we do try to help the student make a educated decision on it but that same link for
20:15
opting out they would then use that same link to opt back in educated yes yes
20:26
successful record s uh when the course of the main
20:34
department is actually perform credit hours which the credit hours is for support so these students far became
20:39
more same book than the student would be taking a four credit hours
20:45
um I kind of want to see the parents see that in terms of as far as the students perspective and savings that's something
20:52
that we've been exploring on ways to um identify those courses in a way that
21:00
they could be excluded um it's it's something where we can't just submit a whole list of specific
21:07
courses and crns there has to be some sort of an identifier so uh the course
21:13
number with the c on the end it has to be significant just to a correct it
21:18
can't be something where it's like 69.95 seeds just because it's an additional
21:24
um independent study or whatever it is we need we there has to be some sort of
21:29
independent identifier for us to do that so we're working for for six credit hour they will be charged
21:37
only for four credits if if we can get drill down to a significant identifier
21:44
that's specific to those bosses yes okay so my last question is
21:50
how three sequences so the students three times

21:58
versus if they were going to buy them they would respond once and use it through three semesters
22:05
so again that's my concern from students perspective well
22:11
yes so if it's a physical material we do have some classes where they will use it
22:16
for multiple classes in the same thing in the same department and so the prints
22:22
are going to be rental they'll turn it in at the end of the semester and then rent it back the next semester the thing
22:27
is overall it's going to be a savings so they can't get caught in the weeds of
22:33
this one particular course it's going to end up costing me more for that because overall it's going to be a cost savings
22:38
but what's the overall
22:44
well I mean just looking at right now I mean 500 to 600 a semester and this is
22:51
only going to cost them 345 for the same amount of credit hours and honestly some
22:57
of the programs it's more than that first semester the providers what happens
23:03
14 year and I really love that course and I want to have to book what happens
23:08
at the end of the semester so you actually have the option to purchase it and I don't want to
23:14
it's a rest so that's the biggest thing
23:20
that allows us to keep the rates for the material at a lower cost and I I don't
23:25
you've asked a really good questions and I definitely want to continue this but I want to be mindful of this conversation
23:31
with everybody um is at the two sessions we have coming up people definitely dig into more
23:37
specifics and then specifically we have a session tomorrow for stem if you're
23:42
able to extend that we'll be able to answer some more specific questions about this so research for Barnes and
23:48
Nobles from Barnes it will be as well yeah all of the all
23:53

of the data for retention and grades and all that stuff will be effective okay snow AJ Jackson
24:07
Oh yay please come um
24:20
yes so the question was is will we vote for the Senate prior to this being
24:26
approved and um implemented so yes part of the reason
24:31
why there's students and we've talked to a lot of students we presented the SGA is that this is a they have the ability
24:38
to opt out so if you're a student and you're doing an internship or a co-op and it doesn't work with you for you you
24:46
have the ability to opt out and the students that it works for can stay in
24:52
that's the first part second we're coming to this group so we can do a vote in November so this session today was
24:58
really just to inform you and invite you to the two sessions to ask as many questions as possible so when we come
25:05
next time it's an easier process yes
25:10
yes the answer to that is that the vote is planned for next Senate session
25:16
Jackie
25:29
it's the material only costs about three dollars
25:35
per hour could say I don't want to opt out of
25:40
that they have all done everything correct in a way when they go to purchase their
25:46
material it actually has a breakdown of the price and it will show the student the course material required is going to
25:53
cost you this much if you stay in the program it will cost this if you opt out
25:58
it will cost this then the student has to make that informed decision what is best for them that semester
26:15
I am encouraging my students to purchase their books to keep or when they are in
26:21
the classroom many of these are professional books they will need so that becomes a little bit harder

26:29
if it's just rental I understand the cost saving part this is just a comment
26:34
to consider as we're thinking about this that it becomes a lot harder to convince
26:40
them that to purchase those outright I appreciate the comment thank you
26:45
this is the great question so we just finalized this this week I'm sorry the question
26:53
the question was is this just undergraduate or graduate as well and it
26:58
is for undergraduate and graduate students in the program except
27:04
EPT because of their program free requirements or I don't I don't say how
27:11
that program is set up it's an online it's a legacy program yes
27:16
yes yes so all the other questions you have
27:22
told me oer books fit into this
27:30
that's open resource thank you uh the question was I will oh we are work into this uh we can still offer oer uh we
27:38
currently have classes using it now and it we are fully prepared to make those
27:44
materials available to students as well we have a lot of students in the or oer
27:50
classes that want to do the print and most ninety percent of them do it as a rental they don't purchase it so it fits
27:57
in very well with the program
28:03
this question is representing my college because we are textbook light in a lot
28:10
of our programming uh most you know in our they may just be my next books for my class because I
28:16
teach our history um so I was wondering if there was a possibility for like our College to make
28:22
it an opt-in rather than an opt-out process we can't change it by college it has the
28:28
university has to be all set as one um one thing to remember is that a lot of your students in your program they're
28:35

not just taking art or theater or whatever it is at the same time they're also taking General Studies requirements
28:41
and and stuff like that so that again goes back to the student just making an
28:47
educated decision based on what classes they're taking what the materials being used are which um which option Avenue
28:54
works best for them I wanted to give one other comment when we were looking at this program I talked
29:01
to four or five different schools and what they saw was depending of their class ring saw them if they opted out
29:07
more or depending on their program so for example they saw the regression and sophomore who were taking more gen Ed at
29:15
a higher number of adoptions of staying with it then they stalled Juniors and seniors except in stem Majors those
29:21
students stayed with the program so I this is where the flexibility of the office and then out is so important for
29:28
the students because it will help stop one last question Donna
29:38
office I'd like to know the rationale for not allowing it to be a la carte that just
29:46
seems to be really strong condition for students particularity
29:53
so from the question was is why is this a hot skin or I'm sorry an opt out for
30:00
all semester not a avatar Force by class
30:05
by class um one is it is the package that Barnes and able is able to do buying power is
30:11
collectively from all the courses put together so they look at our use over the last few years for campus and
30:19
looking at what types of material you purchase what is and that's how they come up with the price point and being
30:25
able to offer it at that price point then encompasses all of that you
30:36
instead of the students actually if we're through the Central University you should be you know students best needs
30:43

not gracious best needs just to be a jerk that's okay
30:49
looking at what the students need so part of the off option if it doesn't
30:55
meet the students needs and I also wanted to mention the book vouchers scholarships can be used this is not
31:01
tagged on to tuition there is a separate feed work they're in they can opt out then
31:09
students can use some of those other resources to help them purchase these books
31:18
I think that we should make our most available um so our students our Workforce ready
31:23
when we leave so go back and recognize what one of our
31:29
major remedies I appreciate the comment thank you thank
31:36
you for your time today
31:48
okay um next on our agenda is informational
31:53
informational I personally ask for this because I want a better understanding of
31:59
Watermark and the and faculty success have involved
32:05
Rosalind
32:11
good afternoon um I'm here to give you a quick update on Watermark your favorites
32:18
W word and then Rosalind will highlight some of the the resources that we have
32:25
to support faculty um in in implementing this following
32:31
successfully um we successfully launched a number of our annual processes
32:37
um through Watermark 10-year promotion pre-tenure review applications for uh faculty Improvement
32:45
leaves sabbaticals and research professorships in the spring applications for distinguished
32:51
professorship Awards um and the chair of owls will also be handled through through Watermark we
33:00
knew we knew with this project that one of the big lifts was going to be on the
33:05
faculty's shoulders we know that there is there was a lift in terms of the time and effort of putting

33:12
um of putting CV data into into Watermark into faculty
33:17
success by The Faculty um you wouldn't every faculty I've met
33:23
purposely tells me how long it took them to enter their information into into Watermark I know how how many
33:30
Publications most of you now have um it's an impressive impressive Bunch
33:35
but please do pass along um the Provost appreciation appreciation
33:40
to The Faculty we knew that that was going to be a lift
33:45
um and we and we appreciate the time that went into that we think there will be significant benefits to us finally
33:52
moving to an electronic process and joining joining the digital age
33:57
um want to Mark once once that information is in Watermark that data can be used to to populate faculty
34:05
profiles on the web page to be used for recruitment that information in
34:10
Watermark can be used by marketing and Communications for expert listings
34:16
um it having that information in Watermark reduces the number of times we have to to go out to you as in the
34:22
department or the faculty and say we need this information for this report by the state can you get this to us by
34:29
Friday hopefully it cuts down that and then ultimately what will be we'll be
34:35
able to generate accreditation reports both at the program level and in for hlc
34:42
to generate a lot of this information again cutting down the asks that go to
34:47
the the go to the Departments uh of course this only works if if
34:54
um the CV data is entered into Watermark and so what we need from you to pass along back to the faculty in the
35:00
Departments is the need you know everyone who applied for a process so far has gotten that
35:07

information in but we need to everybody we need everybody's information uh in into the system wcba has been using
35:14
watermark for a number of years uh their their motto is if it does if it's not in
35:19
Watermark it doesn't exist and ultimately that's that's what we that's what we'll be working toward if it's not
35:27
in Watermark then it's not going to be used is part of the as part of the evaluations
35:33
um coming up beer remiss if I didn't thank some of the folks who were
35:38
involved in implementing Watermark Crystal Natoli and Megan Massaro from
35:44
from HR and I.T that were involved with from the beginning and involved with the
35:51
hundreds of hours of testing and we're very um we're very involved on their side
35:58
Roslyn Roslyn and her team blessed them sat in on all the testing that we did to
36:05
screenshots so there's a slide or a screenshot for just about every scenario that you can imagine and that's because
36:12
Rosalind was there to to take the to take the screenshot and to load it into
36:18
the training and one of the things I think Rosalind will be talking about are those options for individual training
36:25
committee training you know if you have a specific need we want you to be able
36:30
to to to to take advantage of those slides and screenshots and then uh
36:35
Christina Sanger from wcba I don't think she's here today um she's been indispensable to the
36:42
project we um lured her into the project uh because she had some knowledge through wcba and
36:49
then we latched onto her and didn't let her go back to her to her normal job but we certainly appreciate their their
36:56
contributions I'm going to turn it over to Rosalind she can do some Show and
37:01
Tell and then if there are burning questions we can try to address those
37:07
thanks Kevin I have an opportunity to demonstrate the watermark system to you
37:15

okay thank you for allowing the administrative Watermark to you um one of the things that we like to

37:21

talk about is the main the key issues the key things that we're going to do with Watermark and most of you've been familiar with this uh there's it's a

37:28

modular system and it concludes four key areas in which you're going to interact throughout your career and the first one

37:35

is the accomplishment sort of activities Tab and this is where all that heavy lift is that Kevin was mentioning

37:42

um you can either use data entry manual page by Page data entry or the CVM

37:48

Porter and I will tell you um I've had a lot of conversations and one-off calls or people seeing me across

37:55

campus and they have comments about the CVM Porter the best tip for you and if

38:00

the CPA importer is reported to go five times faster than manual data entry I

38:05

would say give it a try one caveat on the CVM Porter is that your CV should be basically formatted so

38:13

anything that has tabs and tables in it you want to strip that down to a basic document that's a Word document or

38:20

something like that not a PDF and let that system parse it through it is not

38:25

an instantaneous process it's not going to I uploaded my CV and all the fills are populated there is still some lift

38:32

however once that lift has moved past and we get all the the original

38:38

information in uh it is then updating as you accomplish more in your storied

38:44

career so let's move forward and let's look at a few of the screens the first action is activities and

38:52

here's where you're going to document through manual entry you'll see the components and since we are in essence

38:59

of time I don't want to click around at everything but I do want to point out a few key keys new key concerns one under

39:06

general information there's a place for you to opt into the faculty it the

39:11

faculty experts listing now this faculty experts listing is under development by our marketing and Communications area

and this faculty experts listing has existed kind of as a manual update when

Ron Cole was our chief marketing officer the goal is for a new resource to be

developed by marketing communication which is a database of sorts it will pull information from faculty success uh

things your research and your teaching interest into this faculty experts listing should you choose to opt in

and that's found under personal and contact information you will opt in that's the first thing you see on the

page another area that would be interesting the semester data and other general

information comes over from the banner system so that's something that you don't have to touch

the intent to apply for annual processes you've seen some Communications about that early on in all in August uh these

sabbatical and sabbatical and faculty and people believe as well as research professorship application processes are

inside that one link and you need to indicate yes from year to year that you

intend to participate in that process this is um the way that the workflows

work is that we know what faculty ranks you are at you know your career rank we

know at certain times that you should be evaluated based on your last name and your role and all of those things

however fil and research professorships are not

compulsory so to speak those are things that you opt into so this is a way that we have chosen to do that for you to say

yes to that option and then when the workflow kicks off it is not an instantaneous process and honestly I'm

basing these comments based on things that people have asked me so it's not an instantaneous process and it will happen

once you say yes you're going to get an email in your inbox there's a timing associated with that so we'll come to

41:12

you at the appropriate time the next section uh teaching

41:19

a couple things uh questions have been asked about how to document your research in progress of

41:26

course there's one that says currently in progress or courses that you developed so there's just about a section for everything that you can uh

41:33

possibly do when you're accomplishment and if you don't see them then you can reach out to Kevin Ball about that you

41:40

get the next solution okay so this next section is the CB Imports now Watermark report said it is five times faster than

41:47

personal data entry okay so what you'll do is upload a file here

41:53

and from that file you begin an electronic process to parse through your CV and copy through highlighting the

42:01

fields into the fields in the system now this one I want to show you a video because this is the one I think

42:08

everybody needs the most we have an article for it to describe how it works we have a video for it so that the lift

42:15

is a little lighter uh I think the link will work in the PDF that I shared with you it's in the next slide actually

42:23

perfect okay and also they're written text if you go back and click on the Square that should

42:29

be the video okay do we have sound do we know that's a good question

42:35

you're doing um if you're doing um first of all sexism

42:43

then with the air tank are you on airtain this is a direct wind

42:48

okay okay well then it should play see the airports please quiet

42:55

okay at least developments

43:03

foreign

43:40

for this foreign

44:10
let's check it out to begin go to CD Awards medication
44:25
today so that you can see some full process
44:34
please activities
44:40
let's Circle the presentations
44:52
foreign
45:00
[Music] on stage you'll see a list of all the fields that you could allow for your
45:06
decisions skills that are required so it starts will need to be filled out
45:12
consider recommended or optional I highly encouraged and of course you need
45:18
to annotate to be generated proportions
45:23
social collapsing the information between the fields first will I live
45:36
thank you it's five minutes but still yeah
45:49
Kidz Bop selected he's slowing down that menu on the left-hand side and uh selecting the
45:55
title of based on coordinates excuse me
46:03
yes
46:09
the question is why are we watching the demo yeah I was informed that someone might want
46:17
to know about this and this is why I'm showing you this demonstration of the CDN border
46:23
no this is not this is not the training
46:30
that's okay I'm good okay
46:36
since this was included in the new CBA as a requirement for everybody on campus we've been looking for ways to
46:43
disseminate the information more broadly to campus because there are Pockets that
46:48
have basically never heard of it and are frightened by
46:54
it I
47:06

we were going to cut the shorts okay so yes we had on YouTube thank you we'd already discussed not showing the entire

47:12

video um could you answer the next slide please one of the things that we wanted to point out is that the other feature with

47:19

the um system is workflow but you can produce reports out of the

47:25

system so for those of you are unfamiliar with the system you can produce your own CV once you enter data

47:31

you can customize that CV so it does have some functionality for you you're going out to speak you can adjust your

47:39

content in your CV to meet that audience that you're providing a document to

47:44

regarding those your speech what workflow will do is to streamline

47:50

the delivery of your portfolio if you're an applicant uh it produces a formatted CV through your data entry that

47:57

automatically happens in the system it allows for you to produce multiple document types okay and allows you to

48:05

upload multiple documents as well if you're a participant or a reviewer

48:10

it displays the status and location of your academic processes so if you are an

48:17

advocate if you are a reviewer then all that information will then display you'll know who and whose hands it is so

48:25

if you're waiting you don't know where your portfolio is you can go in and look right at it

48:31

Kevin already mentioned the items that have been committed to a workflow so that's a list for you and if you'll

48:37

continue please and there are some examples of workflow there this material is a part of the portfolio shared for

48:45

your record uh the video content and there are resources at the end if you care to look at them uh to understand

48:52

how the system works and uh what the processes are for each one of the

48:58

workflows that have been implemented are there any questions regarding this system yes

49:12

there's a lot of programs that have accreditation the accredited bottom
49:17
might have a specific one okay so the CV template is customizable
49:24
in your regards like you need to rearrange it in a certain order if you need to document it in a certain style
49:29
Ava MLA or whatever style you're using then that is also available to you
49:35
snow
49:44
white website words
49:52
thank you a question about the appearance of our
50:04
information on the profiles yes there's an odd thing that happens with our
50:11
Publications where it all shows like the dates in a name but it doesn't feel like
50:17
any other information there's no way to kind of like is there another thing that big
50:23
show more like children actually uh it depends on where you
50:29
place it if you have an intellectual contribution it will list like a citation it should list like a citation
50:35
I do know that there have been some concerns uh with our marketing Communications team and bringing the
50:41
data over and it's not with the system and it's some programmatic issue that they're having bringing data over so
50:47
many people have asked well I put my data in and why isn't it displaying now on the web and I do know that there is a
50:53
backlog of something happening in marketing on the website to enable us to get that data over it is not you let's
51:00
let them work through their uh concerns and we'll come back to that
51:06
okay thank you thank you for that thank you very much we appreciate your time and efforts
51:12
um we have one more agenda item which is from the um academic standards committee
51:17
Dr Cerny
51:28

good hi um hi everybody I have um attended this lovely thing out to you a few minutes
51:34
ago oh sorry say Phil and my my brain is attached to my feet so I'll do my best
51:41
um if you need a copy I've got a copy for you um many copies and I want to make note
51:47
that you are getting this late or what seems to be late because our committee has been working very digital diligently
51:53
on it I can speak right diligently on it for the last several weeks and we were
51:59
working up until yesterday to get this out for you today again this is only for information purposes today we are
52:05
looking at a very quick turnaround deadline for our next Senate meeting so please in Earnest have a look what's
52:13
offered here and be very generous with um recognizing what's at stake here in
52:19
terms of the foreign language policy in terms of flexibility for our programs here at the University I get to actually
52:26
stand a little bit on my own soapbox here because what I um get to do is say
52:32
I am a resiliency expert in my research and systems expert in my research so I
52:38
want you to really consider what resiliency is we've had three years of hearing about resiliency and it's all
52:45
been from a colloquial standpoint so we all think that what's going on in places like YSU or Penn State or wherever are
52:52
resilient um this is just a co-opted language right so I want you to sort of put all
52:58
that stuff away um consider some of the documents material at the second third page pardon
53:05
me in here and look at all of the mechanisms that truly make us resiliency
53:11
and system stability which is what a university should be so in that when
53:16
looking at these three policy statements I want you to keep resiliency and
53:22
flexibility in mind um so that's really what I have to say
53:27
um today we really do want a system here at YSU then it's going to go into the
53:32

future and this is going to set the platform I think for other academic programs thank you very much
53:40
Don I do have a brief question you remember you recognize three policies
53:45
three elements to the policy we're not going to be voting on three policies but a pop single policy with
53:53
three elements yeah at the next Senate meeting
53:59
do you have any brief questions for Donna I know I gave you a lot to look at
54:04
um and I appreciate that you probably hadn't had an opportunity to look at any of it and that's an itty bitty tiny print
54:12
I don't really have any questions but I have some concerned should I stay done now I'm Jennifer baby and I'm from
54:18
English and World languages and I just wanted to say that we're concerned about
54:25
um possible elimination of the language requirement for some programs in the
54:31
Bachelor's of Arts programs um major of degree excuse me I don't really feel
54:39
like at the same time that we are trying to internationalize the campus bringing
54:45
students from all over the world to our University which is really exciting
54:50
um that we want to in any way have graduates fewer graduates that have
54:57
studied foreign languages I think that's really concerning I don't think that as a university we can really legitimately
55:16
I think that um in particular we have students who are graduating on
55:22
international relations or International political science programs or international business
55:28
Etc I think we definitely want to see those students having that study of another language and you can be all can
55:35
agree the importance of having a global um a global student population here that's
55:41
interested in slowly minded that has been studied abroad if that's a
55:47
possibility we love that video we certainly want them to be more
55:52

absolutely I think that our local schools don't have enough bilingual teachers they

55:59

don't have enough um stage seeking people in the school that it is

56:05

um a lot of the they cover students with their families and aren't able to communicate with our local Educators and

56:13

we want to see more people being bilinguals especially in Spanish I'm not even a Spanish teacher but

56:20

um now they're actually at West the country we've been in the second largest

56:25

population of Spanish speakers at Mexico that means we have more standards deeper

56:31

than the United States than in first language they are secrets from the United States than countries like Spain

56:38

or Colombia or um Argentina they think that we need more criminal

56:44

justice Majors or criminology Majors uh nursing Majors that are bilingual uh

56:50

certainly international studies and studying a foreign language in particular of students um

57:00

interesting patterns of those much the way that it impure science or

57:06

mathematics Solstice to think in more logical ways um as far as the College of creative

57:13

arts and um I think we want you to you know our

57:21

historians who have studied Italian and French Spanish they think we want Opera

57:27

and local performance Majors who know how to properly pronounce the words that

57:33

they sing I think um it's important that you have communications Majors you don't know how

57:39

to communicate with people from other backgrounds from other cultures with

57:45

International people at the same time in the U.S or the university excuse me

57:52

myself UMC has recently adopted the

57:59

university-wide learning platforms uh three meetings directly relate I feel to

58:05

foreign languages uh University of learning cuts on the Mercury why is to

58:12

graduates of political communicators 3.1 they communicate ethically responsibly

58:18
responsibly as local citizens and professionals 3.2
58:23
our graduates are informed of the minded and responsible people of the word sensitive to diversity and historical
58:30
communication swallow applying protected constant management strategies uh university-wide learning math number
58:38
four YMCA graduates um will build specific Fields oral
58:44
relational cultural awareness skills through service for the community 4.5
58:49
graduates contributions that have been made by members of diverse cultural racial ethnic gender groups in their own
58:57
communities foreign
59:48
[Music] so
59:59
turned it off oh that's right
1:00:06
certainly
1:00:13
right right exactly yeah
1:00:19
um with that if that is not appealing enough and it's sorry which it is and I think that let me put an exciting things
1:00:25
like I think the one thing that I would probably also personal like say um and I say this a lot is
1:00:32
um we're not all Hammers and not everything is a nail and if we're going to be ready for the future whether we with interfacial skills or
1:00:39
employment skills we have to start to recombine what our programs look like and that means putting in the languages
1:00:47
that get us to think differently to have neural networks that have an
1:00:52
understanding of what kind of future is going to look like and as technology is changing significantly over time the
1:00:58
humanities in particular the languages are going to become far more important in communicating what needs to happen in
1:01:06

a more human-centric World which I think we're all going to demand in an AI driven environment so that's
1:01:13
where I want to just sort of underpin what Jennifer was saying right
1:01:18
you said you've been talking about this for years
1:01:24
we did this with Bachelor of Science
1:01:29
environment because it wasn't but Bachelor of Science uh and we've been
1:01:35
talking about that in our department for years as in the bachelor's programs and what we're
1:01:42
grappling with is the support for it there there is the
1:01:47
unless the university is going to support a full-fledged language program
1:01:53
we're basically employing our students right because we want our students into service by by requiring and then not
1:02:01
being supportive so there's that diversity that I'm talking about make sure that diversity is in place
1:02:11
if we're going to offer the languages let's offer the languages that our students are actually going to need what
1:02:17
other questions I would encourage this committee to also
1:02:23
go back and open the FW rates for students that are in Bachelor of Arts programs that are not connected directly
1:02:28
to bachelor's learning programs and packages and see what those are because at when I was the Department of Children
1:02:35
students under the director of Johnson the former chair of the department to go
1:02:41
look for alternative online programs because we couldn't offer them here and
1:02:48
so those students went into uh straighter line uh straighter line was
1:02:53
one of the auctions we offered per year and those students would go into the most important to the university would
1:02:59
go into it year after year semester every semester and lose thousands of dollars because they were trying to
1:03:06

think of online languages with no support that that was the problem so we tried
1:03:16
and it's a slippery slope
1:03:23
any other comment s well okay one language well with your
1:03:29
part in every situation see if a disability dyslexia it's incredibly difficult for
1:03:36
me to learn foreign language will I be required without you no there's there there has in fact always been a process
1:03:42
for a waiver okay and that would continue and it's true for other disciplines as well yes
1:03:49
uh Years first of all having been a student
1:03:56
here for five years I've actually had a lot of difficulty with language programs as Ryan Greenville and be completely
1:04:03
denied access to two lack of faculty and lack of commitment um first off my biggest thing is the way
1:04:10
this seems outlined is that it's maintaining each policy that we've had where programs individually make the
1:04:16
decision about the time they want to have that land requirement um if I was thinking about this
1:04:22
my thought would be is if we were to apply this university-wide we wanted to figure out the uh
1:04:28
lack of a Anti-Flag policy that this is addressing and second of all uh my
1:04:33
biggest thing is with their VA University backed language arts program so that way it's tuned but actually have
1:04:39
access to the language programs that we saved to offer I would suggest that that's benefited that probably ought to
1:04:47
be addressed to the office of academic Affairs because
1:04:53
Senate is not the one making those decisions thank you
1:04:59
okay nothing further okay um I know we've had a race through
1:05:05
things today I do want to thank you those of you that who have fun in here I
1:05:11
look forward to Lively debate on this next issue on next meeting please
1:05:18

if you want to voice an opinion on it please read the document as it's
1:05:24
presented it will save a lot of questions as we move forward with this
1:05:36
Donna Donna asks for Grace um in terms of typos and other errors
1:05:44
given the uh queried nature of its preproage so
1:05:50
um is there any new business
1:05:56
okay um if you'd like to adjourn vote with your feet
1:06:03
foreign