

Transcript

0:01

good afternoon everyone good

0:06

afternoon can we come to order

0:12

please yes let's come to order good afternoon thank you for coming out in

0:18

this bright sunny day yes indeed the sun has returned for a couple of days so go

0:23

out and enjoy it Jeff Allen told me he was going to put his shorts on and run

0:28

through the courtyard L I'm going to call the meeting to order

0:34

and uh Dr Kramer back there tells me we have enough we have certified form so

0:40

I'll call the meeting the order before you has been is the agenda for today's

0:47

meeting it has been posted and distributed is there any changes to the

0:53

agenda proposed seeing none then I will assume

0:58

we are good to go the uh agenda so first order of business

1:04

will be the approval of the recording of the minutes from the December 6th Meeting those were posted by Edmund some

1:12

time ago I'm going to presume you all had chance to go through those or you were an attendance of the meeting do I

1:20

have a motion to accept the minutes as presented Martha motions Dana seconds

1:28

okay any comments questions hearing none all those in

1:36

favor of approving the minutes as presented say I I opposed extensions so

1:43

move okay moving along we'll go to the Senate executive committee report about

1:49

two weeks ago the Senate executive committee met and we met with President

1:54

Johnson we had a very productive meeting uh talked about a lot of different uh

2:00

topics he was very receptive to the things that we chatted about uh we will as an executive

2:07

committee will continue to meet with the president once a month prior to the Senate meeting and uh eventually perhaps

2:15

the president will come to the Senate to address it um the other thing that was

2:21

going on in the meeting is the discussion about how the process of

2:28

forming a no confidence resolution should come about the executive

2:34

committee decided that we need to have a policy in place from the Senate and the

2:41

Senate executive committee is going to assign this duty to the Charter and

2:47

bylaws committee however the charter and bylaws committee

2:53

role is essentially depleted so we will be looking for

3:00

volunteers one from each college and one from student government and one from the

3:05

administration to serve on this committee to put together a draft

3:10

process to bring before the senate in the near future so if you are interested

3:16

in that please uh talk to either Martha or myself or Edmund so we can uh get you

3:23

on that that committee if uh there's space again we're looking for one one

3:30

person one senator from each College one administrator and one student okay and I

3:38

believe uh Jordan's going to find the student for us right okay um the other thing it just cropped

3:48

up um there is a committee that has been in

3:54

form to address or begin to formulate policy regarding artificial intelligence

4:02

and its use in the classroom there have been now a couple of academic Integrity

4:10

cases brought forward regarding the use the inappropriate use of artificial

4:16

intelligence in classes and the big fear big fear as I've been informed is not

4:22

necessarily in the face to-face class per se but certainly on online courses

4:28

where you may not be able to recognize responses being formed by artificial

4:33

intelligence there will be more forthcoming in the next month or so regarding this committee and their

4:41

actions that about wraps up uh my Senate executive committee report or any

4:49

questions okay we're moving right along we'll move on to senate committee

4:54

reports and the first one you have for you that was posted is the undergraduate

4:59

curriculum committee report uh submitted by Dr Wakefield I presume Dr Wakefield

5:05

is not here uh is there were there any questions or comments regarding his

5:13

report hearing no questions then I shall presume that the Senate uh is compers

5:20

with those actions being taken by the UCC so those are approved

5:26

courses general education committee has a report I know Dr nhart is not here

5:33

today he's still recovering somewhat is there anybody from the J Ed committee wishes to to stand for him

5:41

today no one okay then I think uh the report is before you any discussion

5:49

will'll hold in abeyance till the next meeting should you have any questions or comments because I'm unable to address

5:56

that myself we have uh next up ad hoc committee on general education Dr

6:03

Palante would you care to address the Senate yes

6:09

please and if you speak today please we have a microphone up front we have a

6:15

microphone in the camera and we have a microphone in back I would appreciate if you take the microphone announce who you

6:22

are and what department you are from thank you

6:28

Martha

6:38

hi everybody I want to make clear first of all that this is a draft only and

6:45

that we will not be taking any action on it today we'll be collecting responses

6:50

over the course of the next month and then it'll come as some kind of um

6:55

resolution to the next Senate meeting I'll be glad Dan answer questions but um
7:01
please keep them brief first of all um the ad hoc committee has been meeting since before
7:09
Christmas we've met three or four times um in various forms and um policies
7:18
we're suggesting were the unanimous recommendation it has consensus of the
7:24
committee and we would like to move forward with it okay
7:30
um first is the general composition of uh J Ed that is
7:37
impairment determined by the State of Ohio's Department of higher education through Ohio 36
the core is composed of
7:46
eight courses it will be a first writing course or 1550 or it's equivalent I
7:53
believe that's 1549 an approved Math Course and there will be attached to the general
7:59
education sheets a list of what those are I believe there are six or seven
8:06
that currently have approval next two Natural Sciences course two natural science courses with
8:13
a one-hour lab attached to one of the two next are two social and Behavioral
8:19
Sciences yes that is a change that's the way Ohio 36 refers to them um drawn from
8:26
two different disciplines that's not our rule that's a rule from the
8:32
state uh next are two Arts and Humanities courses which are again drawn
8:37
from two different disciplines um above the above listed courses also constitute the core of the
8:45
general education requirement for associates degrees associate of arts and
8:50
Bachelor uh associate of
8:58
science okay can you hear me better now okay um
9:06
okay the four additional courses
9:12
instead thank you I we are better equipped at least now
9:18
with the camera okay so the uh remaining four courses there will be a required
9:25
second writing course at this time it will continue Contin to be uh English

9:32

1551 we would like to meet with representatives of the composition unit with in English over the next month to

9:39

discuss um what writing in the discipline courses might like it was our

9:45

suggestion that all of those courses carry a English 1551 designation with the disciplines

9:53

acknowledged by um a letter suffix like a b and on okay um the three remaining

10:03

options for the three remaining hours are um also in recognition of

10:12

the the very diverse populations that we have on campus in some cases uh

10:19

electives general education electives have in the past been completely prescribed by uh individual progs the um

10:29

example that I've used is nursing there are others that closely prescribe that

10:36

um second option will be thematic micr credentials thematic is my term for them

10:44

um and we'll talk about what those might look like in a minute uh the third is an

10:51

unprescribed option we're trying to move away from the term elective because that

10:57

seems to indicate to people that it's absolutely free choice the three additional courses must be drawn from

11:03

the list of G approved general education courses um Communications

11:10

1545 is recommended but not required and then there are some policies that we

11:17

would like to see in place first of all there'll be a maximum of for micr

11:23

credentials there'll be a maximum at least initially of eight micro

11:28

credential um they must be indicated they must

11:34

indicate alignment with the university wide learning outcomes as well as um

11:41

Ohio 36 microc credentials will be designed as such that no no more than one course

11:48

per preex will be included in the example

11:54

for example and that's by subject code so for example history chemistry art

12:00

would be acceptable micr credentials shall require three courses selected
12:05
from a list of no more than six courses and it's up to the people who are
12:10
proposing the micr credential to organize it so it meets the
12:15
criteria um finally all courses are all the courses and the micr credentials are
12:22
going to be evaluated on a regular basis to ensure that they still align both
12:28
with univers learning outcomes and with those of the state we're also making some other
12:34
assumptions all courses will be three three credit hour courses with a couple
12:40
of exceptions English 1549 comes to mind the natural science lab attached to a
12:47
science course and some of the math courses there may be others you can
12:52
apply for an exception all current general education courses will be
12:58
required to reapply to be considered uh for classification in the new general
13:03
education program no courses will be fed into the program the sequence for pre
13:10
reapplication is to be defined by the uh general education curriculum committee
13:16
and the time and they will also establish the timeline to meet demand roll out for January of 2025
and I want
13:25
to go back one minute um at the top you'll see that there are timelines
13:31
indicated um for undergraduate programs marked with an a
13:37
designation only the roll out is spring of 25
13:43
basically a year from now for all new students as of fall
13:49
25 the new general education requirement will be applied continuing students will
13:56
have the option of of um continuing in the old
14:01
general education or opting in to the new
14:07
one I personally suspect that it'll be easier to fulfill the new requirement
14:12
than the old one depending upon when at what point the students are in their

14:18

programs certainly for seniors the logical thing is to continue the way they are perhaps for students who are

14:24

only in their first or SEC or second or third semester moving to the new general education course will facilitate their

14:33

graduation okay um all courses are uh all traditional courses face-to-face

14:40

courses 15 weeks for fall or spring for online courses in seven week sections um

14:48

will follow the prescribed pattern from um the register's

14:53

office um all courses shall be lectur courses for the HEI

15:01

classification The Only Exception will be those courses that have science labs

15:06

associated with it initially there will be a maximum of 75 courses in the

15:12

general education portfolio new courses can be added only if the maximum number is not

15:21

reached new courses may also be added or perhaps substituted if former courses

15:28

are courses must have um a minimum

15:33

enrollment of 40 students composition and a couple other disciplines have other minimum

15:41

requirements and they will be acknowledged courses at the introdu courses must be at the introductory

15:48

level which means lower division courses currently are 1500 and

15:54

2600 level courses with no prerequisites um there are again some exceptions for

16:02

science and math courses which may have testing or other completion

16:07

requirements um all courses must have a clear assessment plan including the

16:12

frequency in the offering enrollment review and DFW rates coures must also

16:19

indicate a multi-disciplinary approach to be included in the micr credentials

16:26

coures must indicate alignment with university-wide learning outcomes in

16:31

Ohio 36 and finally courses can be counted for general education courses

16:37

and the major or the minor that may only be counted

16:43

once um if you've got specific questions I will try to answer them for you again

16:51

this is primary

16:57

on

17:22

I'm not the person that can answer that question that's going to be for um adart

17:27

and the UN general education for um we will as a group the six of us

17:34

I hope be meeting with general education um either next week or the week after

17:40

and perhaps we can get that Court the answer to that

17:45

question yes AJ AJ economics this might

17:50

also be a question for the committee but the 75 maximum courses my understanding

17:59

is it's well above 100 currently so my first question is just how did we come to 75 seems like a significant drop and

18:07

two would be how are we going to determine the 75 when more than 100 courses are trying

18:13

to be part of first of all um the committee actually the provos

18:21

office did do a survey and there are only currently I believe 70 six courses

18:30

offered regularly with near full enrollment so it is not as drastic as it

18:38

sounds um and the this is part of the recommendation from the Board of

18:44

Trustees also to slim down our op Jen is there anything else you would add to

18:50

that Jen P not

18:57

here

19:27

IDE

19:36

in case that did not record the question was um is this basically is the 75 M

19:42

realistic given the current number of general education courses the answer provided by proost

19:49

um was that um when we looked the courses and take

19:54

out courses which are currently part of the offering and um courses all offered in multiple um

20:04

variations all of which are listed um within the within the jet that the

20:12

number is much closer a anything else yes John John Baris art

20:19

um I had a question with the wording just a little bit further up when you're talking about the micr credentials um

20:27

let me see uh okay so unprecribed option primarily

20:32

for candidates in programs such as BTS or transfer students can any student opt

20:38

to be unprecribed uh so they can make up their own selection um our recommendation

20:46

would be that like foreign language that would be determined by the provided

20:53

program okay that that the decision would occur in the program

20:59

yes

21:12

very this was finished last night I have emailed at

21:17

the we don't know

21:22

what we're planning on meeting I hope next week

21:29

yes

21:52

please something else so that would imply the

22:04

it's it's a very good question um the micr credential might well contain

22:11

1545 it's also possible for a student to do a micr credential and have used one

22:18

of the courses in it as their original natural science social scies or arts and

22:26

humanities and therefore they can still do the U micr credential even if the

22:33

department at the program that they're in requires uh Speech and I I guess our

22:40

recommendation is also that the requirement for for um Communications

22:46

1545 would be a program recommendation does that make sense to

22:56

you

23:07

yeah you yes it might but you're all but you're still going to have to have 12

23:13

hours in general education will not reduce the number of

23:20

courses I would suppose that it would be possible for a student to do perhaps

23:25

even two micro credentials if they selected courses

23:31

care anything else ched is looking at me like it's time my time to go so thank

23:38

you very much very quickly apparently there's a question from Elanor to you yes

23:47

Elanor Martha why do you have a minimum uh enrollment of 40 students will these

23:53

classes have first option for appropriately large classrooms

23:58

um the minimum of 40 I believe is um

24:04

something suggested by our Board of Trustees or at least from um the uh

24:13

office of thats and that um yes they will have

24:18

personel large thank you you're welcome thank you

24:26

Martha Martha will be around so if you have more questions I'm sure you'll be

24:32

happy to entertain them and if you've got specific comments email them to

24:38

me okay moving on the last piece of Senate committee report Dr Ash has

24:45

submitted Academic Program committee report anything you want to say

24:50

Dave uh no these are just programs have been passed by ABC and circulated so they're just kind through that

24:58

they're finished they're finished yes so unless uh there's a bloody outcry about

25:04

a couple of them they're they're considered approved and just to let you know I've already signed off probably

25:11

over 200 curriculum changes already as well so they're still coming so about

25:17

that many program Chang about that many program changes too so so there's going to be a lot of time with the fireball

25:24

coming up anyway um before I bring up the old business

25:32

here I don't know how many of you knew that the former student government

25:37

president Alex Papo was in a very serious car accident and is not in school for the

25:44

rest of this semester so I think uh it please keep them in your thoughts and

25:49

prayers and uh fortunately uh they they have a great

25:55

vice president who stepped up to be president of the SGA she's going to come up now Jordan
pintar talk about Student

26:02

Success survey results Jordan oh you stole my phone I

26:10

did hi everyone my name is Jordan so I am filling in as a president right now

26:16

um I will say that I did not get the survey results to me initially so I will send those over to them
to have surveys

26:24

results sent out to all of you so you can actually take a look at them um but for now I just kind of
want to talk about what we did so student government

26:31

conducted a survey summary of the data about um the steps that get in the way

26:36

of students graduating so essentially what are some issues that you see in the whole four years of
your time at YSU um

26:44

and this was kind of so student government knows what we can look at and advocate for students
and what we can do

26:49

to help them out a little more so kind of getting into it we've had 530

26:55

students complete the survey which was awesome awesome of course we had to entice them
with airpods so we did do a

27:01

raffle giveaway for that but 530 students um out of all of them 83% of

27:08

students who were satisfied with their academic advisor which was great to hear they had all
made contact with them at

27:14

least once and have set up meetings weeks in advance so that was really great to hear in the
academic advising

27:20

World um 83% of students fully read their syllabus before class so that's

27:26

also really great I hope that it reflects that but we'll see um so

27:33

getting into the areas that Student Government now wants to work on we realized that 62% of students did not

27:40

know what an academic grievance is and 81% of students do not know how to F so

27:45

we think that that's really important because we have we hear a lot of student complaints um and some of them being

27:50

valid and some of them not we really want to educate the students on what an academic Rance is what the steps that

27:57

they need to to do before filing one what the difference is between a grievance and a complaint and who they

28:03

can get in contact with in their Department to figure that out first so moving forward we're going to take this

28:09

to our assessment and enrichment committee and we're going to get some little more like Hardline data forms so

28:16

we can come with a better presentation to one of the Senate committees to figure out some ways that we can tackle this issue um we're hopefully looking to

28:24

work some stuff into um like the first I'm bling on what they're called the

28:29

intro classes the success seminars sorry and the syllabus to kind of help with a little education there but if anybody

28:37

has any feedback please email mebody have any questions I'll do my best to

28:42

answer them but I will send all this

28:47

like May how many students responded

28:56

530 other questions for

29:01

Jordan thank you Jordan appreciate

29:07

it okay uh we'll now move on to new business and I'd like to bring up Dr

29:12

Dana sper to talk it's a term of

29:25

respect um

29:39

all right um this is the academic Senate technology committee so the a lot of Technology changes been happening we've

29:45

been moving pretty quickly and we felt like needed to we get back to the faculty and it seemed like a good spot

29:51

so at least do some of those so we want to highlight four things that are happening very very soon if they haven't

29:56

already kind of already happening one is Banner self-service The Faculty grade

30:02

entry this is going to happen by mid-February um so those of you who have classes that are ending soon in February

30:07

you're going to see that um Finance um if you're a finance person there's a new Finance dashboard uh penguin portal um

30:15

there's G to be just jump in and then Ultra so this is the new grade entry form it looks very similar so it's not a

30:21

big big change but we see a new one this is the finance dashboard so for those of you who do Finance this is going to

30:28

be love in your dashboard U penguin portal so right now

30:35

um you see the way to get to the new penguin portal is under the text and the old one is over there um they will be

30:42

flip-flop soon because it's no longer going to be supported by the company so we are making a change and it's going to

30:49

be look like this oh yeah there we go that's where you want

30:54

to go it's um you can actually organize and take things in and out um it's not as scary as it looks um but it is new

31:02

and we going to have to do it because the old one isn't supported anyways so but it's actually um up and in there

31:07

it's fine you'll get used to it um yeah so that's the way we're going and that's

31:13

what's GNA and that's going to happen very soon and faculty dashboard right you're going to click on that you'll end up

31:18

here I'm assuming all of you have been to the faculty dashboard that's already happened

31:25

so and then um by Fall everybody will be in Ultra

31:31

and Blackboard I hope that's not news we've been slowly making our way

31:36

hopefully um and we will be there by Fall everything will be moved

31:42

over here's some other projects many of which are actually underway Watermark um the distinguished

31:49

professors awards were already on under that um carewell evaluations are going to be done in that in March um faculty

31:55

leave reporting we're already doing that but that's already already happened um Windows 11 for those of you that's going

32:03

to happen at some point maybe yes yeah it's happening um summer fall fall

32:09

hopefully um and then Gmail I'm not talking about it Jim is going to do another meeting just about that because

32:16

I know there are concerns so um and then on the horizon we have a

32:23

faculty grade um entry upgrade penguin intelligence um the green workings and then also oh I

32:30

forgot to say this there's these little people in in the little dashes next to it it does partner with different groups

32:37

as they go and I forgot to actually highlight all the groups that they are partnering with It's s like it is gone Rogue um and then a new specialized

32:44

engineering app Cloud for those of you in engineering are probably be very excited about the new app cloud and upgrade to that not no maybe oh come

32:54

on oh come on be positive we a positive new

33:00

world and then some path project um we thought it was a good idea to just highlight all the changes that have

33:05

happened so if you feel like a lot has happened it did um yeah that feeling was

33:11

that feeling was real so um here's just some of them from some initial Banner stuff you done Watermark the YMS ymes

33:19

Sunset it which was not was not an option it just had to Sunset um and then a lot of upgrades to um Banner self

33:26

server and then um we did some WebEx classrooms this about some out growth of the

33:33

pandemic that's s did great

33:39

questions comments yeah Bob way in the back at

33:46

large soam I

33:51

have multiple sections of the same class I'm going to send an email out to everyone I know this multiple

33:59

times um I'm G to pass this to

34:12

Ros and Le is

34:20

on for that as why is not supported there's no one available to keep this

34:26

program thank you there's no one Department to keep this program

34:33

running so we found ways to communicate

34:39

at the level the chairs through the they are

34:44

looking at alternatives to help fac all of their students in the inter

34:51

room recommend choice of course that you

34:57

group your to a Blackboard Blackboard show whether

35:02

you're utilizing it or not but stents who are registered for your courses can

35:07

be grouped into a master board

35:13

sh but you then

35:18

you all the students that said you set up a hierarchy that's

35:24

correct okay that's what department

35:39

cyberon is going away at the end of I think it's the fall but we still process

35:46

behind this we have had F groups of faculty and other departments about the things that are

35:53

used and voice that this is something really want

35:59

so they one of the other Alternatives was uh develop some of
36:12
program other questions yes
36:18
Martha m is in complete Martha pante um be classy um my question is completely
36:26
self-serving I do a lot of work in bner finance will there be training
36:34
available go beyond simple
36:43
queries and this item Willet by February 28 so there will be than
36:51
one have questions my office
36:59
resources speak of purches
37:06
cont thank you other
37:12
questions thank you appreciate
37:17
it okay um for an encore we're bringing back
37:24
Martha pante to discuss criteria for determining program
37:30
outcomes on the
37:41
list apparently not I remember I'm
37:55
thinking one of the things that's come up both in
38:00
Department College meetings and in our Senate exact meeting was
38:07
um the uh criteria used to evaluate
38:12
programs and the two circles that we're using to determine
38:18
which which programs are healthy and which ones are not and um this is primarily from our
discussion with our
38:25
Dean in classy but um what are the criteria for programs
38:33
particularly in um that sort of second Circle that are on morning or in the
38:40
second tier um for getting out of it and how do
38:46
they know that they're being successful and we'd like to open that discussion

38:53

with members of the administration and and um ask for feedback specifically

39:00

about if if you have individual questions as senators or as Department

39:07

Representatives about what those criteria might be that was

39:16

it well thank you last on the agenda is Dr Carrie W

39:25

who wants to talk to us about the student course feedback teaching from the teaching and learning committee and

39:31

she's going to be requesting out of committee a vote since it's coming out

39:37

of committee

39:49

at so the document you've seen the first part of

39:55

it this first part for to feedb this is the third time

40:01

we got here boring here but so there's three

40:08

times we brought that and this is the second time we brought a new measure of student feedback on your courses so it's

40:15

been about a year getting on a year since we brought this document to you

40:21

we've asked for feedback all that time and know we've received some feedback and we tried to address that where we

40:28

felt we could and make sense to do that um so at this point we're requesting a v

40:35

um we can do separately of two together but there's process and the document itself um just to just a couple since

40:42

I've got a couple minutes just a couple sort of overall view of what we did you

40:49

know we we have this document called student course evaluations for a long

40:54

time it has changed a lot although how we understand teaching learning really has changed a lot years and our

41:01

community worked as you know to develop the teach documents we said okay here's what here's what we think is going to

41:07

teaching is an institution we developed a a survey for students with items that

41:14

reflected those criteria as well as the reciprocal responsibilities document for

41:21

under students and instructors so we tried to represent those elements within

41:27

those items we try to write the instrument so that would it would reduce

41:34

goal or bias we also included a bias statement within the

41:39

directions we wanted to measure concrete behaviors as much as possible and effort to

41:45

reduce bias these kinds of instruments are notorious

41:51

for bias kind responses we tried to reduce that want to eventually upon

41:58

implementation which we hope would happen in summer we want to then I'm

42:04

faculty member a little bit of money do some data

42:09

analysis factor analysis analysis Etc we can continue to help that document so

42:16

it's got some you know healthy sub scales that make sense and hopefully you will have a better than what you had

42:25

before just a couple things about the process to the document itself and then

42:32

just

42:39

be so this right here this what would happen probably the big thing to affect

42:45

you and honestly it wouldn't be a big change to your life is that unless you are fully asynchronous you know that

42:52

that won't change anything there but if you have some face to face element in your course and we've had you know

42:58

really poor return on on these surveys so our numbers I think it's 50% of

43:05

students answer disal especially you're using perative or evaluation of one of

43:12

your instructors teaching factors so we want to boost the numbers of return

43:18

documents so therefore we are going to ask that people go back you got next

43:23

class take 10 minutes or the class take 10 minutes somewhere in your class just

43:29

two weeks by the way we're also proposing that that um student for

43:35

feedback document would be available to students the last two full weeks of class and
Clos before final

43:43

exam period so during that period you take any time you wanted during your class and you go
back to that kind of

43:49

old model where you have students free these directions which are here you

43:55

asked student to do that you ask them out to talk to one another and you have that student you
give them a way to access

44:02

that docent they do it right there class so numb instrument um and we can start

44:10

doing some data analysis that's all I have I don't

44:19

know go ahead and vote this is on the floor for discussion prior to a vote

44:26

coming out of committee so it doesn't need a second

44:39

all return students that actually fough % of

44:45

students okay not the university

44:54

promise

45:01

[Music]

45:14

yes I have would you announce who you are for the record

45:24

please she

45:49

I look forward

45:54

toes be

46:20

ass I see where you that sheet um what we were trying to get out there some

46:26

information how someone like a chair person get contact so if if a fac member

46:33

receives particularly you know harsh Dev valve listen response they can look to

46:40

those items to see if that person was engaged and you know motivated if they

46:45

were actually part was part of their major you what kind of course it was on

46:50

to contextualize understanding those responses that's that's the reason those question

46:59

and we can continue to Marge all the questions and as we move forward Mark pante be classy could you

47:07

scroll up to some of the other sections

47:19

um okay um I guess my concern would be

47:26

that we separate things that are cost management and most of those things are

47:32

in the first section you our course management from actual

47:41

teaching examp okay so um my instructor made

47:48

changes to the syllabus that's courser management um and and you know are they

47:57

um but I'm not sure that abiding by University policies is cluster management yeah this

48:04

this first list was really reflective of contract

48:11

language being carried out so that's why we them that way and then we also had

48:17

items in the teach document that refer to use of the syllabus we also have cical responsibilities do used to

48:23

syllabus that's what and I understand why they're there and this is a problem we had when

48:31

we were talking about the reciprocal document and came to the conclusion that it really was not about teaching method

48:41

but about course management and I I guess I just want

48:47

to make sure that those things stay separated in this document to reflect

48:54

that um not sure how to answer that except I can say that when we do factor

49:00

analysis on these data we'll see how those items cluster

49:06

together and maybe that will lead us to you know put different sces maybe where

49:13

it I would say let's wait to see how shff

49:19

out that's fine I'm it's just I don't want to I don't want to confuse

49:27

again good teaching which is actually the engagement with steering students in
49:33
learning processes and things that are Croom
49:40
management again uh this semester I'm teaching a
49:46
course that has a lecture in a lab and when I posted the syi for the
49:53
lab I had CR for ele it was suggested that I correct that
50:01
so I did now when would show up as the instructor made changes to the
50:07
syllabus and how would that affect any changes made to the syllabus or clear
50:13
beneficial it was purely a technical
50:19
issue register here and
50:26
someone else can speak
50:31
to I mean we have that item there because the contract very specifically
50:36
says you know if instructure changes the syllabus may not harm students so we
50:42
wanted to try to reflect if that if that changes are being made that they just weren't harmful
50:48
they understand I want to make sure that that doesn't spill over into that
50:55
because it wasn't a har was a a uh what's
51:01
the was a te yeah my guess is the students would say yeah there was a
51:07
change but it helped me and that's
51:12
fine johnis art I I want to speak speak strongly in favor of the proposal
51:18
because I feel like it's enormously full uh and of course there will always be adjustments be
made uh I think the
51:26
particularly the framework document is very important in its recognition of exactly what this
stuff is because you
51:34
know I've had experiences where uh you know in my evaluation things are taken
51:40
completely out of context and this is so much better at contextualizing feedback
51:46

so I I urge everybody s s Sanders college graduate

51:53

studies is there going to be an option for not applicable for these items we talked about we put applicable only in

52:01

section where may not teaching system but

52:08

we I we found something you think that would be especially important to we

52:14

talked we talked about that middle manys go from positive to

52:21

negative you know beat this to so if you see a particular

52:29

that's let

52:36

us I don't understand why the instructor responded to messages within 48 hour

52:43

business hour should be different for VA generally respond

52:53

to generally yeah I think it's

53:03

just other questions over

53:24

here it's just anything right now but they can always have information we still

53:30

have you know narative section and we've asked them there not to say we didn't press

53:38

for tell us what you you hated rather explain more about what you talked about

53:44

at the top just place to elaborate more that information again got some examples for

53:51

you right here the instructor sponded within 48 hours if student didn't message the instructor during the

53:57

semester they have no way to evaluate that I don't try to go to the office how

54:03

am I evaluating that so I should go to market not you're asking them what their

54:10

thought is what they don't really know maybe we'll look through about to

54:16

your point and see if any others thank you sure

54:24

Don

54:33

yeah have scale development

54:53

that's thank you

55:05

well that's well over my

55:11

head other questions seeing none all Senators will

55:18

put it to the vote the proposals before you have been presented all those in favor say I

55:28

opposed abstentions the proposal carries thank you Carrie thank you very

55:38

much MERS

55:44

Hillary here

55:54

here

56:02

W student so thanks to everybody so much it's a lot of work

56:12

and thank you thank you for the committee for hard work look forward to

56:18

students skewing me that's fine anyway any other business bring

56:24

before the Senate seeing none I'm going to use one little executive power I have and say go enjoy

56:30

the sunshine let's go home