

7:11

foreign

7:19

foreign

7:33

[Music]

8:33

foreign

9:30

foreign

9:46

[Music]

9:58

yes um Mandy felbaum sociology since last meeting did not have the Forum official

10:05

business like calling for nominations was not valid uh for the chair so I

10:11

would like the call for nominations to occur again and to put forward um Martha pilanti's name for academic

10:18

Senate presidents well it's funny you should mention that Mandy Bob and I went back over the signing sheet there was

10:24

Quorum okay uh nonetheless there was some confusion and Bob was going to talk

10:31

about how when we get to the elections of validate by his committee is going to

10:37

do is that right Bob okay good deal okay so uh with that if you haven't signed in

10:44

please sign in to run um last meeting uh because we believe we

10:51

didn't have Quorum we did not approve the minutes from April 27th and we also have recorded meetings from September

10:58

7th those were recorded and posted on the academic Senate web page

11:04

uh I'm going to presume you all had time to peruse those are there any additions

11:10

corrections to those minutes seeing none I could take the motion to

11:16

accept both as presented let's all not rush to it make that

11:23

motion motion second second second Jonathan any other discussion

11:30

seeing none all in favor approving the two sets of recorded minutes say aye

11:35

opposed abstentions okay move on to the Senate executive

11:42

committee report I have two things to mention can you finally have a senate secretary

11:57

as I graciously accepted becoming the Senate secretary and he will uh hook up

12:06

a little bit with Adam to get his feet on the ground with us and eventually take those full-time so Edmund I've lost

12:13

you there you are thank you very much also

12:21

committees you need to start meeting and we need to start seeing some reports we

12:27

have a couple today but there is a variety of committees that need to get started

12:33

um and also I think Mary Beth Earnhardt will probably be reaching out to fill some empty spots on committee so let's

12:41

get those going and start getting reports turned in to the Senate

12:46

other than that I have not much else to report from the executive committee except there was one item of discussion

12:53

at our last meeting and that's going to flow into elections and balloting that's where I'm going to call Bob Kramer to

13:00

discuss this issue

13:06

we'll meet halfway okay

13:15

chair [Music]

13:21

um yeah it was I mentioned a few minutes ago there was some confusion about uh

13:27

nominations for the Senate chair which we normally do in our first meeting uh according to the Senate bylaws

13:34

uh it's the purview of the election and balloting Community who select nominations or seen nominations is not

13:41

working so after discussing with the uh members

13:46

on the committee uh our decision was to uh go forward with balloting with the uh

13:51

with three nominees that were put forward three Chet Cooper Jonathan Ferris and uh Martha Palante

13:59

our plan is to open balloting this Friday the 7th and closed balloting on the 17th the

14:07

Monday the 17th close of business uh we should have the results down on the 18th for you

14:15

Bob can I ask a question yes sir uh would you still entertain nominations or

14:21

not at this time not that I know of anybody once done

14:26

that's asking being devastated here personally I see no reason why we could

14:33

not prior to that what's going out on Friday

14:40

any nominations from the floor hey Bob it seems like you have your

14:47

slate to take care of them I'll let one of us from the committee know if anybody wants to throw their

14:52

happiness between now and Friday thank you Bob

14:58

appreciate your hard work okay

15:04

moving on we have some other committee reports

15:10

we have one from Tom Wakefield from the University curriculum report

15:16

I've posted it rather than send it out because it was like about eight pages long at about 56 programs on there that

15:25

racked it upon typically once the committee approves this we almost never

15:30

have any objections to that does anybody have any heartburn with the actions

15:36

taken on the courses through the university curriculum committee hearing none then I'm going to presume

15:42

by consent that the Senate approves that report okay very good we do have one

15:50

recommendation coming to us today from general education and uh at Bernhardt who's the director

15:59

of gen Ed Adam would you kind of care to come up and talk about some recommendation from your commitment

16:13

this is just a carry forward item from last year we just felt it

16:18

proven to have the new senior members vote on this uh even though it kind of passed in it last year we just never

16:26

brought it to the senate for it so this is an extension of the Gen Ed completion

16:32

for associate of arts and associate of science transfer students so students from transfer in those degree programs

16:39

from other universities as it stands now transfer students within us earned

16:44

associate of Arts and Order assistive science degree from domestic regionally accredited

16:50

institution inside Ohio from the 61 Ohio State funding institutions uh meet the

16:58

general education requirements what this does is it extends into domestic regionally accredited

17:05

institutions outside of Ohio so uh this um there's a bunch of things for us it

17:10

uh it makes it easier for these students who are transferring in it makes it easier for advisors and uh just a good

17:18

policy all the way around and with that I don't think it needs a second so this this is a recommendation

17:26

from the committee recommendations from the committee do not need a second is

17:31

there any discussion regarding the recommendation

17:41

Jeff yes hi I have um some concern

17:46

um our general education model requires two courses in composition and I'm not

17:53

I'm pretty certain that not all universities require the same and so I

17:59

have some concern that we might be bringing in students who may not be as

18:05

prepared in writing for their work across the university without

18:12

um you know the um the couple of courses that we can match

18:18

up um to our requirements so I I don't know if the committee has looked into that or

18:25

knows anything about composition requirements at other universities but it is a concern that I

18:30

would share with um senators yeah we did look into that uh We've

18:37

explored that as a committee and this was also explored last year by the committee um those every general education model

18:44

is slightly different um depending on you know what state you're looking at what model you're

18:50

looking at so yeah we did discuss that and even within Ohio's model there are

18:56

schools that vary from the ot-36 so yeah we considered all of that

19:04

other comments uh Martha yes

19:11

um I sit on one of the OT right six Betty and maybe it's just for my own

19:17

information does the new model match with the new ot36

19:26

you're talking about the AAA curriculum model correct I'm talking

19:32

about students who transfer in with an Associate boards or associative science yes

19:46

yeah yeah thanks to Joe

19:52

anything else okay we're going to vote

19:58

but the only people can vote for the people who are senators in this room

20:03

that's according to the Charter and bylaws right Mr parliamentarian

20:08

which is why I sent out multiple notes to please try to be present because that's how you have to take

20:14

action at the Senate so the recommendation is before you all

20:19

those in favor say aye aye opposed

20:24

abstentions Dr Earnhardt your your recommendation

20:30

passes okay we're going to move on to Old business

20:36

and um what I want to do is take University learning outcomes first Dr volpat are

20:45

you in the room I didn't say get payment oh there you are you're hiding

20:50

would you like to present this with the Dr Bolta yes

21:04

thank you everyone um we mentioned at the last meeting the

21:11

universe I'm assuming at this point that everyone has had a chance to look at the University of wide learning outcomes that were proposed these are the ones

21:18

that we worked on through the summer and into the fall there are four main points to the

21:24

outcome to the learning outcomes so really at this point our the committee

21:30

was just waiting for feedback from The Faculty if there were objections to

21:35

these becoming the official learning outcomes for the University um so I guess at this point is

21:42

discussion from the floor I know again never going to say I can't stop and look at them we've had some feedback

21:48

um with some you know some concern about the introduction maybe changing some

21:53

words but I don't know what the sense of the Senate is on on these outcomes so

21:58

we've been very little actually overall feedback so the floor is open for our questions

22:04

to the task force exactly the answer who that is

22:12

how learning objectives be assessed and in what classes would they be assessed

22:19

how the question is how would these outcomes be assessed um that's a good question in some cases

22:26

these outcomes are already being suspended I mean again

22:31

part of the university-wide is that we wanted them General enough so that they that each college now I'm starting to

22:38

come to college down to the course or Department enforce level so some of these are I'll admit are

22:46

aspirational right so it doesn't necessarily mean that all of them would necessarily be assessed

22:52

um I think many of them are so I mean as an example ethical reasoning that I do or the logic logical thinking both of

22:59

those have assessments that we do with a with the standard sort of Entry next to questionnaire in our courses do you

23:06

understand sort of engaging their ethical reasoning or their logical reasoning that the end of course being

23:11

able to decide whether you know see whether or not they've actually progressed in their abilities that way I

23:16

think some of these I mean Point by Point not all of these and it was even in our discussions as a committee not

23:22

every learning algo every so I should say every subsection of learning outcome would be something that necessarily we

23:28

would think apply to every discipline so in in in certain courses there may be

23:33

things that just simply aren't relevant to that particular course that you would be assessing I think most of these are

23:39

in line with standard assessment um I don't know if Hillary is here there she's uh okay there there are some that

23:47

are part of already part of our sort of University outcomes that that were that were uh put in place last year or

23:54

several years ago so some of this is I think the majority are assessed accessible is that word accessible they

24:01

can't be assessed I I will acknowledge that there might be a couple of the sub points that might be more difficult and

24:06

I on Hillary's account one of the things is we can figure that out if the time comes that we have to actually assess a

24:13

particular point we can figure out the means of doing that but um unless you have one I'm talking generalities here

24:19

I'm not sure wasn't sure how and this was feedback that I got from my

24:24

how they were going to be to certain places to be assessed and then rolled up to

24:29

the level I mean obviously some will apply more in different you know courses or different areas but how are they

24:35

being collected and rolled up so this this question actually came up several times during the focus groups that we

24:41

had in forums uh what we envision is

24:47

that the university-wide learning outcomes will inform a revision to our general general

24:54

education model so by virtue of a student completing the

24:59

general education model here at the University they will have met the university-wide learning outcomes

25:04

that's like I think you use the word aspirational

25:10

university would inform the Gen Ed model so it would almost these would be built

25:16

into that model already and then outside of the Gen Ed model these would be

25:21

things that we would hope faculty would incorporate into their own forces or in their own department so it doesn't have

25:27

to be necessarily A one-to-one and each of these has to go in every class this is also part of the Gen Ed reform model

25:33

so right that's a very good point I'm glad you mentioned that one yeah so we did say that with the Gen Ed part of

25:39

that would be taken care of with the revising of the Gen Ed requirements the Gen Ed model

25:45

uh Dr Castro my Castro from stem that's actually a big point a lot of these

25:51

teams focus on genes not really on your major uh students are coming here to get a degree and get a job I think in most

25:57

cases so uh nowhere in here that I find the words Merit or self effort or career

26:03

I saw something about Community engagement but most of the students are going to go out and get a job and work

26:10

and that was mentioned in the first sentence but after that it was a career was hardly mentioned at all so I

26:16

recommend that the words of achievement and Merit were included in this rather than just focusing on you know the other

26:23

thing that might be covered in the Gen Eds I guess achievement in Merit I don't as

26:32

well can you understand the career I understand the career element of what you're saying but and which I think is

26:37

isn't the thing I mean I don't think there's a single student that comes to YSU I mean maybe I'm wrong but I highly

26:44



doubt there's students coming to YSU saying that what I'm here is for personal enrichment I have no clue that

26:49

universities provide me with a career so I think that's the standard that we were assuming and that's why in the first sentences of course you're here to get a

26:56

career but what distinguishes YSU from say a community college or Technical

27:01

Training if if there isn't a distinction then we would only need to have a year

27:07

and a half or two years of work right I mean if if your major is 30 credit hours or 40 credit hours then the

27:13

presupposition would be you're done that's what you're we're training you for your career these I think were to

27:18

show that yes of course that's what you're here for but also there's more to a university education than simply

27:24

training for a specific career I don't deny that's part of it I mean and I'm perfectly happy to say that yes in the

27:30

beginning we could you know we could amend that I guess I'm just not clear how the Mariner achievement because

27:35

obviously that's going to be in I mean when you're taking courses right I mean assuming you're earning you're earning

27:40

the degree you're earning you're getting skills that sort of thing so how would that I guess understand an aspiration I

27:46

mean Future Works you know that we aspire to get a job out of this so

27:51

um the other thing too some of these appear to be like life skills like uh 2.1 for the physical health uh show

27:58

awareness to importance of physical activity nutrition and sleep um have classes that somebody may take but

28:04

I don't think everybody at campus wide will take those and this ought to be um you know I think those are more some

28:11

people who are on campus rather than on campus same thing with 2.6 educational opportunity and Healthcare accessibility

28:17

if you're on campus you have health care and for most people if you get a job with your degree you're going to have health care so

28:23

I didn't see how that was uh really something that's campus-wide I think everybody gets it actually all the

28:28

students have to pay the fee for their Mercy Health so they do have access to health care so

28:34

questions um I mean at least for 2.1 I would

28:42

obviously say that that again this is part of gen Ed models I mean if

28:47

if in the Gen Ed model we have something like physical education as a requirement I mean I remember my undergrad career

28:53

that was one of the things that were certain there were certain number of physic classes that you did take one was basic physical nutrition that includes

29:01

nutrition exercise there was one optional so that may I think part of it that first one um the second one uh

29:08

somebody from section two that that had actually wrote this this part wants to speak to 2.6 specifically but yeah I

29:16

mean you're right in that sense they do already have access when they come to YSU okay

29:22

sorry no sorry it's it's sick turn around I'm on the

29:27

screen it's there let me piggyback off of you so the first thing I want to mention is

29:34

when we're talking about the university-wide learning outcomes we're not looking for

29:40

everybody to meet every one of those bullet points the point is that they would each

29:48

program would meet the overarching out the

29:54

overarching goal not every five or six bullet points that fall underneath that

29:59

so to his point if that's one that you're not interested

30:04

in then that would make sense you can pick something else that's more

30:10

appropriate to what you find appeases the students careers in your program

30:15

um there's been a couple comments as Mark mentioned about that we have received other feedback and I guess I

30:21

also want to preface it that um because Mark just said that we created we did we wrote These based off of comments from

30:28

the faculty staff and students so last year when we were doing um when we were trying to ask for input

30:35

we had in person we had virtual we had a website up and Adam was referring to

30:41

that we asked for feedback as to what we you know everybody wanted using you can

30:47

write your own learning outcomes or you can come up with your own topics

30:53

so we took those topics and broke up into subcommittee groups and then used

30:59

kind of your language in a way to try to put it in a different format which we all agree it kind of needs to be more in

31:05

line with each other um and so we do know that there needs some changing on that

31:11

but the Whole Health thing when it comes to students having access this isn't to get them more healthy I just want to

31:18

because we had a huge conversation about this because it was really kind of surprising to us that people recommended

31:24

this and I know that's coming strange from the associate dean of Health and Human Services like this should come from me and it wasn't for me but the the

31:32

at the end of the day when we think about the importance of Health it's we're all fundamentally even us sitting

31:39

in the room and virtually are trying to be more healthful people not just from a physical or mental health standpoint but

31:46

from a relationship and an economic standpoint so health is far bigger than just physical activity and diet

31:53

um which is what typically we're trained to think it is and so you know when we think about the importance of career

31:59

that was mentioned our own employer Here Youngstown State our own employers are

32:06

actively trying to get all of us to engage in health not just physical activity and diet but

32:12

how to communicate most effectively with each other with our personal relationships because that affects us in

32:19

in our ability to learn and our ability to engage in work and our ability to be productive so I guess from the

32:25

standpoint of why it's important it's not just we want to teach you to exercise that's technically my job as an

32:32

exercise physiologist but I want we want to teach you to know the value of how it

32:37

is to be healthy because that impacts your learning and your career and your personal

32:44

relationships so

32:51

other comments mandies yeah yeah just like we have to refresh our uh

32:58

program learning outcomes every five years is the intent to refresh these every five years three years we also had

33:05

this discussion the Assumption was that yes we would go back and examine these and revisit them in a similar I don't I

33:11

don't know if we had a time here I think we actually mentioned something like a five-year four or five year rotation where we would go back and evaluate

33:18

these after you liberating place so yeah we did discuss that you know as we were writing them we said we recognized that

33:24

you know this is the first time we actually we as a university will actually have university-wide learning

33:29

outcomes so as we mentioned I think the last meeting almost every other university now if it turns out that some of these

33:37

just don't seem to be working for us you know then we should go back and and look at we figured that it would be something

33:43

that would be done on a rotation as well I mean we have to recognize that we've just or slash still are in a pan endemic

33:49

and that could be influencing why there was such an emphasis on health not to say that it won't be valuable going

33:56

forward just pointing out like okay well Sarah wasn't even expecting it therefore it might we might have the AI overlords

34:04

in the future we need to have Incorporated so yeah oh that's a fair point yeah I think

34:12

um you almost take me to another point I think that one of my colleagues my

34:18

department had a mission and passing and uh we should just talk the talk we should walk the walk uh literally when

34:24

it comes to exercise uh so in that vein I think uh vocational or training for

34:31

occupational and career related training for this product but associated with that one of the things that our

34:36

department our program I think across the campus I would adventure to say does rather relatively well is combined uh

34:42

teaching and research combined teaching and scholarships so students uh uh also we try to pair of students with

34:48

internships so not we don't prepare them before the world we bring the world to them here and I think that's an ethos that that's particular to YSU and

34:55

something that outcomes might might broadcast the broader community thank you

35:01

I think we tried to also get it in the in the fourth section where that

35:07

academic scholar research is also in the community that bring that Community home again for all our students so that it's

35:12

a combination security but you're actually right we did actually talk about that and think that was important

35:18

uh as this uh is aspirational as all learning outcomes are aspirational I

35:25

would like to move to approve the proposed university-wide learning outcomes second second

35:32

there's a motion oh yeah

35:41

there's a motion in the second on the floor is there any further discussion on the outcomes snow

35:50

physics is Toronto meteorology Department of science uh I was just wondering I

35:58

swear we have these and they were very specific college so I'm just wondering these are all University

36:06

things but what is specific to YSU to a Youngstown State University graduate so

36:13

I went through environmental school and it was environmentalism other education sustainability so like Don mentioned we

36:19

do have teaching through research but all of this seems very Broad and not specific to a YSU student

36:28

I think in part we wanted this to be um applicable across I will probably

36:34

have to go across discipline so you know noting the mention on community for health and economics so the economic

36:41

department and when you're teaching economics can also talk about the economic impact on health and I think

36:46

it's it's going to be up to the particular programs and professors to say you know what health isn't just

36:52

about gym class it's also about these other things right so economics affects Health these other things the community

36:59

service and the Community Learning component right it might be that environmental you know that the

37:04

environmental side Sciences side needs to get out in the community and so part of the community what's going to make

37:09

YSU or how we're going to frame it from the environmental science side is now that we've got three million dollars

37:15

worth of land and things that we're supposed to be using for that this is part of our professed outcomes right we

37:20

want to take students out into the world or bring the world as you said I think was a good way to quit bringing the world to the students so I think yes of

37:27

course course they're they're going to be General because we're hoping the faculty look and say these outcomes are

37:33

not specific just to philosophy or sociology or something like that but the Sciences can also benefit by saying how

37:40

is this how is the science impacting the community and now I look at the learning outcomes say this is something I want to

37:46

incorporate into my program or to my courses so yeah you're absolutely right it was intentional that these were left

37:51

General enough so that you could sort of I always leave open that creative space for you to work on these you know what

37:57

how you want to implement them we didn't want to be completely prescriptive in that way but I want to

38:03

tell you exactly what you should be doing but just that these are things you should be aware of you know that we're hoping that you will will put in place

38:09

any final comments okay so the motion is for all I didn't

38:16

I'm sorry I didn't see yeah I just uh as a student it's it may be harder to understand some of these is not being an

38:22

educator so it could help us to understand more if you showed clear examples what you consider would be growth in this direction maybe for each

38:29

each point not each sub point but like for point one effect

38:38

uh each subpoint instead of just focus the main point be like oh well this is what we expect our students to be able

38:44

to do from this heading which is something that we need to see in them and like to give an actual example maybe of a graduate or a hypothetical

38:51

situation so you can actually see what like the goal of success is

38:59

okay [Music] um I mean it really could be in it really could be in in any particular I mean

39:06

discipline so for example um I would well I mean mine's easy because

39:12

I teach ethics so it's very easy for me to say look when you're looking at when I'm teaching business ethics I might

39:19

look at business practices in the context of how these are going to affect various communities so now I'm not just

39:24

telling you here's what Kant says and here's the categorical imperative and here's what the utilitarian status but

39:29

now I'm going to tell you here's how this particular Theory would be applied if you were in a situation such that you

39:36

know you have to ask whether this Corporation ought to do X whether this action is a is morally justifiable or

39:42

not but how do you how do you think about that I could think about it sort of abstract terms I could actually say to you imagine the community a community

39:49

like this which is going to be affected by the actions now how would this apply to a particular Community right are you

39:54

thinking of the broader impact not just on the worker versus the you know the the owner of the company but you think

40:00

you have the worker situated within a community that has these other concerns so when you're thinking holistically

40:06

about these problems you're bringing in things like logical reasoning but you're also bringing in relationships or being

40:11

psychology or bringing sociology all of these might come into your decision-making process right so when you leave YSU it shouldn't be okay when

40:18

I leave my ethics class I know what cotton mill said and then I go into my business and I'm working out in the community and well that was fun for

40:25

class but you know I mean that was I had to jump through that hurdle right to get to get my degree now I want you to be

40:31

able to look at these situations you're facing go okay this I understand now that there's something more going on here when I'm asked to make a decision

40:37

that's the kind of thing and the same thing with environmental science or any other discipline you could you could

40:42

pick this is how we want we want YSU students to have a broader understanding of how they're situated how their

40:48

discipline works specifically so no doubt you want to be if if you're going to business I want you to have your your

40:54

business skills but I also want you to be able to look at things from these other perspectives as well take those

40:59

into account when you're making your decisions or acting so what I'm hearing is

41:07

the purpose is thinking credit growth so when you go out into the world at work or whatever

41:12



you choose to do you're looking at it and this picture instead of a narrow  
41:19  
View because at 18 we look at things like this but we should broaden it the  
41:25  
difference between television and Whitley Scotch absolutely there you go beautiful analogy  
41:33  
okay you ready to vote okay all those in favor of the learning  
41:39  
outcomes as presented say aye aye hey  
41:46  
abstentions same okay the chair here is a majority for  
41:51  
the um affirmative anyone disagree  
41:58  
okay so passed I want to thank the task force for  
42:04  
putting all that together  
42:10  
volunteers that worked over the summer uh very hard to put all this together and um  
42:17  
basically did it on their own time over the summer so I want to congratulate them because that  
that shows real  
42:24  
initiative and real commitment of the faculty and administration to get these done so thank you  
again  
42:31  
okay the last topic under old business for today is the previous proposal for  
42:39  
extending principles of good teaching practice now before we begin this today the  
42:46  
executive committee discussed this a little bit and we thought this would probably just  
42:52  
wind up being a discussion hearing everybody's thoughts or whoever  
42:57  
wants to speak in that the executive committee wanted to give this to the  
43:02  
standards committee and the teaching and learning committee to work together to see if they've  
come to some common  
43:09  
grounds based upon all the topics they're likely to be brought up today so  
43:16  
I not saying we won't vote on this but I don't anticipate a vote on this I  
43:23  
anticipate a robust discussion some of you might get a little emotional  
43:30  
I didn't bring any kleenexes today okay but let's try to make sure that we're

43:37

making points and not being mean okay these are this

43:42

is just a proposal so Provost Smith would you care to address this

43:49

let's see it's not right here

44:00

so I know that there's a lot of questions and thoughts about what this policy this for post policy is

44:08

what it isn't um as we move ahead as an institution uh

44:14

student centered institution I'd like to look at all the ways that we're serving our students uh in in ways that we can't

44:21

serve um I was impressed with the Senate work that came out last Academic Year

44:30

with the with the document that uh about the principles of good practice of

44:36

teaching and so if you refer now to that that Senate document it's uh I was

44:43

endorsed by the Senate by vote there's a lot of things in there that really speak

44:49

to not only what good practice is but also how to serve students the best way they can

44:55

so things have changed quite a bit in the days since I was heavily

45:02

committed in the classroom we didn't have all the electronic means of

45:08

teaching and reporting that we now I can remember and maybe there's some of you

45:14

that are as elderly as I am when I used to record grades I had this little green

45:20

book and you would write the students names line by line that bubble in their grades so if the student came by your

45:27

office to check on their grades uh you could you could report back to them what it was I sit with them and talk about

45:34

how they were doing in class and then with the next semester story you just kind of total the perforated page all

45:40

and now you're ready to do it all over again uh so

45:45

um things as I said things have changed students come to college uh expecting

45:51

um a lot more from us than in the days when I recorded grades in those little green spiral notebooks uh in their high

45:59

schools they all have an experience where they they have a learning

46:05

management system at their high school and they can check progress in a number of areas uh right right there in their

46:13

high schools they come they come to college sometimes they're shocked in their experience that things seem to be

46:18

all over the place and so part of part of what this is is it endorses the idea

46:24

that students need to know the progress that they're making in their classes uh

46:30

in a way that makes sense so they deserve to be able to go to a source

46:36

find out what what their what their grades were you know back in the day

46:42

uh you could say to a student well uh you you had your exams uh and I the

46:50

professor has a great spiral note but we have so many more capabilities now that

46:55

we didn't have in so I know as many of you have read this proposed policy uh you're you're getting

47:03

stressed out by a lot of numbers that are in this document I'm going to read some of them out of context 72 20 5 48

47:14

Hours these are all things that cause lots of consternation faculty I I don't

47:19

know what the right numbers are so in my

47:24

experience working with the Senate and shared governance these are all the things that our faculty colleagues

47:31

worked out but it's really in a way of administration not holding faculty

47:36

accountable it's really faculty holding faculty accountable so common themes

47:42

like a student that needs to have regular assessments so as a psychologist

47:49

I would always say that there is no Learning Without feedback and so that

47:55

students need to be tested or practice uh what they're learning in the

48:01

classroom then receive feedback and so if you go most of the way through a semester and you don't get much feedback

48:08

then the student doesn't know where they stand in the class they can't make decisions about whether they want to

48:14

drop the class or not and they really lost a file when they're doing but some of this is covered quite

48:21

well in the CBA and my colleagues in attendance

48:27

be able to speak to that I'm sure as well for example the CBA of course

48:33

required there's a created assignment early enough in a semester

48:39

um but it's just simple things like if a student reaches out to you a fact that

48:44

member should get back with them and so part of this is normally within 48 hours

48:50

you know I mean I don't know how how upset faculty might get over a proposal that they should be getting back with

48:56

their students if someone would compound interest to say oh within eight weeks they should get back with the student I

49:03

don't know what your feelings are but this news is sort of a common sense thing that that when a student reaches

49:08

out to us we should be available and so what would be a standard by which is a good time frame to to do that so sort of

49:16

working through these and then I'll open this up to the comment so the course syllabus should be placed on the LMS no

49:23

later than seven to two hours before the start of the semester return I don't know I I know there's languages

49:30

to say about this assistant college but I don't know but the concept is is that

49:35

a student should have access to their syllabus early

49:40

and so what what does that mean I need a stat at it but what do you think

49:46

there should be one or more significant grades at least three weeks before the withdrawal date think that's consistent

49:52

with this with the CDA maybe not so I point out well let's make

49:58

it first grade uh must be posted on the LMS um so in a timely fashion say any kind

50:05

of day it's just sometimes but normally within one week of the due date I mean I've taught classes where it was

50:13

a significant there was a significant rating assignment and it might have been typical for me to get them out that fast

50:19

but this is normally say that has to happen that way the final exam should not constitute a

50:26

large portion of the final grade and then just let's just throw a number out uh normally not more than 20 percent I

50:33

mean so the problem that you see here is there are some classes probably nobody in this room but for some classes where

50:39

the professor heavily weights the last final and so

50:44

the students riding the whole semester that they've had one graded assignment that wasn't worth it much and now

50:50

they're riding down to this All or Nothing final which is make or break and

50:55

now you have no idea what they're stating in the class when they fail the exam they might have been shocks and I

51:01

thought I knew this well they didn't hit anything before that and if you think about it with the final exam what

51:08

feedback if you go back this is what feedback did you get on a on a final

51:13

exam that's weighted 80 on your class you took it found it and now you're gone great so this is just an attempt to say

51:20

this isn't good practice you know students need regular feedback of how

51:26

well they're doing it in a class and we need to be careful not to overweight things so a student has no way out by

51:32

the time they get to the end and horror horror finds out that everything's writing on this exam hey I don't think I

51:37

know anything in this class I could have dropped it at all attendance should not represent a

51:43

sizeable portion of the final grade using that more than five percent that's over I don't know how many

51:49

uh example we have of this I do know that when I was a department chair I was

51:55

horrified to find one of our prototypes and actually another different person uh almost all of there that they had no

52:01

exams so almost if you attend a class and you were there you kind of got a good grade the class because I don't

52:08

know five percent well I just I just think that we need to send the message that assessment of our students is important um again there must be a response to an

52:14

email or voicemail uh or perhaps other Communications that are missed here for students in a

timely fashion normally

52:28

within about 48 Hours um so I welcome your comments questions

52:35

or sorry Bob Kramer has handed up earlier Bob 's two hopefully good questions

52:42

regarding a couple of the musts uh first one putting the syllabus on the

52:47

LMS 72 hours before the start of the term uh what's the record normally students don't have access

52:54

until day one so uh so we've been working I don't know Nico if you were talking about the

53:00

progress that we've made around that yeah I thought that that ecomasteritis

53:05

Student Government president we've stand up Jacob so we have been working with

53:10

Jim yukich as well as the um Blackboard committee um itsc

53:18

um and focusing on potentially opening up the syllabus earlier than just the

53:26

first day of classes and that comes from a lot of anxiety that stems from

53:31

students not knowing what to expect walking into a course if they don't know what to expect

53:38

um then they're essentially walking into that course completely blind so we've been working with those different

53:45

committees to hopefully extend that past 72 hours um to a week before classes

53:55

this is Jackie Mercer I'm online I don't know if I could comment on that  
54:01  
um that really I faculty are human and especially when it's summer term people  
54:08  
are just finishing summer term and so to have there's a week in between summer  
54:14  
term two ending and the fall semester starting and we're also not on contract  
54:19  
until that week before correct am I correct I believe I'm correct that we're not on contract uh until  
54:28  
um that week before so I I really struggle with that 72-hour uh window  
54:33  
instead of or even a week before because again you know there are other things  
54:38  
that faculty are responsible for and we also you know we're gonna we're gonna run into asking  
people to be doing  
54:45  
things when they're not on contract so that can become a CBA issue as well  
54:50  
just a second Bob had a second point to this question I'll get the people Bob  
54:56  
that's a very bottom one regarding correspondence via email um yes on our end we will be using  
YSU  
55:03  
email does that repulsory require us to send email to students using their YSU  
55:09  
email so if a student sends me a question via let's say Gmail their Gmail  
55:14  
account do I have to send it back through their YSU email account or can I respond to them at  
their Gmail  
55:23  
so you know I think we need to encourage our students to use their email the main  
55:28  
concern here is uh FERPA violations and Jim yukichu isn't here today I can talk  
55:35  
you know more and more about the environment that we're living in and so we're really you  
haven't noticed uh  
55:43  
we're really locking down on more and more our I.T infrastructure as I visit  
55:48  
the number of attacks in you know some of these aren't even incredible attacks  
55:53  
they're actual attacks and so people right now are trying to compromise our data and so more and  
more we're  
56:02

insisting that we have to do the methods at least we control to keep it secure and so if you're  
conversing with a  
56:09  
student via Gmail uh I've heard people say well well Gmail is way more uh you  
56:16  
know lock down the web but at least we could say we control the media so I  
56:21  
think if Jim was here he would say uh you know we need to keep this contained within the  
University Systems  
56:33  
thank you lady I'll get right back comments the first has to do with the 72  
56:40  
hours um the real problem I see with that is that we had a number of faculty in our  
56:45  
units for example this semester who didn't know that they were teaching of course until like 48  
hours before the  
56:53  
course started so the Mustang that sentence bothers me and I would make a  
56:59  
recommendation that perhaps it ought to read tentative syllabus instead of the syllabus or short  
57:07  
syllabus or schedule or something that could be relatively easily put together  
57:13  
but give the faculty the weeks that the contract specifies those are just the exact kinds of things  
57:21  
that a shared governance environment can help tweeze out because if you write this on your own  
you've only got so much  
57:27  
of an experience but you know I think that's that that's a some changing of that you know that  
wordings  
57:34  
to Paul's Point too yeah I think this thing has to do with the correspondence  
57:40  
and it it's a just a query really um a lot of I do a lot of my coursework  
57:47  
online and a lot of my discussion and conversation with students happens  
57:52  
through Messenger via Blackboard not online not or not through email  
57:59  
so you're saying this should include at the very minimum  
58:05  
I was going to say what Martha said um when I have taught and now that I Mentor  
58:12  
a lot of students I explicitly say use your YSU email um  
58:18



that's with me because I will not respond to Gmail I'm not going to respond to anything but why issue email

58:23

or Blackboard so that they already know you didn't respond to me because I sent

58:30

it through another form yes for your protection it's for your protection it

58:35

is for my protection also because Provost can look at my YSU account and

58:42

say oh you did respond to this person so they they are getting information from you

58:47

that's why I do it and I don't know if that's going to be a university standard but I think Jim would say yes

58:54

yep um I stand up from Department of art I got a big number yeah and I'll take this off for this um

59:01

The Dana from Department of art I got like but I got a lot of questions um the first one was is that you have

59:07

this list of the what should be in the comment syllabus and then you say it should be posted 72 before am I I'm

59:14

concerned about like Simon specifics do I have to specifically sign all my assignments 72 hours before the

59:20

classroom starts I have an emergent class so like I make assignments based on what they do so that goes out the

59:27

window I can't respond to my students and their work if I have to like pre-dest in what they're going to do

59:33

ahead of time um and this also worries me also with like for instance like grading as we go

59:38

along and that my students get a lot of feedback because in in art the critique is a form of feedback I do it at least

59:45

once a week they hear from me a lot um but grades are not attached because grades within the hard context in the

59:52

art world don't matter no one's ever asked my grade when I got this job when I got a full ride to Indiana University

59:57

I dropped out there on the suit they didn't know and they didn't care but it's like because it's a different thing

1:00:03

because it's a different type of making and I know we're different from a lot of others but that worries me when I look

1:00:08

at this because I feel like this is written for a different academic environment than the studio art academic environment does that make sense so yes

1:00:15

so is it possible that a student can filter class um yeah they would know it like they

1:00:22

know full well how I feel about them and they're happy like next week I have one-on-one

1:00:28

meetings and if there I will tell them you should drop because you're not going to pause it's a verbal thing and it's

1:00:34

not that oh they had poor grades as they went along and it was bad and I do give them a grade because the contract requires it but it's a different type of

1:00:41

asset the bulk of assessment is based on a discussion because the reality is that

1:00:48

if you're asking someone to make something new right it's not a repeatable problem that they need to get correct every time it's a problem I give

1:00:54

them that they have to come up with something brand new so they may flounder for a while and but through discussion I

1:01:00

can understand if they're making progress and they'll understand what I want or what we might want from one another but if I were to have to give a

1:01:06

grade there's people who at the end may have an A but if you said well okay we have to give great right now well oh that's a d because they're floundering

1:01:12

but I think they're making progress and then they'll turn the corner and all of a sudden the external reporters does

1:01:18

that make sense like this is why I'm like British about this and then a second and then a second

1:01:24

worry although related is that we have a lot of review processes within our degree that our Predator really likes

1:01:30

where it's like a portfolio review where they submit everything at the end and it's pass fail and that seems like that would

1:01:36

definitely violate the 20 of a grade because it's all in the portfolio at the end that's another whole another problem I

1:01:42

just threw at you I realized I just was talking about problem and throw another one so I'm thinking about you know students

1:01:50

I guess just to speak to that point um I get the fortunate job of listening

1:01:56

to all the students about and then the academic Grievances and I

1:02:03

will just say more commonly than not when a student doesn't know what they're expected to do and when it's due we have

1:02:10

student complaints we have higher DFW rates and so the idea is not that you

1:02:15

have to have everything specifically prescribed but if

1:02:27

we came here we just lost her feed by the way we came here

1:02:35

then we lost you yeah so it's so cheaper than a bike

1:02:43

I'll abbreviated basically um the most common reason we get student complaints for their grades is because a faculty

1:02:52

member at some point said you're doing Divine stick in there with it and then at the end of the semester they don't do

1:02:58

so fine and so then we get a student complaint the student wants refund for the course and really this is a mode to

1:03:05

protect our faculty members as well if you have on your syllabus this is the

1:03:10

expected expectations and these are the grades and this is what you're going to have it's really hard for a student to

1:03:17

go in and have an academic grievance against that faculty

1:03:33

um but yeah it's more to protect the faculty member and so the students understand the expectations all the

1:03:39

outsets and that's when we get students that fail or withdraw because they don't

1:03:44

know what the student expectations are and also students are expecting hey I'm in a career credit course I'm expecting

1:03:51

to put x amount of time into this course and then all of a sudden at the very end they have this huge gigantic project

1:03:57

that they don't have time in their schedule to actually Complete because they have three other classes or four

1:04:04

other passes with very large projects so the whole idea behind that is let's let

1:04:09

the students know on the outset how much this main project at the end if it's going to be 80 of their grade and they

1:04:15

have no grades going into it that's scary for a student um to go into but not

1:04:21

and yes different disciplines are going to change and that I think we can work with that but it's it's protecting the

1:04:28

faculty and making sure that students have success yeah I was always told the facilities

1:04:36

[Music] certainly prepared your syllabus and if you stick

1:04:41

to it that it really protects the fact that memory gets all kinds of claims uh a student could claim but they could

1:04:49

bring a lawsuit they were mistreated in their grading based on their uh their

1:04:55

you know membership of some protected class and if you go to the syllabus to see well it's just kind of I just give

1:05:02

you the grade when the next project it just doesn't protect the faculty very well but gets claims like that so you

1:05:09

know I I do try to respect the way the individual disciplines do assess their

1:05:15

students but I think that somebody do provide a contract but for the students

1:05:20

have been tracking okay remind all of you

1:05:28

this is not fine okay this is going to committee so

1:05:34

um keep that in mind when we make our comments I had two over here to start Dr

1:05:40

Palmer Fernandez who has returned to the Senate after a long absence after 20 years to remove the seat over there

1:05:46

we've removed the sea for a purpose nice to see you uh and I understand

1:05:53

there's no motion on the floor I understand that this is uh the heading says dry

1:05:58

right and I also share some of the concerns that have been expressed Brian for example the 72 hours when article

1:06:06

27.3 of the collective bargaining agreement says seven days all right

1:06:12

and a couple of other ones but more generally what is part of the objective

1:06:18

of this uh document once it goes through the motions and it passes and so on is

1:06:24

there going to be some enforceability of the terms and I say

1:06:30

that because some of the language in here for example the 72 hours right sounds like as a family

1:06:37

resemblance to terms and conditions of employing so Gabriel doesn't put in is

1:06:43

saying within 72 hours what's going to happen to him

1:06:48

so um can we provide feedback to the committee that would look at it so you

1:06:55

know what language best describes the syllabus that students

1:07:01

need and want access to a syllabus earlier you know I know I've read that

1:07:06

that article about seven days I mean there's certainly nothing that stops the

1:07:11

faculty member of doing it before seven days I think some of that is fine that's

1:07:16

correct but what is the term and condition of employment right this sounds like one you go okay  
so now a

1:07:23

faculty member broke that what's going to be the enforceability it's a faculty member going to  
face

1:07:30

discipline so it's certainly not the intense but

1:07:36

it's also a role of shared governance to find the language that does meet content

1:07:42

of what the policy is why not while not making faculty fearful other than just exactly

1:07:53

Humanities social sciences uh two things one quickly for the 48 hours for email

1:07:59

um just like to point out I think most of us do email on weekends but I know many times if I  
send an email to say you

1:08:06

know somewhere in toddler Jones Hall I don't get an email until Monday if I send it on Friday I  
know that's right so I think weekend should be taking an

1:08:11

exploration there um but also this document says every measure

1:08:16

possible should be taken to reduce costs associated with course materials which I'm all for there's an issue with that

1:08:22

an impediment with that um which involves the bookstore in the first day of any model which is our

1:08:28

conditions are unique to YSU I've talked to representatives from three Publishers I've checked other university websites

1:08:33

under Ohio State which is also Barnes and Noble only at YSU if you use a first already book you cannot assign any

1:08:40

additional materials so that raises cost for students also if you have multiple sections of a

1:08:46

course even if it's not a prerequisite for other courses all sections must use the first day ready or none can't which

1:08:52

also raises the courses yeah both of these things are unique in the state of Ohio to YSU right and um you know this this bullet

1:09:00

uh was really trying to follow closely the federal guidelines regulations as

1:09:06

well as an existing YSU award uh policy

1:09:11

3356-13 I suppose it could have been put in here but it kind of breaks everything

1:09:18

together but I didn't know that you couldn't receive the materials I'd be happy to

1:09:23

talk to you about that um

1:09:31

I don't I don't see anything wrong with like the overall where you guys are

1:09:37

going I get it I do have a problem with the 72 hour before my syllabus aren't going to be ready 72 hours for this

1:09:43

semester especially I was a class was supposed to be cut it didn't get cut so I'm going back and forth not knowing

1:09:49

what I'm teaching so which is hard to prep for a course I also think you have to remember we're on a 4-4 teaching load

1:09:55

so we're doing the best we can I'm trying to access the most recent and current information if this syllabus is

1:10:02

our contract please don't rush us to get this contract for these students together and I like to go over my

1:10:08

syllabi with my students before they get it I keep that in mind when classes start that you just got the syllabi so

1:10:14

like my one intro class they have a whole week it's the intro week to read through the syllabi to answer questions so I incorporate the fact that you got

1:10:22

this about on the first day and they have time to drop the course and they can look at the syllabi for previous courses taught if they need to know

1:10:29

what's going to be you know the overall in the course I have issues with the bookstore right I

1:10:34

used to not have to I'm be real I used to not have to order my books we had enough administrative assistants at one point they could do that we don't now I

1:10:40

have to deal with the bookstore I'm having issues with the bookstore they told me that my um inquisitive was going

1:10:46

to be included with the digital copy it wasn't I'm getting emails from students that don't have access to the

1:10:52

inquisitive in my learning module which I put in my syllabi to incorporate the course materials like I was told to do

1:10:58

for the students they couldn't get access they couldn't get codes I got to call the bookstore they have to call me back it's not the cheapest book so with

1:11:07

this whole 72 hour Barnes and Nobles I know that's your contract it's really more beneficial if they go straight

1:11:12

through the publisher because I've had so many issues and you know on top of the four classes I'm teaching I do not

1:11:18

need to deal with bookstore so so for the so can we get an alternative so well so

1:11:25

it's clear from the suggestions for our colleagues that this particular one needs a little bit of work I can tell

1:11:30

you what the options looks like students never get a syllabus

1:11:36

never or it's delivered once in the first day of class and it's never made

1:11:42

available again so I don't know what it looks like to get it with you know fine-tuned as

1:11:48

far as when it's delivered how it's delivered but I do know that what the what the what the worst looks like so

1:11:54

that's what happens when you're sitting in the Provost office you hear cases of things that most people would think well

1:12:02

that's just not right but you you can't all I could just say is a Provost to

1:12:07

somebody that's not right what this would allow me to do is say your colleagues and academic senate pass the

1:12:15

policy and they're saying that a tentative syllabus should be available

1:12:20

on fill in your number and so then they feel like this is not something that the

1:12:25

Provost is trying to set up something but it's saying your colleagues agree students need to have access to the

1:12:31

syllabus early whatever okay we got three more questions we're at the

1:12:37

appointed hour okay I'm trying to be uh considerate so Tachi

1:12:45

yeah so I have two comments one is I think the language in that proposal

1:12:50

needs to be adjusted a little bit I mean if you say The Faculty is required to do

1:12:55

this uh any conflicts with the CBA obviously you know I don't understand how that would be

1:13:02

um enforced but also I uh I have the same problem you know based on the

1:13:08

nature of your course sometimes you do require a project that maybe takes the

1:13:14

whole semester to do and it may be more than 20 percent of the final grade I mean it's not one exam but they have to

1:13:21

either prepare some kind of portfolio or they are doing some type of project and

1:13:27

you're constantly giving feedback to them as you go and then at the end of the semester they have to complete this

1:13:32

project and we are trying to simulate the real life as much as we can so you

1:13:37

know I don't know how to replace that with something and I don't know how to make it less than 20 of the grade

1:13:43

so I have a problem with that 100 might not be the right target

1:13:48

s certainly but I I think also here was to make sure that what these the words



1:13:55

normally was asserted now it is

1:14:02

so I talked to my department my constituents and we do appreciate it it also gave Mission it rearranges some of

1:14:09

the things in a contract but notice our adjuncts are not on a contract so their contract starts the day of class so 72

1:14:16

hours a day of contract starts on Monday so they should not be required to do anything an hour before technically

1:14:23

right so I also think this policy I think

1:14:30

well it does open up Pathways for grievances by students and even though

1:14:35

I'm not a fan of punitive Society I understand that it protects students and it protects us

1:14:42

um we're also concerned about the academic freedom because when you have a common syllabus the common syllabus was

1:14:48

made to help people start writing a syllabus so like when I first came I was

1:14:54

like can you give me a syllabus what is a syllabus what's happening so it's something to start with but if you make

1:14:59

it a uniform for everybody that's uh approaches on academic freedom

1:15:04

so I'm going to quote one of my constituents that says the merits are being exposed to the

1:15:11

distinct perspectives and teaching styles as a student and did not necessarily perceive uniformity to be

1:15:17

invariably a desirable aim uh so it is a contract so standardized

1:15:23

syllabus again it approaches academic freedom another thing and I will mention the 20

1:15:30

final exam it is inconsistent with our concept of what a final exam is and also

1:15:36

completely inconsistent with the makeup of any course that we I've ever been

1:15:41

involved with at any University so this this to me says we should not actually

1:15:47

have final exams and perhaps that's the idea that has Merit right we can we can

1:15:52

discuss that but it should be discussed and completely eliminating the idea of a final exam not a small modification of

1:16:00

existing policies and practices uh the proposed attendance also worries

1:16:06

us because even though we do not require attendance and we believe a credit should be given for what is learned uh

1:16:13

not merely sitting in a room but we also teach labs and uh now we it would be

1:16:20

hard to allow students to write reports for experiments that have not performed with no more than five percent deduction

1:16:27

and requiring correspondence to 48 hours and I think Matt mentioned I think we should add business hours because if

1:16:33

it's a weekend or holiday weekend if it's Christmas if it's Thanksgiving if somebody must move Friday night and I

1:16:39

don't email them back by Sunday night I'm going to have a grievance and

1:16:45

um we mentioned emails too I do sometimes also use Blackboard to set up announcements and shoot an automatic

1:16:51

email so we should include another LMS or something with an email so the general tone of this document we

1:16:58

think violates the concept of academic freedom some of the requirements listed that are routinely met or they exceed

1:17:04

but micromanaging in this manner is insulting and it's been our experience that when things become overly

1:17:10

standardized individual Ingenuity stifled resulting in everything being brought to a mediocre level

1:17:19

okay two more questions than I'm calling it a day I got these two over here Bob

1:17:27

and Matt Kirk now Bob and Max father Max yes

1:17:33

being a proxy for the three or two people with hands up online they both lowered their hands so

1:17:40

how many of you read the contract from the University Administration with Barnes and Noble

1:17:46

because if you have you would notice it's a paragraph that prohibits faculty members from recommending anything face

1:17:53

than a bookstore the buying their textbooks where is the contract benefit it's

1:18:00

online but the University Administration has tied our hands by and by putting a

1:18:07

paragraph in there and sign a contract with Barnes and Noble I can't recommend to my students where they could buy that

1:18:13

textbook cheaper now I put the contract language up on a PowerPoint the first day and I showed

1:18:20

the students I can't tell you where to buy a textbook unless you buy it at Barnes Noble but you're at the

1:18:26

University you're intelligent you should be able to buy this someplace that's all I can say so you've tied us

1:18:33

up the universe is that contract language and Barnes and multiple contracts Chinese assumption we can't say where to go for that

1:18:39

except Barnes last question in the corner who was it

1:18:46

somebody had their hand up yes from the math department so thank you so

1:18:53

much I wanted the place that's highlighted it's saying extending the academic Senate report on principles of

1:18:59

good practice and teaching I was unable to come last time which committee was in charge of writing this document this was

1:19:07

a proposal came out of the office of academic Affairs okay so they weren't a group of girls oh I'm sorry principal's

1:19:15

a good practice that came out of teaching and learning so the specifics of this document did it come from a

1:19:21

group of professors who teach actually in the classroom from different departments okay so because if we had

1:19:28

somebody hypothetically from the math department they would kind of have a small issue with the bullet number one

1:19:35

where it says total number of points for each assignment because our purpose is

1:19:41

Student Success so we go by the flow of the classroom so if we see there there's

1:19:46

more work needed for specific classrooms we do give more assignments so total

1:19:52

points definitely won't make sense for us that's the one place actually that would

1:19:57

be would be going the opposite of Student Success and the other point is

1:20:03

like we need more specific language as far as final exam so that percentage

1:20:10

that we've come up with can I ask you that no more than normally no more than 20 percent has it been based on some

1:20:18

study we've done or something that we've seen that works well throughout all of our courses the placeholder for debate

1:20:25

about exactly okay so may I ask um is this going to another committee where

1:20:32

there's representation as I said at the beginning this is just a discussion okay

1:20:38

this document was just a draft again discussion started this document and the

1:20:45

comments that you've all made will be going to the standards committee

1:20:51

and the teaching and learning committee to jointly work on this document and

1:20:56

come back with a recommendation to the Senate

1:21:02

should we if we have concerns that we didn't want to err on the floor or any of the faculty in our departments do

1:21:07

should we have them reach out to teaching and learning or standards that's what I was I was leading to if

1:21:12

you have any more comments or concerns and Donna and Hillary aren't going to be

1:21:18

happy with me but Donna is the head of Standards Donna Cerny

1:21:24

and Hillary furman's the head of teaching and learning am I correct with that Gary whack oh yeah you're correct

1:21:30

Gary Gary whack okay Hillary's on it but carries the chair

1:21:35

you got more comments about this send them to them it's if not the ball

1:21:41

is now in their courts and hopefully in the not too distant future they'll come

1:21:47

back with a revised document or whatever they think is in the best interest of our students in the institution

1:21:54

so I'm done

1:22:00

thank you okay for questions