

# Transcript

0:00

coming we are being recorded

0:16

okay I do want to officially welcome all of you here I do need my glasses to see

0:23

my paper um it's one of the hazards of getting old

0:28

um and uh welcome you all to the first academic Senate meeting of 2023. I want

0:37

to take just a moment to introduce myself um I'm Martha palanti I am the new

0:44

Senate chair I'm also professor of History uh here in the department of

0:49

humanities and social sciences and I am quickly winding up my 32nd year here at

0:59

the institution I think that maybe gives me longevity over anybody else in the

1:04

room but I'm not absolutely sure I'm also not sure it's really a

1:10

a title like covet so um one of the things that I discovered that when I um started to take up the

1:18

work of the Senate was that I knew that we had an executive committee but I

1:25

really wasn't sure who was on it and what their various functions were and I

1:32

thought it might be a good idea to share with all of you the members of the executive committee and to have them

1:38

give you a very very small introduction to what their role is here

1:44

and what they do here at YSU um first and foremost I want to

1:50

acknowledge Chet Cooper who cannot be here with us today he sent apologies about an hour ago

1:57

um he had a family emergency I'd also like to take a moment to ask a sort of

2:03

out of order but if we might have a resolution from the floor thinking chat for his diligent

2:11

service to Academic Center may I have a second

2:19

is it okay if we do this by acclimation all those in favor

2:25

opposed abstaining thank you I think it's really important

2:31

that that that Commendation be part of the official record

2:36

percentage um now I'd like to introduce the members of um the uh executive committee to my

2:44

right Edmund Eckert hello my name is Edmund eichert I'm part of the batanti college I am the senator

2:51

for batanti college I'm also a member of the executive committee and I'm serving also as secretary for the academic

2:57

Senate thank you and a really big thank you for that because we've had trouble through

3:04

the years of um convincing someone to do the job and

3:09

then to stay in the position okay second is Bob Kramer if you look to the back

3:40

thank you again the uh Maxwell

3:45

Department of communications

3:57

Peter

4:14

and saw Sanders

4:26

foreign

4:46

I also want to point out that we are missing a representative from be classy

4:53

on the executive committee Mark vopat um has suggested that he might like to

5:00

retire his position I'm going to ask that the people in charge of Elections

5:07

um contact him and make sure that that's his wish he's under the impression that he has to resign because he's no longer

5:14

a senator he was however when he was elected and appointed to make sure that he really does want to remove himself

5:21

and in the case that that is true to hold an election

5:27

amongst the Senators for the classic thank you very much

5:33

um I also wanted to share very briefly yes

5:40

I'm sorry Jonathan I missed you

5:47

I apologize and I double checked the list and I

5:54

don't know what happened okay um I wanted to share very briefly with you

6:02

um some of the reasons why I wanted to participate in this role I'm going to

6:08

ask that everybody keep their uh remarks today brief to address them to

6:16

um the chair and to the audience as Robert's Rules of Order suggest and

6:24

um that we proceed through our orders of business um as expediently as possible

6:30

I've already at least partially accomplished one of my goals which was increased participation and since we

6:38

have Quorum for only the second time this year I'm going to put that as a check in the win column and um

6:46

another part of this is that since we've come back from covid

6:52

um I've felt a real sense of sort of apathy and disconnection on campus and I

6:58

really think that this is one of the organizations on campus that can bring people together and perhaps

7:05

um rejuvenate us I'd also like to see this as an ongoing

7:11

forum for um civil discussion with a reminder that

7:16

we all here have a shared goal and that shared goal is to phone success for our

7:23

students and success for our Institution um I'd also like to have

7:30

um or explore the possibilities of closer uh discussion and interaction

7:36

with student government and to um give voice to students as part of this

7:42

organization um having said that I'd like to move on with the only last part of my report

7:49

which is a summary from the Ohio faculty Council

7:56

and a plea to all of you if there is anybody in this body who would be interested in serving as a faculty

8:04

representative to the Ohio faculty Council needs approximately once a month

8:09

online for about an hour and 15 minutes usually on a Friday

8:15

um I would welcome volunteers it is I believe an appointed

8:20

position and I'm just searching for someone who would like to do it

8:26

um recent concerns uh raised in the Ohio faculty Council meetings

8:32

um really sound very much like our own um changes in leadership it is a bit odd

8:38

that that came up today um accreditation processes the Ohio uh

8:45

Ohio 36 concerns about free speech and the possibilities of the post-tenure

8:52

review um one interesting thing on in June uh

9:00

the Ohio faculty Council and the Ohio faculty Senate which is its

9:05

corresponding body for Community and Technical colleges we'll be having a joint meeting in Columbus which will be

9:13

face to face I've perhaps unwisely volunteered to be part of the organizing

9:19

committee for that and look forward to whatever may come out of it

9:25

that concludes my report if you have questions I'd be glad to address them

9:33

okay having said that we're moving on

9:39

back to the glasses first on our agenda is approval of the

9:46

minutes of the October 5th meeting the November 2nd meeting and the November

9:52

3rd meeting um can we do the this as one or do they

9:57

need to be approved individually contractions required

10:05

are there any art if not you could ask

10:11

um is there agreement that we or is there any objection to us approving these as a

10:18

block are there any questions on any of the

10:25

three sets of meeting minutes

10:31

may I ask for a resolution to approve the minutes from the October 5th

10:37

November 10th and November 30th meeting second

10:44

okay when you do that could you identify yourself since the camera can't see you

10:51

so in this case I'm going to recognize Bob Kramer as the second

10:58

all those in favor any opposed

11:04

any abstaining thank you and we can move on

11:10

um I've already covered the item number six on the agenda um report from the Senate executive

11:17

committee um I've actually already done that as well as most of my report focused on the

11:26

Ohio faculty Council are there any questions there

11:32

yes

11:52

before our next meeting so bye

11:59

okay like Mandy is asked um when we need to

12:04

know about a volunteer for the Ohio faculty Council my response was March 1st I'm going to repeat it I do have a

12:11

second microphone here that we could circular yes Bob

12:21

The Faculty Council doesn't specify that I'm not sure what our bylaws say

12:28

all right it says that they're appointed stop

12:36

so in theory anybody could be the route

12:42

anything else

12:50

section five hey represent us to the Ohio faculty Council the chair of the Senate and one

12:56

representative so if we could have volunteers I would

13:03

ask them um I'll get that to the elections committee

13:09

and then alternate so thank you

13:16

anything else okay hearing nothing

13:21

um I would like to move on to senate committee reports the first is from Tom

13:27

Wakefield from the curriculum committee it's Tom here

13:35

okay um not hearing him I'm going to assume that

13:42

um all of you have looked at the curriculum committee proposals and

13:48

um do we need a motion to accept them

13:54

comes from a committee so I can just call the vote

14:03

okay thank you um I'm Noob um well sort of

14:09

um are there any uh questions about the curriculum committee report

14:21

any questions hearing none

14:27

um I will call the question um all those in favor of approving the curriculum committee report

14:35

all those opposed any abstaining

14:43

and let's move on we also have a report from the general education committee

14:48

Adam so the reports there

14:54

um

15:13

well are there any questions about

15:20

okay hearing none um all those in favor

15:26

follow those posts any extensions

15:34

okay um the easy part is um so there's a couple issues that have

15:40

come out over the last few months I brought this up in the shares meetings this sitting here all the way or process

15:47

and how to handle things you would program or general education

15:54

substitutions specifically the requests that we get from uh chairs uh first of all we can do

16:02

nothing before languages uh we've been getting some of these requests to put away even four languages we do nothing

16:08

with them so those are programmable to uh

16:18

sorry there's a festival uh drama boss selection for uh obviously any general

16:25

education uh requests coming in those come to Boston you shouldn't followed

16:31

format um committee

16:36

whether or not we should continue to have purview over approvals for uh

16:45

is that the state doesn't appear uh for example

16:52

um caps to have already included within that uh the second is it seems to be that this is the phone over from the

16:59

2005 well uh when we were concerned about writing intensive courses moral

17:05

offensive forces and grateful thinking intensive courses in that hospital force was meant to be the culminating

17:14

demonstration of those Supreme finally

17:21

the uh there were no regardless um I think that's important says there

17:28

are many many gapsody sometimes the multiple passing of course

17:34

um so we're looking at options for what that means we're going to go to that uh and so we'll be taking the United States

17:40

our my committee or if they were the kids committee will be going out

17:59

thank you to all of you for the feedback the feedback about

18:29

uh until now and now see all the feedback and result

18:35

uh issue um we're also voting at a model of

18:41

complexity um and whether or not the model itself is easily understood by our students who

18:48

have to be interpreted

18:56

and uh um so we're looking at all of those things

19:01

I'll close with this it really are three big kind of outstanding issues uh with

19:08

all of this uh that we're going to have to step by step one is what the model looks like

19:15

what the course is what might have been fitted within that model and then ultimately whatever we call them

19:21

certificates or whatever else um yes we are still trying because

19:28

they're hoping to have all of this done for a fall 24 of all out uh but you know

19:34

again relations especially in the University environment quickly

19:41

um and so we're going to be moving out and if we got a status

19:47

um we will continue with somebody John thank you just sent me feedback

19:54

today on on the general education committee don't stop doing it I got a

20:00

feedback uh response from the college business last week um even though we kind of

20:06

um

20:17

but oh yeah not good I'm gonna run okay

20:25

thank you okay uh we're gonna move on to Old

20:33

business um first year experience uh Nicolette

20:46

good afternoon uh it's a second let me see I was still

20:52

here okay um can you report there is details about

20:57

the start show strong Start programs on the first year experience meeting so

21:03

this is our second attempt to commit information so I won't open that for any questions unless you want me to you know

21:10

give you a whole background sorry I could do it I don't think you do any questions

21:17

I'm gonna pull up the report okay defense

21:25

so while they do that so let me just give you a little background because you know I'm just going to assume that you

21:30

want the quick and dirty version of this the strong Start program was basically

21:36

initially starting in 2006. in 2019 the academic center approved for us to

21:43



combine this with the first year experience community in doing that the whole idea with the struggle to Start

21:49

program is really for us to support our students who may who are not admitted as

21:55

a traditional student and so this program is really to provide them additional support on a weekly basis

22:02

where they have an academic coach that helps them through their transition as being a college student college student

22:08

here at YSU the first year experience committee um program is now refer to as YSU 1500

22:16

in that program this is Williamson to help us with our retention rate here at YSU and I'm not here to have a Faith by

22:23

I'm just saying this is one of our our solutions to the first year experience committee the first year experience the

22:30

committee program is our attempt to address our one of our retention issues

22:36

so having said that I'm included a detailed report of what has happened since 2019 that well 2019 as well as

22:45

2020 when the committee at academic Clinic approved for us to do this pilot

22:50

project of YSU 1500 just to give you historical background as it relates to what happened in the past is that

22:57

previously before 2020 each College ran the first year experience committee and so I mean their

23:04

first year experience force and that varies from one caught us to the next and so this academic approved for us to

23:11

have a universal first year experience course which we now refer to as 1500 so

23:16

I accidentally if you have any questions in regards to our report it's funny

23:21

because I know music right any questions

23:28

[Music]

23:34

what oh I forgot one major thing the practice

23:45

issue 1500 like that approach to experience force and a strong start at

23:51

1500 as our conditioner and commit students friendship students

23:57

that's my request from the community that's going to be my question for you

24:04

so um do we have a motion to accept the report

24:09

and the recommendation promotion pardon

24:15

okay the committee has asked that we approve

24:20

their recommendation that we continue with strong start courses

24:26

um why issue 1500 and the Tesla

24:31

substitution SSS 1500.

24:43

okay

24:48

okay one more we need a motion before we can do discussion correct

24:55

okay there is no motion okay so your question yes my understanding is in fact

25:01

that this has replaced the individual college-based courses

25:08

any other questions yes

25:37

so it's two programs the strong start is for students who are needed teaching

25:43

women in the first year experience course is for us to use incoming encouragement

25:50

for two different problems that they serve the same purpose is to increase retention rates here at white shoes so

25:56

strong service for conditioning meet students and the first year experience why you should get some questions for

26:01

all of them kind of questions good question any others

26:08

yes

26:24

hmm so the way it works is in theory yes

26:30

because they would be an incoming YSU student is for all incoming clinical why is she

26:37

didn't so what that means

26:47

my community members to help support me here I believe they have the option to take that course through a letter in the

26:54

early college program if they don't then they do make a regular regular student

27:01

I think that's correct is that correct help me please help me

27:32

thank you thank you

27:38

you mentioned both freshmen so it doesn't apply to transfer students

27:43

there's a number of programs have money of course Junior

27:56

I believe is modern really helped me I did tell me about that is it

28:10

any other questions

28:20

okay hearing enough questions um I am going to call for a vote on the

28:26

measure all those in favor of um continuing continuing with the two

28:33

early or smart strong start courses as

28:39

our freshman orientation courses um follow those in favor ah all those posts

28:48

any extensions one let there be known for the records

28:53

show that there's one episode

29:03

having concluded that I'd like to move on to our new business

29:10

and I see that we are ahead of schedule which is good um I'd ask Hilary Furman and Jessica chill

29:18

to present to us today about um fairly new phenomenon

29:25

and um it's a chat GPT I don't think anybody

29:30

who's on any social media platform having to do with pedagogy isn't aware

29:37

of it um both Jessica and Hillary cannot be with us today and

29:43

um Rosalind Donaldson is here to I give a brief presentation

29:52

and Madam chair I have a few slides of both Hillary and

29:59

Jessica Samira Regrets We wanted to be here

30:18

is there anyone in Rome today who hasn't heard the term chat DPT

30:23

okay so this is this is very buying topic that's being discussed in Academia

30:30

and the public media social media and nearly everywhere uh just to introduce this to you

30:37

um again this this presentation was prepared by Jessica chill and cyber learning uh who's not able to do the

30:43

best today so chat GPT is an AI powered language model developed by open AI

30:51

uh it was made readily available in November of 2022 which was just recently

30:57

and now it's a four paid product uh capable of generating human-like text

31:03

in response to input provided so you ask it a question or you tell it what to do and it responds as such

31:11

so you can use this Tool uh for a variety of tasks such as answering

31:16

questions uh text completion and for conversation

31:23

it is trained on a large Corpus of Text data so it is used its usage is predicted to

31:31

be widespread so we're bringing this information to you

31:36

because really to raise your awareness and to begin um help you begin thinking about how

31:44

your pedagogical may need to change as a result or your assessment methods may

31:51

need to be examined because of chat GPT

31:56

there are concerns about academic dishonesty as the use of this tool proliferates

32:02

students can produce plagiarized or fake content such as writing essays or

32:07

assignments uh answering questions or again plagiarism they just

32:13

ask a question get a result and copy and paste it into a document as their own

32:19

work so what does this mean for you you

32:25

should stay informed about this new technology and development and develop strategies for ensuring academic

32:30

integrity one thing we know is that our academic Integrity policy is already in place and  
32:36  
it does address plagiarism and this is just another opportunity for plagiarism but there's also an  
32:43  
opportunity for great benefit if we use it for positive things so you may find  
32:49  
that chat GPT is something that you want to use in your classroom uh and in an  
32:54  
Innovative approach but not to produce an assessment um so you want to be aware of the  
33:00  
potential for AI generated content in student submissions uh educate yourself  
33:06  
and students on responsible use of AI uh and re-evaluate the type of  
33:12  
assignments assigned and the methods used to evaluate student work  
33:19  
on tomorrow at 2 at 3 30 there is a program being  
33:25  
put on by The Institute for teaching and learning a discussion group on chat GPT  
33:30  
teaching in the GP chat GPT age it will be led by Joe palardi who I understand  
33:37  
has created a very informative video of its utilization uh and Mark vaupack and because it is a  
33:45  
um a remote or a virtual webinar Hillary will be there uh present to attend so  
33:52  
please take note of this um I'm going to leave the secretary has a slide so I hope they can get that  
33:58  
information to you so that you can register to attend um there's a QR code as well as the link to  
34:05  
register so uh does anyone have any questions regarding  
34:10  
um this presentation  
34:15  
yes sir um  
34:22  
either question either question if I am able to answer it for you I'm happy to respond  
34:28  
sman that's a question  
34:41  
1.0  
34:47  
a very good uh observation what I would like to say is uh during this  
34:53  
presentation there'll be further discussion about it but one of the things that I highly recommend  
is that you examine for assessment techniques

35:01

that's the primary thing so thinking about how to assess students and also uh

35:06

in your for syllabi to include information about through the license check

35:13

uh additional methods there is a resource that has been developed recently by a student from

35:20

Princeton that helps you to identify kind of a breadcrumb trail or a watermark of the resources produced from

35:27

team so this is really a very new topic from November November of last year that

35:35

this tool just recently became available so I would encourage you to keep your eyes open your ears open about this

35:41

topic because it will cause you to think about how you've assessed your students where

35:47

that data's come from how you're going to determine whether or not the information they're presented to you is

35:53

their own thoughts in a product of the necessity or something

36:21

tomorrow my current election s

36:47

like access bye out

36:53

well one good methods to examine is whether or not a student has submitted

36:58

work prior to it and the work now all of a sudden is so much broke it's so much fun

37:05

um one of the things that was suggested in some discussions that we've had is um when students present this type of

37:11

work then we there may not be a way to identify it as plagiarism one items may

37:16

not be cited when you go to check if T you don't get a citation for the facts

37:21

and ideas that are presented you just have facts and ideas so asking students to cite their material might be

37:27

beneficial to help them dig more into the material themselves yes

37:33

foreign

37:51

now but to be aware of it and consider how you are assessing students and if

37:58

you recognize this significant change in the outcomes of

38:03

your spirit the output that your students are giving to you that you perhaps question them and have them

38:09

recite back to you or talk to you about the dialogue didactic way of assessing

38:14

students that they understand and they just haven't flipped it out of some place and put it into it

38:22

right well it is what it is so uh Blackboard

38:28

does have tools that help identify through safe assign uh things that are

38:35

plagiarized but we believe that it might be deeper than that and so we're looking at other tools uh Sal may have some

38:42

comments about it uh through the Cyber learning office you want to speak on to speak on that

38:47

foreign

39:19

first way to determine Justice trying to discuss the students seeping

39:25

the answer is development

39:35

something um we'll talk about it tomorrow

39:44

I just uh asked Chad tell me give you some examples

39:52

he hasn't used to check it out I was also going to say

39:59

um that one of the things I found helpful um I think I've had my first chat

40:05

submissions at the end of last semester for finals um what I've taken to doing in my

40:12

writing assignments is mentioning a very specific document by its name in my

40:18

syllabus online without giving a specific citation to it

40:23

and the chapter said chap GPT can't identify so it gives a very nice answer

40:30

to the question but on to the question that I asked there you go

40:36

yes sir

40:52

the question was will this presentation be exclusively about chat PPT because

40:58

gentleman is aware of at least two other programs which perform the same uh technique

41:05

um I can only speak to what has been presented I am a substitute here presenting I know that Joe has prepared

41:10

information regarding chat GPT but the principles of pedagogy would be the same regardless of the tools that you use to

41:18

um identify plagiarism and this type of work um so I think there's a lot to be gained

41:25

from hearing uh what Avenues they recommend

41:31

any other questions together

41:45

fighting in um

42:12

to my knowledge there is no thinking group or a working group around this

42:17

topic but it should be and I imagine this is the reason why this presentation is being made today so that this

42:24

discussion can continue amongst yourselves about how to observe and uh proceed in the chat and content area

42:35

that's okay

42:43

um Hillary will distribute that um after the ethnic institution Department

42:50

any additional questions

42:57

I want to thank Roslyn for substituting at the last moment and um I think this

43:04

is a very timely topic and um that it's something that we need to pay attention to and not let fall on a

43:13

black or fat burner um we also I want to move on to other

43:19

new business we have a resolution coming forward from the standards academic

43:26

standards committee and student government so

43:31

Donna and pika

44:07

so first hello thank you for giving us the opportunity to speak um as I mentioned earlier I'm Nico masteritis

44:13



and I serve as the president of student government and I'm join with I'm Maguire Franco The Executive Vice President of

44:19

student government so this resolution comes basically from discussions that

44:25

have been happening in the past couple of Senate meetings so over the course of the past couple Senate meetings SGA has

44:31

taken an interest in the student faculty relationship in the classroom as well as academic settings and we've recognized

44:38

that this is truly one of the most critical components in higher education with that being said we recognize that

44:45

this relationship is a two-week two-way street students have rights that faculty

44:51

need to recognize just as faculty have rightful expectations of their students in the classroom

44:57

because of this we are seeking the Senate support to work directly with student government to create a document

45:03

emphasizing good practices for classroom management and participation as well as

45:08

students rights and their expectations in the classroom McGuire and I have had the honor and privilege of representing

45:15

not only our organization but the entirety of the student body to have an equal voice on this type of document we

45:21

feel is to have the best representation possible for our students like we said

45:27

the faculty student relationship in the classroom is a two-way street and we really want to emphasize student rights

45:33

as well as faculty expectations to create the best environment possible for all of our students and faculty

45:40

so I can read through the resolution real

45:46

quick um it'll take 20 seconds here so Youngstown State University students and

45:51

faculty share simultaneous dispatch dissatisfaction as a result of limited

45:56

elaboration on student rights and responsibilities within the classroom students do not possess a centralized

46:03

document or location to view all their University afforded rights in the classroom and adversely  
faculty maintain

46:09

rightful expectations during the semester that portions of students struggle to remain cognitive  
enough

46:15

sometimes this lapse in documentation and transparency hinders the student faculty relationship  
within academic

46:21

settings and leads to feelings of frustration and discontent for both parties now therefore be it  
resolved

46:28

that the academic Senate here assembled reframed the principles of good practice and teaching  
it's including restructured

46:34

format revolving around classroom and course management participation and students rights and  
proper

46:40

responsibilities within the class bathroom and be it further resolved by the request of  
Youngstown State University's Student Government

46:47

Association that the academic Senate here assembled allow for a cohesive effort by its various  
committees in the

46:54

legislative body of student government to collaborate on a joint solution to the affirmative  
aforementioned issue and

47:01

this is unanimously proposed on behalf of our organization

47:07

we need promotion to consider setting everyone

47:13

uh Student Government translation

47:24

not discussion please

47:32

um

47:48

foreign

48:04

for students to know their rights and responsibilities in a cohesive Dock and currently as it stands  
right now there

48:11

is no document that outlines both of those things so the faculty side and the

48:17

student side and we want to condense that into one document and the past

48:22

couple of weeks in my office I got to read through the CDA as well as the  
48:28  
handbook in the code of conduct and I was able to finally condense everything onto one kind of  
piece of paper after  
48:35  
reading nearly 200 pages of frame so I don't think any student should have to read 200 pages of  
print to know what's  
48:42  
expected of them in the classroom and what they can expect from their professors so in short we  
just want to  
48:48  
condense that and have Senate approval and just to work with us  
48:59  
um [Music]  
49:20  
no not just the CBA we're also looking at the previous proposal that we were  
49:25  
talking about um in past Senate meetings and this is a way to make sure that proposal doesn't  
49:30  
just go to the back burner and we actually work with the various Committees of the Senate to  
continue  
49:36  
that conversation foreign  
50:03  
students that are sitting in classroom  
50:10  
is that corrector yeah it's a two-way street we want to emphasize that  
50:22  
I think the way this documented  
50:39  
but this that motion in response I suspect you're right  
51:20  
and on  
51:27  
um standards  
51:32  
um  
52:02  
um  
52:14  
faculty Administration and um  
52:33  
yes question  
52:38  
and uh our committing two members from each two members from TLC and we're hoping  
52:47

that my next uh

52:54

uh document that the police were substantially promoted

53:01

so I think that that will move us along

53:11

some of your thoughts at this point

53:25

Terry we can't hear you

53:32

foreign

54:07

foreign

54:20

government's approval that um we reframe the resolution

54:27

to to um result in a

54:37

broad committee that will incorporate the interests of student government

54:43

academic standards and teaching and learning and with the approval of the person

54:50

who's second of the motion to be linked with beanie that will

54:57

reframe the measure and this to include that Amendment

55:03

and um proceed if it's approved proceed with

55:08

the formation of an ad cost per minute it's important at this point to understand that this is not a

55:15

recommendation for anything specific but simply to um

55:23

bring people to the table in a work paper to come forward with the

55:29

presentation

55:39

any any further discussions thank you

55:47

fair enough for the discussion um I'd like to call about all those in

55:54

favor of information committee for um developing

56:00

best practices theme Force management participation and

56:09

other women for instance at Mutual rights of

56:14

responsibilities all those in favor

56:19

of this post and you want to say

56:26

thank you very much I feel that this is a really good step forward for everybody

56:33

thank you very much

56:39

okay we have one last thing under new business this will need to be

56:46

briefed because we are running out of time um Justin Brown who I believe is a

56:52

student Senator are you here representing Senate John uh Austin

57:16

March 33 since we're to run out of time here um

57:23

since the syllabus has been a common topic of discussion within our group I figure this is an appropriate time to

57:29

bring up the use of the pronouns in the represented syllabus um we Senate website

57:40

so this excerpt right here was taken from the Senate website which indicates that it has

57:47

can hear me now any better

57:54

so as I was saying this is from the Senate website and what it indicates that the Senate has approved the use of

58:01

the common syllabus for all courses of YSU and it also indicates that there's a sporting documentation for this

58:10

yeah supporting documentation since 2021 in the case that it was the draft form

58:17

which would insinuate it in fact is not receive the common concurrency Senate to

58:22

approve this uh browse through the previous minutes of past meetings seems to confirm that

58:28

there was never vote held on this for the Senators at Large

58:33

so from the oea collective borrowing agreement 87c academic freedom is in the

58:42

classroom teaching faculty members should emphasize only matters to me to the discussion and my point being here

58:49

is to say that the use of pronouns on a common syllabus especially when it's being completely endorsed by the

58:55

university does not seem to be something that just remains to force material being taught

59:02

so this is something that all students were told to go through with the training ideas and training in order to

59:09

be able to participate in group activities on campus it's obviously required by the state now and one of the

59:15

things that it included was sacrificing personal beliefs to belong now this is something that was brought to my

59:20

attention as a member of SGA and student senate for academic Senate excuse me that a lot of professors are starting to

59:26

ask students would have preferred pronouns they would like to use and a lot of students are not feeling

59:33

comfortable disclosing this information and they feel that if they wanted to answer this question or if they wish not

59:39

to um you know say what pronouns they go by then maybe get retribution from that

59:46

faculty member if they are not satisfied with that response also the inclusion of this on a common

59:54

syllabus for all courses at the University seems to be very ideological in nature and cater to one particular

1:00:00

stance on this issue so a couple questions I have problems is

1:00:06

one how did this end up as an official recommendation in the Senate again according to my research it seems to be

1:00:11

that the documentation that is provided for it is a backup draft form uh second question is how is the

1:00:17

inclusion of the pronouns on the syllabus advancing the academic mission of this University the final one is why

1:00:23

are all minorities statuses not included in the syllabus so specifically what I mean by that is why are we singling out

1:00:29

the idea of gender pronouns and preferred pronouns to be included on the syllabus why are things not like race

1:00:36

veteran status sexual orientation things like that not a common element discussion uh particularly one that's

1:00:43

endorsed to be on the common syllabus that's all I have um anybody has the

1:00:49

ones they would like to discuss on this

1:01:10

Museum I promise all this

1:01:18

um classes has been future prices feed and learning some discussions are good right but aligned along for the stands

1:01:25

top of that there's no vote on this so if it says the council that's the capacity do you think the Senate is

1:01:32

worthless Bruno I'm already online

1:01:37

[Music]

1:01:50

yeah I think my thing was not attached personally

1:02:00

foreign

1:02:27

changes

1:02:33

um anyway we do go to the Silverstone merchants

1:02:43

um so on that side first people promise notices that's condolences

1:02:49

also about shooting that is probably a the appointment was said was rather

1:02:56

rented was off to workable to use and it was devised when we were a

1:03:04

student all this kind of syllabus where you get to know

1:03:09

which one was um

1:03:16

I'm not sure but anyway that was absolutely optional

1:03:21

or there's a third person on there that refers to stop the room

1:03:26

s um

1:03:35

foreign

1:04:08

resolution goes forward they should be able to answer those questions

1:04:18  
so um teaching and learning I am sending this back to your  
1:04:24  
forgetting um  
1:04:50  
photographs but  
1:04:56  
press University  
1:05:18  
we'll charge them Dr flicker  
1:05:30  
sure yep  
1:05:44  
thanks to a lot of request that questions  
1:05:58  
um reference  
1:06:04  
Enterprise  
1:06:23  
thank you  
1:06:28  
and this is the last question because we have a special guest with us tonight  
1:06:34  
so on um  
1:07:22  
so we will expect that our next meeting um but teaching and learning come back with  
1:07:31  
um some answers to these questions  
1:07:58  
okay having concluded that at least product close for today I would like to  
1:08:06  
introduce and it's my real pleasure to have our new interim president here with  
1:08:13  
us today Dr Helen Lafferty  
1:08:37  
um  
1:08:44  
physicists sure  
1:09:12  
in the agenda Department sent to me she asked me if I were to share with you  
1:09:18  
some of my backgrounds and the reason why I said yes to this design which I  
1:09:24  
think is very very good thank you so for those of you that have no idea  
1:09:32  
know that I was born and raised in Youngstown Ohio



1:09:39

personal high school and I received my bachelor of and master's degree from

1:09:45

Memphis Tennessee in my life as a young 18 year old girl

1:09:52

two educational forces in my life the first one were the original sisters

1:10:00

second one was Youngstown State so when the chair of the board says

1:10:08

sitter thoughts of myself oh

1:10:21

when I was left let me get myself

1:10:33

I knew 10 life jobs never repay this University for all of

1:10:39

his terms of the people because I know I am but where I am today this place so

1:10:50

so that is why I said yes

1:11:03

everyone today will not be a plenty one but you hope it will be a purposeful and

1:11:10

developed upon instead of some of my interviews I am not here to keep the lifestyle bye

1:11:20

it's not my job and my job also is it only once placed side of the holes my

1:11:27

mom it's like the whole places

1:11:35

I am absolutely not going to be that what will I even appear as a president

1:11:42

well I hope that during my years and experience Cycles

1:11:48

Philadelphia University for 42 years I have

1:11:54

administrative Physicians leadership positions I was the University vice president for 16 years

and I love that

1:12:02

it said to the cabinet today right after this all over again I wrote that story

1:12:08

too when someone asks me so what do you do

1:12:14

say but I'll I'm the endless president

1:12:20

vice president of 16 years I don't say that

1:12:25

to you too I teach that is what I do

1:12:33

of all of you that is what we do and by the way so while we're here tell me what  
1:12:41  
would you for our students those people  
1:12:52  
so what I would like to do for time tonight  
1:12:58  
two things I think are very important helpful  
1:13:11  
number one is the Seal of this University the great state health when  
1:13:18  
we were founded but it also gives Latin phrase that I think is very descriptive  
1:13:24  
of the work you and I do so nothing was descriptive of the report of all  
1:13:29  
universities it says  
1:13:35  
mine free that's what we do here help students read their minds from  
1:13:44  
perhaps ways that things have always been done to figuring out ways that things could  
1:13:51  
be that we give them the insights and the understandings that you and I have  
1:14:01  
the second variety of course for me will be the Strategic plan here's how I used to teach your  
plans to  
1:14:09  
most universities right rights all the logic velocity  
1:14:21  
where does it go on the Shelf to become life's Buffs  
1:14:27  
it used to be forever look at their responsiveness as it  
1:14:34  
organic they're cooking time we are changed we replied modified  
1:14:43  
updated to resonate with what we learned how students maintaining every single  
1:14:50  
day not a great thing about what you do and I want to emphasize that very very  
1:14:57  
strongly you know you see all kinds of the worstness for corporations that wrap  
1:15:03  
up creating the future they are going to  
1:15:09  
new questions well guess what  
1:15:16  
you might think that I challenge that you  
1:15:24  
know future in promise every single day

1:15:31  
future on your students that walk into our classrooms that's the future  
1:15:38  
every day so I want to use this strategician why  
1:15:44  
not to say that we come together to do our best thinking for them  
1:15:51  
so that someday that look back for their education just  
1:15:57  
like I did today our student body president vice president will be asked to be the  
1:16:04  
interim president of Youngstown State University yes all right the second thing I want to  
1:16:12  
emphasize your position to respond to people as you know provides CV I was here alive  
1:16:23  
just a short-term visitor someone would ask me so Helen  
1:16:31  
presidents or presidents while you were here for the life of me I keep telling one  
1:16:39  
person's name not one you asked me welcome to  
1:16:46  
the question I can answer here shall I remember my undergraduate senior  
1:16:54  
history profession of five things I am so grateful to that man because he  
1:17:02  
gave me another glance to look through history I was using a very sanitized  
1:17:08  
lens the light into where everything was fine everything went well he gave me a  
1:17:14  
real life I will forever be able to respect because  
1:17:20  
my graduate education Professor Dr Dorothy Scott who really drove me crazy  
1:17:26  
about me graduate school we all need someone for that so she was mine she was  
1:17:32  
a stickler with Precision in speech and writing whose voice was in my head  
1:17:39  
I'm sorry for my dissertations were clear up my world of Defense it was Dorothy Scott knocking  
the president it  
1:17:47  
was her so I tell you this because I'm a really good example of  
1:17:55  
teachers for our students you're the engine will make us go  
1:18:03  
and that's a wonderful wonderful way  
1:18:11

so I know I won't talk too much about the Chronicles excuse me my training

1:18:17

nature um no

1:18:25

and

1:18:34

I think about what do I really want to see you I really could not only two words

1:18:39

thank you thank you for what you do each and every day thank you

1:18:45

sacrifices that you've made it

1:18:52

with that thank you for caring for oxygen and thankful for doing it so well

1:19:00

thank you thank you for speaking and we're part of the students you've

1:19:06

been very very attention so I'd love to have you all in class and thank you Dr conversing for communication okay thank

1:19:13

you

1:19:28

um that concludes our business today um