

Academic Senate Meeting 9-4-2024

0:03

Good afternoon, everyone.

0:06

Good afternoon.

0:07

I'd like to call this meeting to order, please.

0:09

I'd like to call the meeting to order, please, by first thanking all of you for being here, our first Senate meeting of the academic year.

0:24

It is great to see all your faces again.

0:26

I hope you had a great summer.

0:29

It's good to see your students back.

0:31

The purpose when we were really here.

0:35

Bob has already informed us that we have a yes, Sir.

0:39

I'm not sure if there's a formal motion or anything.

0:48

Somebody in law say.

0:49

Lynn's from here to glass.

0:51

It's OK.

0:55

And yes, we are.

0:56

Yes, we have 4.

0:58

So we're going to begin.

1:00

I'm going to call this media order.

1:03

And we do have a couple changes to the agenda for today.

1:09

The proclamation has been withdrawn by the Executive committee.

1:13

And instead, our, our, what we are doing today is all of you probably realize that Parliamentarian Max Grove passed away this summer and we have a resolution for him this afternoon.

1:30

Are there any other changes to the agenda that we don't know about Seeing then seeing none, Then we'll move on to the approval of the minutes as they were recorded back on April 24th.

1:45

Presumably it had all summer to look at these minutes.

1:49

I'm going to just ask if there's any heartburn with them being accepted as presented, as recorded.

1:58

Seeing none, then we will accept the minutes as report reported.

2:02

Mr.

2:03

Secretary, we'll move on to the executive Committee report.

2:08

I have a few things to mention to you.

2:12

First of all, at the first meeting we I appoint the secretary in Parliamentarian.

2:19

I wish to appoint reappoint Edmund Eckert as the secretary.

2:24

This comes to the body.

2:26

Is there any objection to have Edmund continuing as secretary?

2:30

He's already agreed to do so, if that's OK with you seeing none.

2:35

Thank you.

2:40

We are without a parliamentarian.

2:44

I did receive a couple suggestions.

2:47

I am open to other suggestions and we'll have one appointed by the next meeting.

2:53

If you have a nomination suggestion, please send me an e-mail.

2:59

And the Executive committee will consider all those and will appoint the parliamentarian by the next meeting.

3:07

The executive committee met a couple weeks ago and one of the things we are going to do is look at AI Square, that is academic integrity and artificial intelligence.

3:22

We're forming 2AD hoc committees.

3:25

If you remember at the last Senate meeting, Joe Pallardy was here, talked about AI and came up with a few recommendations.

3:33

We're going to form an ad hoc committee to continue that work, to come back to the Senate to make some recommendations about the use and misuse of artificial intelligence.

3:45

Joe will Co chair that committee with Hillary Furman.

3:50

We'll hear more about that later because this also pertains to teaching and learning and that's why Hillary has been appointed a Co chair.

3:58

Academic integrity.

4:00

I've received a lot of statements and complaints about what appears to be an increase in academic dishonesty across campus.

4:12

I don't know about all of you, but last year I thought four students in my classes throughout the year doing that.

4:20

And if those are just four, I thought, how many did I not catch?

4:25

So we're going to appoint a committee to review that, the code of conduct and the processes therein.

4:32

If you wish to serve on that committee, please drop me an e-mail and we'll see about getting you appointed to that committee.

4:42

In addition, we, the executive committee has drafted a Senate attendance policy which was sent out.

4:51

You hopefully you had a little bit of time to review it.

4:56

Evan, would you like to speak to this at all?

5:01

So the attendance policy kind of is a way that we were starting to look at how we were going to manage so online and on site attendance.

5:11

So all Senate meetings, as you know, are in person, but there are some sort of instances like during the COVID time where we had to go online.

5:20

So the purpose of this attendance policy is really to outline what would happen when we're meeting both on site or have to be in person.

5:28

So this kind of sets the guidelines for what's expected if we're on site for in person.

5:35

Senate meetings are in person as you know, but if something changes, we have a policy now potentially that would help manage how we're going to handle that in the.

5:45

So that was really the big way for us to kind of manage how we're doing everything so it doesn't get too overwhelming trying to manage both same time.

5:55

I wanted to presume you had a chance to review this document.

5:59

Yes, No.

6:01

Any comments, questions regarding the document?

6:08

Seeing none.

6:09

Do we have a motion to accept this as Senate attendance policy?

6:13

Yes.

6:13

Martha, I can't barely see you.

6:15

I'm sorry.

6:16

Yes, go ahead.

6:22

Do we have a second?

6:26

Second over here?

6:29

Any further discussion?

6:32

All those in favor, then of the draft of this Senate attendance policy say aye, opposed, abstentions.

6:42

OK, so we will now use this as Senate policy for attending, for attendance.

6:50

Last thing under my report, You know, I was really shocked to hear about Max passing away.

6:59

And Max was a good friend of all of us.

7:04

And so we have drafted this resolution that we'd like to put forward to the Senate.

7:11

And should it be accepted by the Senate, we would then pass on a formal copy to his family.

7:20

So I'm going to read it as as we have drafted it.

7:24

This is in memory of Max Drug, Parliamentarian of the Academic Senate.

7:30

WHEREAS Max Graft, Max Grove faithfully served as the Parliamentarian of the Youngstown State University Academic Senate, guiding our deliberations with integrity, wisdom and a steadfast commitment to the principles of shared governance.

7:45

And WHEREAS, Max Grove's extensive knowledge of parliamentary procedure in his dedication to upholding the standards of the Academic Senate ensure that our discussions were conducted with fairness, respect and a deep sense of responsibility to the academic community.

8:03

And WHEREAS, Max Grubb was not only a vital part of the procedural operations, but also a valiant colleague and a friend known for his humility, kindness and willingness to mentor others in pursuit of academic and institutional excellence.

8:20

And WHEREAS his contributions to the Academic Senate have left an indelible mark on our proceedings and all the university as a whole, his loss is deeply felt by all who had the privilege of working with him.

8:33

And whereas Max Grub's legacy of service, professionalism and dedication continue to influence the work of the Academic Senate and the broader Youngstown State University Committee community.

8:47

Now, therefore, be it RESOLVED that the Academic Senate of Youngstown State University, through this proclamation, honors the life service and memory of Max Grove, expressing our deepest appreciation for his contributions and our sincere condolences to his family, friends and all who were touched by his presence.

9:09

And be it further resolved that the members of the Academic Senate pledge to uphold the standards and values that Max was diligent, diligently championed, and to carry forward his legacy of excellence in our work.

9:24

That is the resolution.

9:27

Do we have any comments questions Yes, I have.

9:31

If you knew Max Drop you know he would love us all I had to say this is this is exactly the kind of really appreciate but I have no part in this but I'll tell you why emailed Well, actually I would give credit that Edmund drafted this.

9:51

But Adam that you're standing there you and Mary Beth would one of you care to move that this be accepted by the Senate.

10:04

There's second any further discussion seeing none all those in favor of the resolution is read to the body say aye opposed tensions.

10:18

Thank you very much.

10:19

We will see that this family gets popular this and this goes in the Senate record as well.

10:25

OK, that as far as I know is our executive committee and report any comments, questions, seeing none.

10:41

I would like to call on our good friend Bob Framer who's going to talk to us a little bit about the nominations case.

10:53

You all want to know Bob has been doing yeoman's work on elections and balloting and all that for the over the past two years.

11:03

So Bob my appreciation to you and your hard work.

11:07

Thank you.

11:08

It's not just my thank you all very much Bob.

11:14

I already know how all that right now for me anyways, we need to our first meeting hold nominee by open nominations for election of Senate Chair and Vice Chair of the upcoming year.

11:36

The chair and Vice chair terminals of January 1st September 31st without a seat with the with the rest of the Senate.

11:43

But that allows us to hold elections at the beginning of the here.

11:48

So we'll open up among agents for chair and vice chair again in this election.

11:58

The operator votes as soon as a majority chair of the following calendar year under up with the vice chair and also chair of the governance to be.

12:14

If nobody gets a majority of votes in the first round, one person is removed or everybody at the top you are removed.

12:26

Check it's on the set of a second.

12:30

Buy a box every week and pull the second round of actions.

12:36

But anyways, I will open up patients of 70, e-mail rwkramer@ysu.edu and generally we do open up the nominations for a while.

12:47

So end of the day, Wednesday the 11th will close the nomination and will set a set of an election for the chair.

13:03

Are there nominations from the floor?

13:13

OK, thank you.

13:19

Yes, Yes, provided I get a bar now.

13:22

Yes.

13:28

Are there other nominations?

13:35

Yes, I accept any others from the floor.

13:47

Bob said he will be taking them through the next Wednesday.

13:50

Right, Bob?

13:51

But here's Bob.

13:52

Yes, I'm sorry.

13:53

And I'm going to eat like half the grill.

13:57

OK.

13:57

Oh, that's a little we looked at and already add murder Adam.

14:07

OK, does that make sense?

14:10

Oh, sure.

14:18

Anyone else?

14:23

If not, we're not closing nominations.

14:27

We're just saying you need to contact Bob by next Wednesday at 5:00.

14:32

Is that right, Bob?

14:34

You told by midnight, right?

14:35

That's OK.

14:36

Midnight.

14:36

You're off at midnight.

14:38

All right.

14:38

That's cool.

14:40

All right, OK.

14:43

Thank you, everybody Going through this pretty quick, which is good because I, I hear an adult bedroom column.

14:53

Doctor Palante, did you want to talk about committees?

15:12

OK, I'm here in my capacity as the chair of the governance committee, and I left my glasses back there, so if I swin bear with me.

15:22

First of all, we have a number of three kinds of vacancies that we need to fill.

15:27

First is the vacancy on the executive committee for a person from Cliff College of Creative Arts.

15:36

And anybody interested should contact myself or chat.

15:42

That's enough.

15:44

And if there's more than one volunteer, we will run an election in Cliff to settle that.

15:52

The second are elected charter committees.

15:57

Any any person eligible for Faculty Senate is eligible for the committees.

16:03

We need a representative.

16:06

We fill all the positions on governance except the big classic position has been filled except for Cliff College of Creative Arts again send nominees to me and for Bob Charter and Bylaws we have 3 positions that need to be filled.

16:34

They are for Williamson College of Business Administration with College and B Classic.

16:42

Again, send nominees to me or see me after the meeting.

16:47

Finally, to help Bob in particular, we need nominees from the Williamson College of Business Administration and Cliff College for elections and balloting.

17:01

Those nominees should close by next Wednesday, the week from today.

17:09

And we'd like your participation.

17:12

And I really urge you to do this last but not least for appointed charter committees that are the Providence of the governance committee yesterday or I think it was tried yesterday, I don't know anywhere.

17:31

All of the faculty in the university should have gotten a request to fill out a volunteer form for appointed charter committees that went all faculty.

17:46

Anybody eligible senator is eligible to run or or to be appointed to those committees.

17:54

They list all of the committees available as well as a link or description of what those committees and their work entails.

18:05

It asks you to pick your top three and the three would absolutely not serve on.

18:12

I have received only 6 responses to that and I really urge you yourselves to volunteer and to talk to the people in your individual programs or departments to participate as well.

18:32

This is vital to the University and to our functioning as an academic Senate.

18:39

Any questions?

18:43

Yes.

18:43

So how is the selection made?

18:49

Well, we run an election for this for the appointed committees.

18:59

It's something we'll discuss as part of the governance committee.

19:02

So as a member of the governance committee, you'll have a voice in that.

19:11

I just don't remember getting an e-mail yesterday.

19:15

Who was the senator?

19:17

It was sent, sent by Sydney Bell because she's the only one with the entire master list.

19:23

Yes, Laura.

19:25

So just for every reason I actually had to search for everything comes from the Office of Athletic Affairs, Tuesday at 11:20 AM.

19:40

Anything else?

19:44

OK.

19:45

Thank you very much.

19:48

Thank you, Martha.

19:53

Martha, I guess some papers you left.

20:01

Good.

20:01

Thanks.

20:01

Sorry.

20:02

No, I'll do your test.

20:06

OK.

20:08

There's only one committee report and this is one that will sure entertain some discussion.

20:13

Today.

20:14

I'd like to call Doctor Adam Earnhardt, the chair of the General Education Committee.

20:19

He has the report to give.

20:21

Please give him your attention.

20:23

I am sure that he will entertain questions post presentation, correct?

20:29

Do you need this?

20:31

Sure.

20:39

Good afternoon everyone.

20:40

So I am sharing with you general education updates that took place over the summer following a policy that was passed by this body in February.

20:53

I only kind of jokingly put up the dates there in 2012 to 2024 that was meant to show you the 12 year time lapse between any kind of major significant structural change to the general education model at YSU.

21:11

And some of you probably know this is being done in phases.

21:15

So we had a phase that happened last year where for example the SPA category was removed.

21:23

Communication Foundations as a four quarts or 4 competency was also removed and is now a recommended elective.

21:31

And the capstones were removed, although we found out today that they're still showing up.

21:37

There's just again a technical issue, a technical place where they show up as a general education course.

21:45

But we know that they no longer fall under the, under the purview of general education.

21:51

So this is the model.

21:53

It's, it's kind of in place now.

21:57

I say kind of because you're also going to see some other changes that are that took place over the summer following the policy that was passed, but includes the English proposition forces, I'd say or equivalent with English 1551, because that's still an outstanding issue.

22:15

We're not sure what's happening with that yet.

22:18

The writing across domains or across disciplines.

22:21

We're still trying to work with that math course.

22:24

And then of course the the knowledge domains, you'll notice there are two differences changes to the knowledge domains.

22:32

1 is we no longer call it social sciences, it's social and behavioral sciences.

22:37

And oral communication is now it's own domain because when we removed it from the core competencies, it was left without home.

22:46

So oral communication we also don't require that in terms of number of hours.

22:53

So we should know at least we have it listed there as general education elective.

22:59

The other thing too, is that the reason why we did this is it, it, it aligns more closely with OT 36.

23:05

So what the Ohio Department of Higher Education identifies as their general education model, this, this language, this nomenclature is kind of consistent with theirs.

23:16

The other thing I don't like to do anymore because I think it's a little bit deceiving for our students and our advisors is calling it OT 36 or suggesting somehow that it's that our general education model is 36 hours.

23:30

It is not.

23:31

It's 37 hours.

23:33

It's really annoying whenever I have to repeat that over and over again, we don't.

23:38

It's not 36 hours, it's 37 hours.

23:40

And I say that because every hour counts.

23:43

And for students who are trying to put their, their, their plans together to graduate on time, that one hour matters.

23:51

And so, and it really matters for the natural sciences because that's usually the hour we're forgetting about the lab science.

24:00

So there were guidelines following the policy.

24:02

One was that we had to get this ready to go for spring of 2025.

24:08

You might be thinking of yourself, well, there's no way you can roll out a new model for spring of 2025.

24:12

We're already in the catalogue here.

24:14

This is actually for a soft roll out of our micro credentials, which I'll talk about a little bit, but all students would fall under this new plan of 2025 for this, this new list of courses and everything and the micro credentials starting in the fall of 2025.

24:29

Why we're introducing it now is because if this body sees any potential changes we might need to make to it, we're hoping that you pass it today that you, that you approve our report.

24:43

But but if if we need to make minor tweaks to it, we can do that before the November 15th general education deadline.

24:51

So remember that deadline for any general education changes has to take place by November 15th.

24:58

Did I get that right, Kevin?

25:00

November, yeah, November 15th.

25:01

OK.

25:01

And then continuing students obviously will have the option of being on the old general education model or the new general education model.

25:17

OK, here we go.

25:19

So how we ended up where we ended up with our 75 courses.

25:24

So we looked at all three credit hour courses with the exception of English 1549, the NS labs, and some math courses.

25:35

All current courses again were subject to reapply or required to reapply and then to be considered for classification in this new program.

25:44

Again, all of this language was language of this body passed.

25:48

So what I'm reading to you is something you most of you probably already know about or have some familiarity.

25:54

Courses were meant to be are are meant to be traditional, face to face or online and no summer will follow summer schedules.

26:04

Courses shall only be LE for AGI classification with the exception obviously of the science lab courses and initially there will be a maximum of 75 courses in the genetic portfolio.

26:22

Courses must have a minimum enrollment set of up to 40 students, with the exception of English proposition, speech, communication, and some math courses as well.

26:35

Those are lower minimums based on pedagogical requirements.

26:40

This is meant to say that you don't have to have 40 students in the class.

26:45

The cap needs to be set at 40, so that's an important distinction.

26:49

Courses have to be introductory level all over division with no prerequisites.

26:54

There's some exceptions for composition and math where you have to have, if it meet certain benchmarks to be able to take those courses and that usually has testing requirements building that too.

27:06

Courses must have a, a clear assessment plan which we asked for and looked at and we, we looked at frequency of offerings, enrollment review and the VF rates.

27:18

We did not look at W rates.

27:22

So I that's we violated the policy there apologies, but we did not look at withdrawals.

27:27

Courses must indicate our multidisciplinary approach to achieve a micro credential.

27:34

Courses must indicate alignment with the University of I Learning outcomes in Ohio 36, and courses can be counted for general education and the major, but can count only once with credit hours, which again is consistent with our procedures now.

27:50

So we had a committee that worked over the summer.

27:52

These were eight members of the existing general education committee.

27:56

Again, they were willing to work for free of the summer.

27:59

Some of them are here.

28:01

I'm not going to mention them by name, but I wanted to thank them and I know that others will be thanking them as well.

28:06

What we did is we pulled a very large data set from institutional research and IT they were very beneficial to us in terms of getting all of the data that we needed to make these very difficult decisions.

28:20

We focused just on the last four years, 21 to 24.

28:24

We were trying as best we could to avoid the COVID year, especially the big COVID year of 2020.

28:31

We had two reviewers for each course, several meetings, including many one-on-one meetings where you have two reviewers talking about of course, in particular and the decisions and how they would rank them and so on.

28:45

And then we get a finalized list and then we find it based on additional feedback and review.

28:51

So we would, we met, our final meeting was in, in ITL.

28:58

Thanks to Hillary's office, Allison for hosting us there.

29:02

But we were able to kind of hash through some of these issues and, and go with that.

29:09

Again, the data that we used people down from Power BI was kind of like the tool that we used to analyze all of this.

29:21

I have a couple names over there, people that I want to thank.

29:23

These are names you're probably, you might not be familiar with.

29:25

Some of you probably are, but but many of you probably see these names and you're like, you know, who's that?

29:30

But I wanted to mention them because they, they were real help.

29:34

And I think Provost Pintar and other people that were in these committee meetings will tell you that they, they sat with us and worked on that data with us so that we were seeing exactly what we told them we needed to see in order to access these things.

29:50

And, and some of it meant going down to student level data, which, you know, we, we had to make sure all that data was locked down and private and secure and, and, and that was, that was really important.

30:03

So Sherry Fiddler, Lori Heinbaugh, Angela Rovnak and and Reid Napic, they gave us information on again DF rates, the average DF rates for each course for academic year, number of times of courses offered, number of students enrolled, number of times of course was caught in line versus traditional, average number of times of course is offered from an academic year and an average number of students taking course for active year.

30:30

So what I'm showing you, the next two slides are just screenshots of how we look at the data and Power BI.

30:39

And I and I use Communication Foundations kind of what we indicated here because you can see the

kind of very specific detailed information that we were able to get to determine whether or not this course should remain in as as part of that, Janet.

30:55

And then so you would see the average grade, for example, of a student enrolled in Communication Foundations.

31:04

And we have in this case, communication validations and in the honors section, number of distinct students enrolled.

31:13

And then overall over the four years of the total number of students enrolled.

31:18

And then enrollment by class and broadcast was here.

31:23

And we've also looked at spread over programs.

31:27

And this was really important to us too, because when we look at the spirit of the general education model, it's meant to be, these are meant to be courses that every student can take.

31:39

And I'm going to repeat that often.

31:42

These are meant to be student courses that are available to every student and that every student can take when they come to the university, with the exception of maybe one or two courses that they have to have, they have to meet certain benchmarks for they should be able to take these.

31:55

So you'll see these, the colours here representing all of the program acts that you can do if you can.

32:03

If you were in the IBI environment, Power BI environment, you'd be able to scroll over and see all of courses.

32:09

So that's why I think so powerful.

32:10

Again, that's a kind of a breakdown of all the courses, all the sections.

32:16

And there were some cases where those colours were solid.

32:22

That's important because that meant that only students from one program were taking that one genetics.

32:31

So that course clearly was not open or not available to every student at the university.

32:36

So our rubric that we developed with the class size with the capable of 40 plus it's a capable of online delivery, lower division have a prereq the AGI classification, alignment with the university, wide learning math funds, the DF rate, number of offerings, enrollment levels and other.

32:56

I'll get the other in a second, but this is important because these are this kind of follows the policy that that again, it's passed in in February.

33:07

The data only got us so far.

33:09

So it it's several points.

33:10

We had to make judgement calls and when I meet judgement calls is we had to look at whether or not of course was program specific.

33:17

So for example, if it said this program for mathematics or this, this for English, right?

33:24

So we were careful about whether or not we approved a force that was clearly designed just for that program.

33:32

That is not a general education course.

33:34

That is a program course.

33:37

That's an important distinction to make because that's where some of the concerns have come up from different departments, like how could you cut our genetic course?

33:45

Well, I thought we'd cut your genetic course because it was very program specific.

33:52

So again, judgment call were based on other factors, discipline specific equitability was a big issue for us.

33:59

So if if we saw that we had, you know, one department had one course, it was required every student at the university, then we were a little bit to balance it out and and to make sure that other departments had courses to offer within the 75, we gave courses to those other departments.

34:21

We need courses for micro credentials.

34:23

So at one point we actually two points actually, we went back in and looked at the courses again and joy, I'm going to click on you for a second because I see you sitting there like Joy's a good example.

34:33

The art department, we really wanted this one course in one of the micro credentials.

34:38

Everyone in the, in the, in the committee agreed that that was like the description, the syllabus and everything was a great fit for that micro credential.

34:47

And so we went back in and added that that back in.

34:50

So, and then there were several cases where we went back to the departments and asked them to actually pick courses.

34:56

So if you had a choice between this course and this course to offer in a, in a genetic program, which one would you go with?

35:06

The other thing we kept going back to is when we were looking at the micro credentials, which I'll talk about in a second, is could there be a program or a genetic course for a program that we haven't even considered before?

35:20

And one of the ones that I keep coming up with, and I know this is an advanced course in English, but Health Communication.

35:27

So is, is there a possibility in, in Health Communication?

35:31

It it is offered as a general education where it's in other places.

35:35

Is there a possibility of offering something like that here?

35:37

That opens up the door to, again, very cross disciplinary, cross pollinated type general education.

35:45

This is just like I can quick screenshot of the rubric that we used.

35:51

I won't bore you with this right now, but this is again, all of the same data that again, many of the department chairs and many of the program coordinators populated for us, that's an important thing to know too.

36:03

So we got a lot of this data, the preliminary data from the departments, from the chairs.

36:10

OK, So then this is a quick screenshot of the rankings list.

36:16

So in this case, somebody might be able to end up with a total of 11 on the rubric.

36:24

And so you can see from the communication foundations at the top there.

36:29

But so a total of 11 all the way down to 10.

36:32

But that this did not mean that even if you got 11 that the course was safe if all it meant was these were the rankings of Ruger.

36:45

There is actually one course on here and I'm not going to pick on them right now, but there is one course in here that did not make it in the 75.

36:51

OK.

36:54

So if you wanted to see a list of the courses, of course they're available in our report right now, but they're also available on the general education website.

37:07

So we had asked 320.

37:11

Well, we got, we asked actually the campus community to our rank or rate, the ideas that we had for micro credentials.

37:19

We had 20 micro credentials that we sent out and then we also opened up the door to other micro credential ideas.

37:25

So we have 327 respondents, which doesn't sound like a lot, but it was actually pretty good for house.

37:34

We thought, hey, 327 will take it.

37:37

So they selected based on ratings.

37:39

We actually combined some micro credentials into one.

37:42

So we took two existing ideas and moved into one.

37:45

Our plan is to have a soft launch in spring of 2025, but Tyson and I were just talking about this before Senate started.

37:53

We need the university to settle on a micro credentialing or a credentialing solution that we can launch this into.

38:04

So far there's been some discussions about that, but we're really not sure where this is yet.

38:08

So I, I'm, I'm imploring, pleading with our IT, our CTO, our CIO and our Provost to help with that.

38:20

And then obviously our courses for the micro credentials that we're rolling.

38:25

So we're rolling out four stop launch in spring of 25 to meet some of the needs of Rise Point.

38:35

Some of the online programs are going live, but the full roll out will be in fall of 25, four micro credentials and then another 4 micro credentials will be available in 2627.

38:47

That is where our call for course proposals comes into play.

38:51

And if you wanted to see these micro credentials, you can go to this page here.

38:56

By the way, this is all available on the YSG General Education page, not the catalogue general education page, but the YSG general Education page are the four that we're rolling out in 2526 are here for your thinking, for thinking personal and social well-being and quantitative traffic abuse made.

39:15

By the way, personal and social well-being is one of those micro credentials where we put together and then to be developed.

39:23

2627 4/26/27 Personal professional communication agreement takes the literacy again, another combined micro credential, leadership, digital citizenship and global engagement.

39:36

These are all aligned with university wide learning algorithms.

39:40

Here's the call for course proposals where it says due September 30th.

39:45

A link to the application will be available here after September 1st.

39:51

That link is available today.

39:52

So if you wanted to go and look at, by the way, my, my thanks to Allison Hoffman again and IPL for helping us put this together.

39:58

But this is the proposal, the, the form that you would complete to submit your court proposal.

40:07

And then there you, you'd have a lot of help developing that course along the way.

40:11

The great thing about it is at the very end, if you're if you are truly cross pollinating and working on this court proposal with another department or another faculty member.

40:22

You get to share, you get a share of the \$2000 course proposal assessment.

40:34

I'm not going to spend a lot of time on this because assessment really is dependent on the next steps.

40:39

So our plan is to watch in 12/24 pre your standard terms with STEM in the first year.

40:45

Sorry, STEM 88 Agent SBS in year 2 and Comic Con in year 3.

40:50

So why step in year 1?

40:53

I'm going to tell you that there are few departments that do it better than math to assessment.

41:01

Math is fantastic.

41:04

When everything come and ask Tom for a report, boom, it's there with me split.

41:07

So Tom and and STEM.

41:11

Well, there are those courses.

41:13

And the other thing too is we're not requiring assessment of all of the previous courses that were in the menu just to 75.

41:23

Then we'll move into my credential assessment.

41:25

Gen.

41:25

Ed will assess the micro credentials and data collection in years one and two and then assessment year three.

41:32

And then our assessment plan will be based on cultivating assessment culture.

41:37

Sharing governance.

41:38

I I don't like to call it shared governance anymore because really what it comes down to is raw sharing information that ultimately will lead to a decision being made by somebody else, ease and purpose or feasibility and then defining measures and generals.

41:55

I'll, I'll take questions.

41:57

I don't understand what you have.

41:59

Thank you.

42:05

We have questions, please.

42:13

Yeah.

42:13

Yeah.

42:13

So we yeah.

42:15

So we met with well, two companies, but I didn't meet with the other ones.

42:21

There were other companies that were met with two instructor which familiar canvas they that's their credentialing arm on a black orgasm credentialing arm.

42:32

And then somebody's also using credibly.

42:35

Who's using cred?

42:35

Somebody's using credibly in here workforce is using credibly.

42:40

The goal here is we've got, my understanding is we've got 3 or 4 different areas on campus that all need to do some form of credentialing.

42:49

We will all want to use the same solution.

42:51

So if somebody comes along and said, hey, credibly the best we're going to at this point, I don't think our committee really cares what what credentialing arm it is.

43:02

I'm looking at some of my committee memories.

43:05

So we just don't know what they'll be.

43:07

Now.

43:08

I will tell you that the ones that I sat in, they're pretty nice.

43:12

Like they're, it's it, they're pretty deep or whoever we end up with, they're, they're pretty solid.

43:17

So, so they, they, yeah.

43:20

So they track all of the courses as they're completed and then they kind of give what the digital award or the digital credential so that students can then put that badge of a LinkedIn portfolio or and of course the other like workforce like if they're doing credentialing, it's actually they they're doing like jurors.

43:42

Yeah, thanks for that.

43:52

I'm not sure if the editor OK, the number one, so if I use our requirements, we just did a major.

44:08

So they're a huge source.

44:16

Yeah, it probably is.

44:20

What I would tell you is there.

44:24

There's a word that keeps popping up in this policy.

44:28

And I shared it with a couple of my colleagues, actually shared it with Jen and Kevin the other day.

44:35

And I don't know that they meant to do this or that they meant for me to interpret it this way.

44:39

But the word is initially so and I, I'm probably going to answer everyone else's question the same way.

44:48

So I'll.

44:48

So if you have this question, keep that in mind.

44:53

Initially, this committee was meant to come to identify the 75 courses.

44:59

I don't know what that means after today.

45:01

So if this body approves our report today and we go with the forces that we identified, I will tell you that I have at least four or five departments that are contacting us right now asking us to reconsider a couple of forces that that we did not include the 75 and people that are on on the committee can tell you that we're actually reviewing those emails right now.

45:27

So I would say if you don't, if it's one of those new forces and you want it considered or reconsidered to either submit it again versus via the the normal general education submission process.

45:42

We're we're sending an e-mail to follow up on the dot line.

45:50

We were told in our college education assistance by for support.

45:58

So I wonder how that the committee comes to governments about programs other than that, Yeah, no, they weren't.

46:09

They weren't reviewed for purposes of the they already got 75, but they were in some cases they were considered for the minor credentials.

46:23

First question and maybe it's better the 75 number that if you don't like the numbers are on the border.

46:43

Some of my lonely evenings and nothing else to do in life.

46:47

I went through every single catalog and then Excel spreadsheet that landed all of your programs and then I pulled out all agenda and put that on a separate sheet I'm going to share.

47:00

And out of those that number came about 80.

47:05

So there was 80 that we were using seeing the low at the number of students that we some information from GP permits area about how students take Gen.

47:15

what number students.

47:16

We have a government room factoring in academic sentence 40 and also figured that this was again initial 75 and that there would be room for more ideas from American credentials we add to it.

47:32

So it's one of those things for the bulge ahead.

47:37

Once it became a Jedi course, it stayed a Jedi.

47:39

Of course it was was that Hotel California like never could be.

47:44

And so this purpose was to be very precise for the block forces.

47:49

We decided to go into the job ad and then add as the program rules something like artificial intelligence.

47:59

Intelligence wasn't something that saw in 2012 as an essential.

48:03

It might find its place here if the committee and the Senate Facade central and just to be clear, I was not on the 8 member committee decided on the on the forces.

48:13

I don't think it was a single administrator on that was all back between members on that.

48:19

So the decision was 75 was was that I have follow up that I can give them an e-mail as possible.

48:29

Yeah, Mandy, and that's my understanding is that the faculty owner committee didn't get to look at brands in their own competitions or like forces that are taught in their own colleges.

48:42

And I was wondering reasonable fairness perception, you know, I mean, actually that's not entirely true either.

48:52

Because when we went back into making it final decisions about that list and any of the committee members who are here that want to firm this conveyor or say that created we, we actually had to.

49:12

And in one case, there were there were students, one history course where we asked and there were, there were two history professors back on them.

49:23

We actually asked them to go back and look at this and they did.

49:26

So now we, we actually, so initially, no, with the exception of me, because I was the second reviewer, I, I should tell you too on the disclosure, I was paid to do this work over the summer, but these other committee members were not sorry.

49:43

But because of that, I went back and reviewed.

49:45

So I, I actually reviewed some of the communication.

49:48

I was the second review, yes, second college.

50:05

It had had no representation.

50:07

There was no back at the front of the college discipline college on this committee for a whole host of and as you know, I have to volunteer.

50:25

I said I know it's a summary.

50:27

I know I will get paid.

50:29

You know, I have to be volunteer.

50:30

I am not a senator.

50:32

I'm not on the peripheral committee and but volunteer to serve effort.

50:39

And just one thing I think is very, very problematic because there was no fact representation from one of the colleges.

50:48

And I'd like to have assurance that something like this will never ever happen because I, I don't think this is pretty egregious.

50:57

And then I put up 10:50.

50:59

There's not one to ever left.

51:03

Oh, and I'm not still think that I'm passing this word to anybody who's on the committee.

51:08

I've been on committee.

51:09

So you know, like in this discussion, you know, I know how that happens.

51:13

There's silence nobody there representing something that's actually rather significant.

51:21

So and and he's not everyone.

51:23

Art did get courses to the Jed as I I'm not I'm not I think he's a computer.

51:32

Let's say that there are conversations that would have probably been necessary of choices would be that somebody from college couldn't have like to think that he would be ready.

51:49

It's time to work because it's very important and you'll see there's a lot of here today.

51:54

You know, it's not like we're not actively insured being a part of SO 2.

52:00

So if I could respond to that.

52:02

So two things.

52:02

One is we asked the representation from the existing general education committee and if there are two members from your followers that are on that committee, one is no longer with the university.

52:15

The other one is the one still is refused to or didn't participate.

52:21

Second thing is the Tonte also did not have representation on that committee.

52:27

That will never happen.

52:29

Well, and then and then let's back up even further.

52:33

So you were on with me instead of policies for our committee to follow.

52:42

Oh, oh, thank you.

52:43

One on the committee on the committee.

52:48

OK, well, there were six.

52:49

Well, OK, Well, yeah, no, no, I, I, I just, I mean, you're talking about how egregious it was that we didn't have representation for college from, from, from, from, OK, but from your college, but particularly from the college on this committee.

53:09

What led us to this team today started with policies that were passed by this body that were developed by A6 member committee in February.

53:18

Well, whenever it was or Christmas break or whenever it was, that included no representation from the general education committee.

53:26

So the policy that we are being asked to follow had no representation from the general education committee.

53:32

So it is happening.

53:33

It's happening.

53:34

Unfortunately, it's happening a lot.

53:36

But, but we're also, I, I, I, I know that, but I'm saying we're, we're also, we're also dealing with people who would be willing to work over the summer for free.

53:46

One of the questions I got via e-mail was and this I, I just shook my head at was should the Senate be going Senate or go sign happen again?

53:58

It's involved.

54:06

But another call that's all I'm saying is that I, I did volunteer repeatedly.

54:12

I called multiple people.

54:15

So I I didn't qualify because I wasn't on.

54:19

My point here is I don't know this path again.

54:22

Yeah, I agree.

54:25

I I 100% agree.

54:26

Yeah, Martha had her hand up for a long time.

54:30

Yeah.

54:31

OK, two things.

54:33

One is 1 is a sort of informational point.

54:37

The ad hoc setting committee for general education did not set those up right here.

54:44

We set a guideline.

54:46

I don't know where the criteria paper, I don't know who drew up the charge.

54:53

The the policy that's on the Senate website right now was the the policy that your committee put together that passed Senate.

55:00

For example, there were recommendations about things that should be considered.

55:08

We did not create the criteria for a I mean, some of it's clearly in the policy, Some of it is Yeah, not all of it.

55:18

Oh, no, no, no, no, obviously not no, no.

55:21

When I mean it only.

55:22

And I said that yeah.

55:25

And I, and I got to that point and I said, I actually said that and, and you know, data only got up to the forum actually that some of my work for and therefore academic content was not for you.

55:48

My question comes specifically from something that happened in my own unit in history.

55:55

When we did our Ohio 36 application, all of our courses got moved from social science, arts and humanities.

56:07

So that's where we submitted, but there's never a question about what was the context and then does it fit the arts and humanities if you didn't look syllabus.

56:19

So I mean ours, they clearly are humanities and on there, but there may be questions of about, well, I mean, does the content actually fit the criteria for the domain that they're on?

56:44

Yeah.

56:44

So there were two times where we solicited syllabi, 1 was in, there was an initial e-mail that went out at the beginning of last academic year where we requested syllabi and assessment plans.

57:00

So in that case, the syllabi were reviewed and then we also looked at syllabi whenever we were reviewed hyper credentials.

57:07

So in some cases we did.

57:11

So the loss of the stock category JET Ed redesign and then seems to result in the loss of number of courses and Jet add diversity adds theme to the course or as and I think you're committed from having a conversation.

57:34

You know, the staff beats seem to have some of those courses again.

57:39

Jen Ed, now I'm just wondering if your committee has made a plan going forward for how we might recoup some of those losses or if there's a plan to perhaps solicit priority to the micro credentials that maybe fit those things or how we might some of that.

58:00

Yeah.

58:01

So two things.

58:02

One is, yes, that was considered.

58:04

We we looked when we went back in and did like second and third looks at the courses.

58:09

Yeah, absolutely.

58:10

We've looked at the the diversity specific diversity courses.

58:13

There were some courses that were resubmitted that were Spock courses, but then were resubmitted out of social science or arts and humanities courses.

58:23

So those were considered.

58:24

And then the second thing is we would hope that as part of the call for course proposals that departments would work together to develop some, some courses that address diversity.

58:36

Warren Yeah.

58:39

Oh, Jamal, go ahead.

58:42

So two issues.

58:44

So first of all, my idea of Gen.

58:46

Ed is that students get a well-rounded education.

58:53

And so we used to have our Gen.

58:55

Ed courses work.

58:58

So it makes a little sense to me that a course could count as a Gen.

59:03

Ed course, but the students that might have had that high school and wants to say something higher that that doesn't count as a Gen.

59:11

X part of their overall education.

59:15

See the whole lot of sense.

59:17

The other thing is I wanted the department's screening programs right now.

59:21

And we settled my fellow bathroom screaming everyday.

59:25

And the thing you were saying about if it was program specific, well, it might be program specific because it back in the day we were written back involved or whatever.

59:37

If it didn't occur, anybody, anybody else want to take it.

59:40

But we have these courses that yes, there are programs specific, but they need all of the other criteria you're talking about.

59:48

Anybody can take them.

59:49

They existed that and do everything you can do that in class today.

59:52

Now the student in that program doesn't get to come back boxes of Jadad.

59:57

Now they have to do is they something out of the Jadad So we haven't captured.

1:00:02

Course works do that for really no reason.

1:00:07

I I don't understand the last part.

1:00:09

What do you mean for no reason?

1:00:10

We have a course that the body got scratched off that was that was yeah, so yeah, yeah.

1:00:21

So that that that's a big that's a big issue that is a program issue, not necessarily general education issue.

1:00:27

So we've got several cases where I could name 3 or 4 off top of my head, engineering education, music, where because of these, because of this structure, they're going to have to go back in and look at their programs.

1:00:44

And music's got a case where they had three or four 3700 level classes that were in in one of their music programs that were Gen.

1:00:58

Ed's.

1:00:59

They have they would stack on each other that were pre reps the only students of music ever took them.

1:01:04

So those are cases where those students now are going to have to move from I think it's 120 hours to 129 hours unless the program redesigns it.

1:01:13

So yeah, Lauren.

1:01:13

So I'm going to first one, this one to address is, is the implication that and I don't know if you meant to advise us was that the micro credentials are just run from their 75, but at the same time for the five they're trying to branch out of that 75 gets classes that were in the genetic, previous genetic Yeah.

1:01:55

So it's not, it's like the constraints are kind of hard to, if you understand what I can, I can actually type more that I thought strangers thought artificially.

1:02:10

You said it in five.

1:02:12

Well, we didn't.

1:02:12

The committee didn't.

1:02:16

Oh, no, our committee didn't.

1:02:17

OK, so yeah, no, our our committee.

1:02:21

So our committee followed the policies, the policies worth 75 courses, a minimum 8, a minimum of eight micro credentials where we were supposed to launch three or four.

1:02:31

And each micro credential to complete a micro credential is, I'm sorry, I should tell you this too is 3 courses, but each micro credential can have a maximum of six courses.

1:02:42

So from which students pick three to complete the micro credential and that again, that wasn't our no, we were looking for the 6th class.

1:03:03

My next question is not sorry, we're going to have to wrap this up.

1:03:09

If we sorry, act upon this.

1:03:10

Well, it's actually not question.

1:03:16

So I note that not really.

1:03:23

Well, it is a yeah.

1:03:26

And so is the diversity domain as well.

1:03:29

Yeah.

1:03:29

It's not just person, human and social behavior, capital, science.

1:03:34

They also have oral communication.

1:03:36

I mean, diversity domain.

1:03:39

Why was that actually not included?

1:03:41

It's not identified in any other hours.

1:03:46

So it's it's identified as a domain.

1:03:48

It's not identified in the 36th anniversary it is under English composition.

1:03:53

Unfortunately, they also in the same.

1:03:56

This is the contradiction with O hot with ODHE is that they identify oral communication and writing together.

1:04:04

But then they say, oh, but you got to take writing one of the writing.

1:04:07

So it's included that it should be actually classified different era oral communication.

1:04:18

Yeah, no, it is.

1:04:19

It's, no, it's it's also been identified as its own domain.

1:04:22

Yeah, yeah, out of the domain.

1:04:42

So, so two things.

1:04:43

One is oral communication.

1:04:46

When we moved it out of the core, it had no home.

1:04:50

So there was no, there was no place for it to exist.

1:04:52

It can't exist in arts and humanities and it can't exist in social and behavioral sciences.

1:04:57

So that's the first thing.

1:04:58

The second thing is, but your classes are active.

1:05:09

No, they're not.

1:05:10

No, it's under oral communication.

1:05:12

OK, I, I hate to 100% it's under oral communication.

1:05:15

I can promise you is not under SPS.

1:05:21

Yeah.

1:05:21

So that was the second point I wanted to make.

1:05:23

And that was that we didn't, we didn't create this this model structure.

1:05:29

We're just following it.

1:05:31

Yeah, I'm going to stop discussion here.

1:05:33

I'm sorry because we're starting to lose people and you've been going on for 45 minutes now and they can't take it anymore.

1:05:44

So I'm going to stop it here and wag everybody.

1:05:46

Wait, I just wasn't going to leave you.

1:05:50

No, you can't.

1:05:52

Do I give you an opportunity to act upon this report?

1:05:57

It's been brought by committee, so it doesn't need a second.

1:06:01

Are you ready to vote on accepting it or not?

1:06:05

All those in favor of accepting the report as presented say aye.

1:06:10

Those opposed, those abstaining.

1:06:17

OK, we'll go to the hand vote just to ensure all those senators, all those senators in favor of the proposal, raise your hands, please.

1:06:52

Count 30, Mr.

1:06:53

Chair.

1:06:53

That's about Yeah, those opposed 24 for me.

1:07:23

I got 25 S, OK abstentions, 3/4 motion passes.

1:07:42

I appreciate everybody being here.

1:07:43

I know of no other business except for I don't know about you, but I can use the gin and tonic.

1:07:51

So I'm going down to bull and bear.

1:07:52

Anybody wants to join me may do so.

1:07:56

And if you're nice to me, I may even buy your gin and tonic.

1:07:58

So OK, thank you for being here.

1:08:02

We'll see you next month, October 2nd.

1:08:05

Same place, same time.

1:08:06

Thank you.