

Minutes

April 29, 2019

4:00 PM

University Faculty Senate
Shawnee State University

1. Call to Order

UFS President Marc Scott called the meeting to order at 4:02 p.m.

2. Roll Call:

Secretary Jennifer Napper recorded the attendance (as follows):

Cathy Bailey, Sarah Minter, Phil Blau, Adam Miller, Dan Johnson, Amy Grau, Tony Ward, Eugene Burns, Virginia Pinson, Linda Hunt, Barbara Warnock, Cynthia Hermanson, Isabel Graziani, Mikel Stone, Tom Piontek, Georgeann Kamer, and all officers (Marc Scott, Kyle Vick, Jim Reneau, and Jennifer Napper). Audrey Stratton and Ryan Schiesser, an SGA representative, was also in attendance.

3. Minutes: Motion to approve the March minutes was seconded by Tony Ward.

Approved by acclamation.

4. Agenda: Motion to approve agenda was seconded by Tom Piontek. Approved by acclamation. Due to a glitch in Curriculog, two items were added to the agenda: 11d54 and 11d66.

5. Remarks from the UFS President:

April Board of Trustees (BOT) Meeting

At the last BOT meeting, the Board voted to approve increases to tuition, including a 3.5% increase to the Shawnee Advantage and a 2% increase to non-guarantee tuition rates. There were no increases to graduate tuition, and even with these increases Shawnee State's tuition remains the second most affordable in the state. To offset athletic programming costs, student athletes will pay an athletic program fee. The university has had a printing and copier fee on the books for the last couple years, and it was announced that the university would begin enforcing that in the next academic year. Students will use the BearCard to print or copy and will be able to do so for free up to a point and then pay \$.10 a copy.

Parking fees were also discussed at the Board meeting, but the President has since informed us that those fees will not begin in the fall and that there's more discussion needed with area property owners and the city government. In my remarks to the Board, I briefly described the feedback faculty shared with me regarding the parking

fees, and I also discussed the faculty's keen interest in learning more about the institution's succession plan. Dr. Bauer discussed this a little at our March meeting, and what I conveyed to the BOT is that faculty desire a transparent process that includes a number of stakeholders across the institution and a healthy representation of faculty. I believe there are plans to discuss the succession plan in the next few weeks, and I'll email the Senate Executive Committee and the Senate if there are any significant developments.

There was also an update on the university's financial situation during the Finance and Administration Committee meeting. As I've mentioned a few times this year, in August the Board authorized an operating deficit of less than \$3M this fiscal year. During the April Board meeting it was announced that the university anticipates an approximate \$3.8M deficit in its operating budget and roughly a quarter million deficit in the auxiliary budget.

Shawnee Supplement Amendment

In the remarks I emailed to the Senate after the March meeting (and that I'm sure everyone read), I included some information about the Governor's Biennium Budget Proposal that is now being debated and amended in the General Assembly. The governor's proposed budget included modest increases to State Share of Instruction and flat funding for the Shawnee State Supplement. District 90 State Representative Brian Baldrige introduced an amendment proposing a \$2M increase to the supplement. In the last couple weeks, I've spoken with Vice President of Outreach Eric Braun about conveying the faculty's support for the increase. And as a result, I wrote the Governor's Office, members of the Ohio House Higher Education Committee, the House Finance Committee, and the House Finance Subcommittee on Higher Education and communicated that support and urged the amendment's passage in the General Assembly. A copy of one of the letters sent to the General Assembly will be read into today's minutes.

Other Items

- The Dean of Library Services is working with the Director of the Teaching and Learning Center to display faculty awards in the library. They'll be located in a display case in the Library entryway and the Dean is arranging for a backdrop and lighting, and overall it should be a nice display of faculty achievement.
- I'd like to extend a personal note of gratitude to our Registrar who is leaving the institution in a few weeks. There are people on campus who you know do important work, but you just don't know the extent of that work until you work with them, and I can tell you from experience that our Registrar is an outstanding resource. When I directed the Summer Bridge Program, she met with me and individually registered every student in the program in their courses. She also provides invaluable feedback on policies and procedures,

and I've appreciated her insights on an array of matters that have gone before the Senate. Shawnee State will miss Jennifer and we wish her well.

- Finally, last week the university bade farewell to Professor of Biology Dave Todt, Natural Sciences Department Secretary Sharon Messer, and Counseling and Health Services Representative Joyce Montgomery who are retiring. We wish them all the best.

6. Treasurer's Report: Currently we have \$1231.38 left in our accounts. \$600 has been encumbered to the faculty awards and there are also some outstanding travel expenses. The Senate should be well within budget for the AY 18-19. Motion to approve report was seconded by Mikel Stone. No discussion. Approved by acclamation. Report is attached to the minutes.

7. Administrative Reports:

Interim President Jeff Bauer's report:

- **Budget:** The university is running above the \$3 million deficit that was set by the board of Trustees. As a result, alterations are being made to try and get as close to that value as possible. This started with a freeze on non-comp items, with some exceptions. Unfortunately, this is one of the areas that are over budget by potentially \$1 million. Much of the cost of these items are service contracts and such that can't be broken, but steps are being taken to get as close as possible to the target deficit.

The FY20 budget is currently under development. It is vital that the budget is balanced to protect the university's reserves. The reserves will be down to about \$7 million. This is as low as they should go in order to avoid going below the Senate Bill 6 ratio of 1.7. If the university drops below this ratio, then the actions are taken by the state. The President assured us that this won't happen, but deficit spending needs to be stopped.

The administration is banking on the FY20 revenues being close to the current fiscal year levels. The university is going to generate as much as \$1 million more in revenue than previously projected. In order for the budget to be balanced, expenses will have to be cut for the FY20 budget. Our SSI projections are also going to be lower this year. But the President is hopeful that additional revenue will be generated by through the supplement, as Dr. Scott mentioned earlier. The President has been in contact with persons in the state legislature about increasing our supplementary funding by \$2 million, which would be a huge help.

- **Fall enrollment:** Continuing student count is down a little under a 100 for the fall. A final push is going to be made to reach to those students who have not yet enrolled. This was expected, since the previous class numbers were decreased.

There have been two orientations so far for fall 2018, and there are already over 250 students registered so far. The housing registrations are above the fall 2018 numbers, but below the fall 2017 numbers.

- **Online Programs:** There are four programs up and running and beginning to enroll students. Large increases in enrollment are not expected in the upcoming year, but cumulative increases are anticipated over the first three years.
- The OTA program will be available at Southern State College in the fall. The OTD program is still moving forward. The President is hopeful by spring 2020 that will be available.
- The Rhodes Athletic Center is down due to renovation. There will still be access to the pool, gymnasium, and weight room with treadmills over summer.
- About 650 total students will be graduating this academic year, which is down from last year. The record was 2 years ago with 750 students, last year there was 720 students.
- The enrollment plan is close to being complete. Reasonable goals are being set for the next three years, the projects and initiatives are also outlined. Parts of the plan are continually being implemented. On Wednesday of this week the President is sending out a campus-wide email with a draft of the plan attached for review. It will be presented to the Board of Trustees at their retreat in June.

Interim Provost Becky Thiel's report:

- 536 will graduate on Saturday (347 baccalaureate; 185 associates; 4 Masters).
- The first two orientations of the year have been held. Between the two there were over 140 students with their families present. The next two orientations are scheduled for Saturday, May 11th and 18th.
- The OTA program has officially been approved by their accrediting body, the state, and HLC to offer a satellite program at Southern State

Community College. It has taken nearly 18 months of applications, submissions, collaborations, and permissions to get this approved. Applications are opening May 13th and closing July 1st for the first cohort to begin Fall 2019 at SSCC.

- The OTD program proposal will be presented to the Chancellor's Council for Graduate Studies (CCGS) on Friday, May 18th. Anticipating a positive vote, it will take about a month for the proposal to be placed on the ODHE website for public opinion before it goes to the Chancellor for his signature. Therefore, approximately the second week of June, it will go to HLC. Depending on where we hit their calendar, HLC approval could take weeks or months.
- MBS, which is a service provider for Barnes & Noble, will be our new online bookstore. Aladdin was chosen for our new food service provider. Their contracts will begin on June 1.
- The Teaching and Learning Center is moving to the basement of the Library this summer.

Discussion: Marc Scott asked if we knew what the reserve dollar amount was for the university regarding the SB 6 ratio. The President replied that there is three parts to the ratio in which a point is awarded. The reserve is one of the three items, and if it drops below a certain level, then we could get a zero for that item, but we have to figure out what that level is.

8. Announcements from Senate floor:

None.

9. Committee and Director Reports

a. UFS Election Committee: April Barnette, Chair

The Chair of the UFS Election Committee announced the results of the recent election for AY 2019-2020:

Vice- President: Kyle Vick
Secretary: Jennifer Napper
CAS Senator-at-Large: Tom Piontek (15-9)
CPS Senator-at-Large: Sheena Shifko (19-11)
UC Senator-at-Large: Cindy Hermanson
Mathematical Sciences: Phil Blau
Natural Science: Sarah Minter
Business: Sarah Clausing
Engineering Technology: Adam Miller

Proposed Constitutional Amendments and Bylaws: Passed

b. Distinguished Lecture Series Committee

Below is a list of next year's presenters approved by the Distance Learning Committee. This list was shared with the Senate after the UFS meeting.

Applicant	Presenter	Title	Amount	Approximate date
Lavanya Vemsani	Richard Eaton	Writing India's History in the Age of Hindu Nationalism	2917.50	October 2019
Lavanya Vemsani	Arjun Rao Kuthadi	Tribal History and Society in Andhra Pradesh and Telangana	2917.50	Sept 2019
Andrew Feight	Elizabeth Catte	Appalachian History / Public History	2237.50	Nov 2019
Pablo Salinas	Jeff Middents	Is it Film or is it Netflix: Cinema, Television and Alfonso Cuarón's Roma	2182.5	Oct 2019 \$9129
Pablo Salinas	James Cisneros	Urban Encounters: A brief History of the City in Latin American Film	2182.5	Feb 2020

Mich Nyawalo	Todd Steven Burroughs	Marvel's Black Panther: A Comic Book Biography, from Stan Lee to Ta-Nehisi Coates	3000	Oct. 2019
			15437	

c. UFS Executive Committee: Marc Scott, Chair

- Neither Kyle nor I were able to attend the April meeting of the Ohio Faculty Council, but in the minutes of the meeting there were two items I wanted to share with the Senate:
 - On June 11th, the Ohio Faculty Council and Ohio Faculty Senate (the OFC equivalent for two-year colleges), will host a forum on Free Speech at the State House. The forum's guiding question will be, "How do we engage communities on campuses in civil discourse?" Guests will include David Goldberger, a nationally recognized law professor at OSU, Ohio Supreme Court Justices, student leaders, and faculty from public institutions in Ohio.
 - McGraw-Hill reached out to the OFC leadership and proposed a study to determine if students in inclusive access courses perform better than those where students can purchase course materials through the bookstore.
- The Chair of the Distance Learning Committee reached out to inform us that some proposals from the committee were not progressing through Curriculog after he had approved them in the system, and some impacted proposals are courses that are slated to begin this summer or in the fall. We're in the process of reviewing DLC agenda items from the last several meetings to see if there are other proposals beyond the handful that we already know about. Our past practice has been for the UFS Executive Committee to review and approve emergency proposals over the summer and then report on such activities in the Fall when the Senate reconvenes. In the interest of transparency, we wanted to make the Senate aware of the situation. What we'd like to do is to review and approve impacted items, unless there's a belief that a proposal might require deliberation or if we have reason to believe that some faculty members would object to a proposal's passage. We'll issue a list of impacted proposals by the end of this week and

distribute them to the Senate, and we ask that Senators notify the Executive Committee of any objections to considering such proposals.

d. GEAC (Assessment Plan): Report by Marc Scott

As the Provost has mentioned at a previous meeting, earlier this academic year we received our accreditation report from the Higher Learning Commission (HLC), and HLC had much to say about assessment. Academic programs were tasked with developing course outcomes last academic year, and this academic year, faculty developed course maps and assessment plans for their programs. GEAC has worked on this issue as well, and with a number of GEAC categories residing in different departments, the task has been daunting. Last week GEAC approved an assessment plan outline that I'll read into the minutes. GEAC will continue to refine their assessment plan and add to its outline, but as those of you familiar with GEAC, producing an assessment plan for our GEP is no small accomplishment, and we thank GEAC and its Chair for their work.

10. Unfinished Business

None.

11. New Business

a. Textbook Selection Policy.

The Ohio Revised Code requires that all colleges and universities have a policy about textbook selection, and the proposed BOT policy before you was developed in coordination with the SEA, the Provost, General Counsel, and the Dean of Library Services. Next year, we'll also consider a procedure that will describe how the policy is enacted, but in order for the university to meet its legal obligations, the Board of Trustees will consider the policy at its next meeting.

Discussion: Discussion centered around how the phrase "academic freedom" in the policy could be a problem for some programs in which textbook selection has an impact on the entire program and could be a problem for some departments. It was pointed out that "academic freedom" does have a nation-wide legal meaning, which does not preclude the potential requirement to collaborate with other faculty in textbook selection. The SEA was kept in the loop throughout this process. It was also mentioned for the details of text selection could be addressed in the departmental bylaws. No further discussion.

Motion to approve this agenda item was seconded by Linda Hunt. The motion was approved by acclamation.

b. Program Closure Process.

We've talked much about program warehousing and the warehousing process in the last couple years. The proposed Program Closure Process before us today was drafted after receiving feedback from faculty, department chairs, the academic deans, the UFS Executive Committee, and the ARMC. Earlier this month, EPCC passed the Program Closure Process we're considering. There was also an accompanying glossary of academic terms that EPCC decided to separate from the process with the suggestion that a group revise the glossary and resubmit it and we'll talk about that a bit more in our next agenda item. As for the proposed Program Closure Process, here are some of the important features:

- Departments will receive data on all their academic programs at the beginning of each academic year, including program revenue and expense figures.
- Programs with healthy enrollments but high cost may be asked to prepare a Cost Reduction Plan.
- Programs with low enrollment may be asked to implement an Enrollment Improvement Plan which will include enrollment goals, a timeframe for meeting those goals, and resources needed to increase enrollment.
- Perhaps the most important feature of the process is that it provides a clearer timeframe and some transparency around the process.

Assuming we pass the process, we will also discuss creation of an ad hoc committee to refine aspects of the process such as exploring weighting of criteria, detailing the Cost Reduction and Enrollment Improvement plans, and revising the glossary of academic programming terms.

Motion to approve this agenda item was seconded by Barbara Warnock.

Dan Johnson made a motion to amend the policy by adding that if a mandate for program closures exists, either from the state legislature, the Board of Trustees, or other authority, the Provost should notify the ARMC as soon as possible and provides evidence of the mandate. The rationale of adding this language to the policy being to increase transparency in the process. The was seconded by Phil Blau.

No further discussion. The motion was approved by acclamation.

The motion to approve the Program Closure Process was approved.

c. Closure Process and Academic Programming Glossary Ad Hoc Committee.

Due to feedback received from faculty, it has been proposed to create an ad hoc committee to add additional clarity to the Program Closure Process, and I'd like us to identify the committee's charge and composition prior to approving creation of the committee. As I mentioned, the Program Closure Process we just passed

refers to documents like the Enrollment Improvement Plan and a Cost Containment Plan, but there's not much detail about those items other than what's provided in footnotes 2 and 3 of the document. Faculty also reached out to the Executive Committee and requested that there be a discussion about weighting the metrics used to discuss program closure. In addition, after receiving feedback from faculty, EPCC decided to pass the Program Closure Process but requested more revision to the Glossary of Academic Programming terms to provide some clarity as far as implementation. An ad hoc committee might be the best group to address these items which so far could include:

- Clarifying the Enrollment Improvement Plan and Cost Containment Plan.
- Considering a weighting of metrics in academic program closure discussions.
- Revising the Glossary of Academic Programming terms, including suggestions for how the glossary might be implemented.
- Any other recommendations the group might suggest the Senate consider.

The senate had no suggestions of additions to the charge of the committee.

If the Senate is amenable to tasking a group of faculty to work on these issues, I would recommend that we tap faculty who are already performing work over the summer, such as department chairs or program leaders or directors with summer stipends. We've also found that smaller groups work best and that we need representation from the colleges with a stake in this issue, CAS and CPS. To begin the conversation, we might begin with a three faculty member committee that would work with the academic deans in CAS and CPS to produce revision suggestions that would return to the Senate in September.

Discussion: The rationale behind this committee doing its work in the summer is to basically have everything ironed out before the start of the fall semester. There was no further discussion on the makeup of this committee.

Unless there are any objections, the UFS Executive Committee would take on the responsibility of seeking out faculty to serve on this committee.

We now have a proposed charge and a makeup of the committee. Tom Piontek seconded the motion to form this committee. Motion passed unanimously.

b. Curricular Items.

We have a large number of curricular items to act upon, and it's my intention to bundle these items, but if a Senator would like to request discussion of an item, we'll set that proposal aside and discuss it.

Adam Miller wished to pull item 12 out for further discussion.

After our curricular items, we'll consider a resolution authorizing the registrar to update prerequisites to reflect passage of English 1201 (item 44), which is a course that will satisfy the first year composition requirement. The first year composition requirement is a prerequisite for over eighty courses at Shawnee State, and the resolution will save faculty the time and hassle of having to prepare a Curriculog proposal updating their prerequisites.

Motion to bundle the curricular items in 11d, with the exception of 12, was made by Linda Hunt. This was seconded by Georgeann Kamer. Motion approved by acclamation.

Motion to pass the bundle was made by Isabel Graziani and seconded by Phil Blau. Motion passed.

Discussion on item 11d12: Clarification that CAAD traditional track is going to be warehoused but the manufacturing track will remain with a name change (item 11). This was confirmed by the Registrar.

Second to approve this item was seconded by Tony Ward. Motion approved by acclamation.

e. Resolution Granting Registrar Authority to Modify English

Prerequisites. Motion to take up this agenda item was seconded by Dan Johnson. Motion approved by acclamation.

12. Adjournment: Motion to adjourn the meeting was seconded by Mikel Stone at 4:58 p.m.



April 23, 2019

Representative Scott Oelslager
Chair, Finance Committee
Ohio House of Representatives
77 S High St, 13th Floor
Columbus, OH 43215

Regarding: Shawnee State University Supplement

Dear Representative Oelslager,

My name is Dr. Marc Scott and I am an Associate Professor in the English and Humanities Department at Shawnee State University (SSU). I write you in my capacity as the institution's University Faculty Senate (UFS) President. UFS represents the voice of faculty at SSU in all academic and shared governance issues, and we advocate for our students, their learning, and the role higher education plays in promoting a strong workforce in Southern Ohio.

I am writing to support the recently proposed increase to the Shawnee State Supplement in the biennium budget (ALI 235520). SSU has made significant strides in improving student success, retention, and degree completion while remaining steadfastly committed to providing access to higher education in Southern Ohio. The institution—its faculty, staff, and administration—puts student success first. For example, faculty, staff, and administration have collaborated on projects like SSU's Summer Bridge to Success program, which helps underprepared students achieve college readiness, and we are developing academic programming tailored in online and hybrid delivery modes that meet the needs of students and regional employers.

The proposed increase would certainly help SSU, but it would also benefit our local economy and our community. A recent study showed that in fiscal year 2016-2017, SSU's total impact on its local economy surpassed \$150,000,000¹. More importantly, the proposed increase would benefit our students: students who are the first person in their family to attend college, students finding their way after battling addiction, students requiring a small and close-knit community to succeed, and students who would likely not attend college at all unless SSU was an option. An increase to the Shawnee State Supplement is a wise investment on behalf of Ohio's taxpayers, and it would make a clear and demonstrable impact on our students and our community.

¹ Corrigan, T. "[SSU Has \\$164 Million Local Impact.](#)" *Portsmouth Daily Times*. October 3, 2018.

The proposed supplement increase will also signal the state's support for SSU's open access mission and its commitment to improving education attainment in our region. As a faculty leader at SSU, I want to express my gratitude for the proposed increase and urge your support for its passage in the General Assembly.

Sincerely,

Marc Scott

*Revised
4/28/2019
4:00PM*

**Shawnee State University
University Faculty Senate
Treasurer's Report**

**As Of: 2019-04-28
Budget Per 2019-2020
Budget Ac 10-1010-30-10042-***

Object	Description	FY Budget	Committed	Obligated	Other Consumption	Expenditures	Consumption	Budget Balance	Expended %
66199	Miscellaneous	481.83	<i>281.83</i>					431.83	
64104	Rental	350.00					350.00		
56101	Other Professional Svc	450.00			-150.00	150.00		450.00	33.3%
62101	Travel		<i>600</i>					300.00	
61007	Misc Supplies							50.00	
62110	Mileage								
Total		1,581.83			-150.00	150.00	350.00	1,231.83	22.1%

Notes: 2018-07-01 - The \$150.00 charge should not have been posted to 56101 in 2018-19. A previous year charge (Shannon Lawson Award) for 2017-2018 was posted after the cutoff. It is being corrected with a -150.00 in "Other" while the university reverses the charge from 2018-19 and returns it back to 2017-18. Once it is corrected it will be removed from this report.

2019-04-28 – 3 Faculty Awards have been budgeted and have not been paid.

**Respectfully Submitted
James M. Reneau – Treasurer UFS**



**Shawnee State University Plan for the
Assessment of General Education
Essential Learning Outcomes**

2019-2020

DRAFT



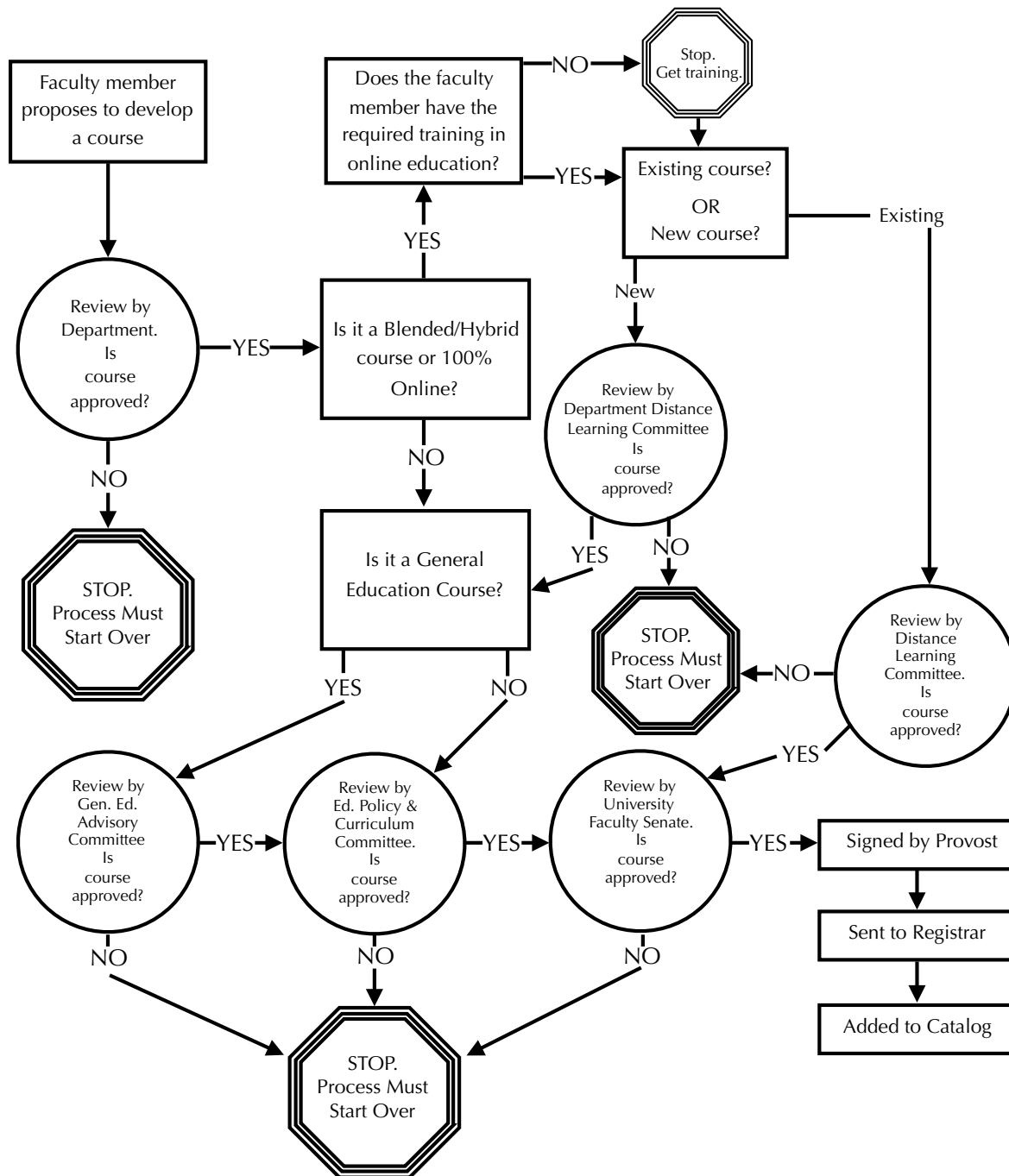
The General Education Program at Shawnee State University supports the University's mission to "prepare today's students to succeed in tomorrow's world." The faculty is committed to providing all of our graduates with a balanced academic and intellectual framework that complements any choice of major. Shared coursework promotes student discovery of interdisciplinary connections between the various departments of the university. Redesigned in 2015, the GEP course offerings were refocused to emphasize a set of essential learning outcomes. Students are guided through a coherent array of academic skills, experiences, and opportunities for insight, designed to leave them better equipped to meet the future challenges of their lives, careers, and continuing educational pursuits. Modes of expression such as writing, and public presentation are practiced and refined. Observations are made and measured in courses that utilize mathematics, and the scientific method. In order to expose the learner to a range of human endeavor and concern well beyond their individual frame of experience this coursework features the social sciences, art, literature, history, and philosophy. The learning builds toward a summative capstone experience that promotes independent research and critical thought.

Three levels of assessment interact to monitor General Education Program quality and measure student success:

<u>Course Level</u>	<u>Program Level</u>	<u>Institutional Level</u>
Conducted by expert faculty	Conducted by SSU GEAC and content experts from various disciplines	Conducted as part of administrative review
Incorporates student feedback		Guided by Accrediting Body (HLC)
Guided by Essential Learning Outcomes from GEAC	Measures student performance with Essential Learning Outcomes that can be compared between courses	Provides performance measures for institutional improvement
Demonstrates individual students learning and progress	Provides data to steer continuous improvement of the courses in the GEP as well as the measurement instruments and ELOs	Provides students, parents, campus, community, ODHE, state administrators, funders and legislators with valuable performance information
Utilized for continuous improvement of faculty teaching methods and student engagement		

DRAFT

The University's curriculum development, assessment, policy, and information processes are administered by standing committees of the University Faculty Senate, including an Educational Policies and Curriculum Committee, a Distance Learning Committee, and the General Education Advisory Committee. A flow chart of this development workflow appears below:



There is opportunity for open commentary at each stage of the curriculum process and representation on each body from the various university departments. Curricular proposals are provided through an online management system that enables faculty and administration to monitor and comment on proposals at each stage along their development cycle.

Our General Education Program is grouped into 5 major competency clusters that each contain multiple foundational areas of study. Each of those in turn contains several essential learning outcomes which characterize the academic goals and critical skills developed within each area of scholarship.

<u>Cluster One: Critical Thinking and Communication Competencies</u>
1.1 Critical thought
Graduates will:
a. Identify theses and conclusions, supporting evidence and arguments, and stated and unstated assumptions;
b. Evaluate evidence and arguments;
c. Synthesize multiple perspectives on a given topic or issue;
d. Generate their own hypotheses, arguments, and positions.
1.2 Written communication
Graduates will:
a. Understand the rhetorical situation -- the relationship between writer, audience, and text;
b. Adapt written communication to different audiences (within and beyond one's own discipline), contexts, and media;
c. Incorporate research from primary and secondary sources into their writing;
d. Employ a flexible writing process that involves multiple drafts and revisions;
e. Provide meaningful feedback to other writers and incorporate feedback from others;
f. Employ academic and ordinary language conventions for writing, including genre, style, diction, organization, citation, grammar, and syntax.
1.3 Oral and interpersonal communication
Graduates will:
a. Deliver effective oral presentations in a variety of contexts;
b. Exchange ideas, arguments, and constructive criticism in productive ways;
c. Cooperate in a variety of interpersonal settings.
1.4 Information literacy
Graduates will:
a. Recognize a need for information;
b. Recognize the various formats through which information is conveyed;
c. Locate information using a variety of sources;
d. Evaluate the reliability, accuracy, and appropriateness of information;
e. Integrate primary and secondary research into their own arguments.

Cluster Two: Literary, Visual, and Performing Arts

2.1 Interpretation

Graduates will:

- a. Recognize the interrelationship between works of literary, visual, and performing arts and their cultural and historical context;
- b. Apply disciplinary techniques and theories in order to interpret works of literary, visual, and performing arts;
- c. Articulate how the literary, visual, and performing arts both reflect and shape the human experience.

2.2 Aesthetics

Graduates will:

- a. Understand the rhetorical situation -- the relationship between writer, audience, and text;
- b. Appreciate the formal and intrinsic qualities of literary, visual, and performing arts.

Cluster Three: Natural World Inquiry

3.1 Scientific reasoning

Graduates will:

- a. Understand the different forms of scientific methodology, including deductive versus inductive reasoning, discovery-driven versus inquiry-driven studies, and laboratory versus field studies.
- b. Apply fundamental scientific methodology to collect data, formulate hypotheses, test hypotheses, and draw meaningful conclusions, even if these conclusions are contrary to what is expected.
- c. Understand that knowledge gained through scientific inquiry is not absolute, but that the degree of certainty attained is much greater than through other forms of inquiry regarding natural phenomena.
- d. Understand the importance of scientific theories as robust, encompassing structures of explanation for natural phenomena.
- e. Distinguish between scientific and nonscientific forms of inquiry, as well as distinguish true science from pseudoscience.

3.2 Quantitative reasoning

Graduates will:

- a. Interpret mathematical models such as formulas, graphs, tables, and schematics, and draw inferences from them;
- b. Represent mathematical information symbolically, visually, numerically, and verbally.
- c. Use arithmetical, algebraic, geometric and/or statistical methods to solve problems;
- d. Estimate and check answers to mathematical problems in order to determine reasonableness, identify alternatives, and select optimal results;
- e. Recognize that mathematical and/or statistical methods have limits.

Cluster Four: Historical and Cultural Inquiry

4.1 Engaged Citizenry

Graduates will:

- a. Understand American history, politics, and culture;
- b. Evaluate primary sources influential to American history, politics, and culture;
- c. Analyze America’s role in global history, politics, and culture.

4.2 Historical perspectives

Graduates will:

- a. Describe ideas and movements central to the development of multiple cultures;
- b. Analyze how these ideas develop across time and major cultural shifts;
- c. Apply the resultant historical and cultural understanding to the contemporary world.

4.3 Contemporary global perspectives

Graduates will:

- a. Understand the complex connections of a modern global society;
- b. Understand the ideas and movements that shape multiple civilizations, and how they affect the way cultures view and engage one another;
- c. Appreciate how ideas and movements are influenced by culture and how they influence cultures’ views of each other.

4.4 Technological literacy

Graduates will:

- a. Understand the nature of technology and its relationship with engineering and science;
- b. Understand the interrelationship of technology and society;
- c. Apply critical thinking in the application of technology to the solution of problems.

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Cluster Five: Human Nature and Flourishing

5.1 Ethical insight and reasoning

Graduates will:

- a. Analyze classical and contemporary ethical theories (attempts to understand the nature of the good and what makes and action ethical);
- b. Apply those theories to a variety of contemporary ethical issues;
- c. Defend rationally their own answers to ethical questions in the context of open and civil dialog with others;
- d. Evaluate the relationship between ethics and civic life.

5.2 Human behavior

Graduates will:

- a. Analyze various specific factors that affect individual and group behavior and flourishing;
- b. Understand theoretical and scientific explanations of social, behavioral, or cognitive processes;
- c. Contrast various methods of understanding the origins of human behavior.



The Essential Learning Outcomes are distributed across ten categories of courses within the General Education Program. The minimum semester credit hours required and the ELOs within each category are also provided in the table below. Students must take a capstone course and also two courses flagged as writing intensive (WI).

Category	Hours	Unique ELOs	Additional ELOs	Ohio Transfer Module
English Composition	6	1.2, 1.4	1.1	English/Oral Communication (3)
Oral Communication	3	1.3	1.1	
Literature	3	2.1, 2.2	1.1, 1.2, 1.4	Arts/Humanities (6) *must be from two different
Fine Arts	3	2.1, 2.2	1.1	disciplines
Natural Sciences	7	3.1	1.1	Natural Science (6) *One must be a lab course
Quantitative Reasoning	3	3.2, 4.4c	1.1	Mathematics (3)
Global Perspectives	3	4.3, 4.4 a & b	1.1, 1.4	Social Science (6)
Human Behavior	3	5.2	1.1, 1.4	
Engaged Citizenry	3	4.1	1.1	
Historical Perspectives	3	4.2	1.1, 1.4	
Ethical Insight and Reasoning	3	5.1	1.1, 1.2	
Capstone	3	Cluster one	All ELOs	
Subtotal	37-43	(depending upon capstone, ESL requirement and Natural Science course selection)		36-40 (24 in minimum required areas plus 12-16 additional)
Additional Requirements				
First Year Experience	1			
UNIV 1100 (1) All freshmen and transfers with less than 30 hours who haven't taken a similar class.				
UNIV 1101 for all academically underprepared students	2			
UNIV 1105 for all students who have not declared a major	2			
Students must pass two courses flagged Writing Intensive (WI)				
Total	43-51			(depending on ESL requirement (+2), Natural Science course selection (+1), freshman or transfer status (+1), academic preparation level (+2), and whether major has been chosen (+2))

Beginning in academic year 2019-2020 Shawnee State will implement the assessment plan described herein in an effort to measure student learning outcomes across our general education coursework. This initiative strives to align the efforts of many ongoing assessment projects conducted at both the course and department level with baseline data in areas that were not previously examined. Better measurement of student progress will help us track the effective development of essential academic skills throughout the GEP coursework at Shawnee State.

- A roster of 100 incoming first-year students will be identified by the Office of the Registrar via the College Learning Assessment (CLA+).
- The Registrar's Office will provide a list of the 100 CLA+ students and the specific GEP course sections that they are enrolled in to the GEP Director and the department Chairpersons at the beginning of each semester.
- Department level assessment committees, and/or GEAC representatives will assist their chairpersons in the collection of learning artifacts and other forms of data from this set of students and their GEP courses each semester. Digital copies of most artifacts will be preferable due to ease of storage and transmission. (As the collection process is developed and refined, diverse methods of collection will be encouraged including testing, writing samples, student and faculty survey/self-evaluation, and digital video of presentations and demonstrations.)
- Each semester, each department's materials and/or data will be transferred to the director of general education for storage. Faculty content experts from within each of the academic disciplines will be employed in the summer semester of each academic year to evaluate learning artifacts based approved rubrics developed by the departments in consultation with GEAC. Departments are encouraged to consult the VALUE rubrics for a model point of departure in developing their own tools around a four point scale. <https://www.aacu.org/value-rubrics>
- Each department, through either its assessment committee or Department Chair, consults with the GEP Director to identify content experts for each GEP category in the department who will be tasked with norming and assessing the collected learning artifacts. For categories with GEP courses in multiple departments, the departments will consult with the GEP Director and will collaborate to ensure content experts from the departments are included.

- Content experts norm and assess the collected learning artifacts, and publish a brief summary of their results that is distributed to the department's GEAC representative and the GEP Director three weeks prior to the beginning of the Fall term. A sample reporting form will be developed by GEAC as a guide for departmental development of a reporting form customized to reflect the needs of the specific content area under review. The content experts will produce a summary of their evaluation findings via this departmentally created reporting form.
- The summaries will be reported back to the department chairs as well as the GEP Director who will attach an overall synopsis of the findings for reporting to the GEAC in the Fall semester of each academic year. All reports will be forwarded to the Education Policies and Curriculum Committee and the University Faculty Senate as information items and shall be archived on a platform chosen by GEAC.
- In Coordination with the GEP Director and the Office of the Provost, the Assessment and Accreditation Committee shall aggregate the data provided to it by GEAC and prepare longitudinal reports.

YEAR 1 (2019-2020)	Natural Sciences, Human Behavior
YEAR 2 (2020-2021)	English Composition, Ethics, Capstone, FYE
YEAR 3 (2021-2022)	Historical Perspectives, Engaged Citizenry, Fine and Performing Arts, Literature
YEAR 4 (2022-2023)	Global Perspectives, Writing Intensive
YEAR 5 (2023-2024)	Oral Communication, Quantitative Reasoning,

- Courses within the categories of the GEP will be reviewed on a rotating basis by the GEAC and the GEP Director in coordination with the faculty teaching in each category. The category review will include a discussion of assessment results, any changes made to the courses based upon assessment data, and a review of course level learning objective alignment with the GEP Essential Learning Outcomes for sample syllabi from courses in the category.

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- Pursuant to Board policy 2.08 (Academic Program Review), GEAC will review the assessment plan every five years in conjunction with its program review efforts and offer recommendations to strengthen the validity of the plan and to ensure that the plan yields useful, actionable data for faculty. The new GEP Assessment Plan and strategy is still under development and as such will be subject to revision in consultation with faculty, department chairpersons and the UFS. Changes to the plan shall require passage by GEAC and updated versions shall regularly be submitted to EPCC and the UFS for review. The plan should be revised in consultation with the

General Education Advisory Committee	
Member	Department
Michael Barnhart	Director of General Education
Kristi Darnell	Allied Health Sciences
Adair Carroll	Nursing
April Barnette	Rehabilitation and Sport Professions
Mich Nyawalo	English and Humanities
Kimberly Cassidy	School of Education
Chris O'Connor	Mathematical Sciences
Barry Lucas	Business Administration
Duane Skaggs	Engineering Technologies
Jon Bedick	Natural Sciences
Isabel Graziani	Fine, Digital, and Performing Arts
Scott Douthat	Social Sciences
Sherry Powell	University College
Marla Beebe	Library, ex officio

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Shawnee State University

POLICY TITLE:	TEXTBOOK SELECTION
POLICY NO. :	2.18
ADMIN CODE:	3362-2-18
PAGE NO.:	1 OF 2
EFFECTIVE DATE:	4/12/19
NEXT REVIEW DATE:	04/2022
RESPONSIBLE OFFICER(S):	PROVOST
APPROVED BY:	BOARD OF TRUSTEES

1.0 PURPOSE

Pursuant to Ohio Revised Code 3345.025, it is the policy of Shawnee State University to respect the academic freedom of faculty in choosing textbooks and other instructional materials and to encourage efforts to minimize the cost of textbooks and other instructional materials. The applicable procedure shall provide guidance to faculty in implementing this policy by describing the responsibilities and actions faculty may take in selecting and assigning textbooks and other instructional materials.

2.0 ACADEMIC FREEDOM

It is the policy of Shawnee State University to respect the academic freedom of faculty to select textbooks and education materials they judge to be most appropriate for their courses and most effective for student learning. Specifically, the University believes faculty should have the right to choose curricular materials and pedagogical techniques within the reasonable boundaries of professional discretion subject to relevant standards of academic merit, teaching effectiveness, and consistency with catalogue course description.

3.0 REDUCING STUDENT COST

3.1 It is the policy of Shawnee State University to encourage efforts to minimize the costs of textbooks and other instructional materials for students. Such efforts may include but are not limited to the following:

3.1.1 High quality, open-access sources.

3.1.2 Inclusive-access programs in which students choose to pay a course fee that includes access to below-market price instructional materials available

to students at the beginning of a course. Such programs comply with U.S. Department of Education regulations for the use of Title IV funds.

4.0 SCOPE

This policy applies to all full-time and part-time undergraduate and graduate course faculty, including instructors.

Ref: Ohio Revised Code 3345.025: <http://codes.ohio.gov/orc/3345.025v1>

History

Effective: 04/12/19

Program Closure Process (Warehousing and Discontinuation)

Approved by the University Faculty Senate April 2019
Effective Fall 2019

In September of each academic year, the Provost's office will deliver or make available to each department chair data regarding each academic program in the chair's department or school. The data shall include metrics approved by the UFS¹ and other relevant data, including operating cost and revenue estimates as well as 5-year averages of available data. Departments are encouraged to review the data and seek clarifications and corrections with the Provost's office.

Shortly after publication of academic program data, the Academic Resource Management Committee (ARMC) convenes to discuss the academic programming offered at the institution and identifies potential areas for growth which are then communicated to the appropriate academic departments by the academic deans. The committee can also recommend that programs develop an Enrollment Improvement Plan² or a Cost Containment Plan³. The ARMC also reviews the data supplied to academic departments, discusses enrollment trends, and monitors programs on a Cost Containment Plan, Enrollment Improvement Plan, and all program proposals approved by the ARMC in the last three years. If a mandate for program closures exists, either from the state legislature, the Board of Trustees, or other authority, the Provost informs ARMS as soon as possible and provides any evidence of that mandate.

Academic program closures—warehousing or discontinuation—can be pursued either by faculty in an academic program or by the Provost's office⁴. If the program in question will not result in resource savings, such as a program in which a revised and updated program using existing resources has been created to replace it, the proposal can be submitted directly to Curriculog by mutual agreement between the Provost and the faculty in the program/department. If the program closure will result in

¹ Refer to "Academic Program Performance Metrics" approved by UFS in April of 2017.

² Enrollment Improvement Plan. The ARMC can recommend that a program develop an Enrollment Improvement Plan if a program possesses either a precipitous drop in enrollment, if enrollments fall below thresholds identified in the "Academic Program Performance Metrics," or if a new program fails to reach its enrollment goals. Enrollment Improvement Plans should be developed in consultation with the department chair, the college marketing and recruitment committee, and the academic dean. The plan should establish enrollment goals, a reasonable timeline for attaining those goals, a request for resources, and an estimate for any required costs (marketing, etc.). The UFS shall appoint an ad hoc committee to create an Enrollment Improvement Plan template or form and clarify any related processes. The ad hoc committee shall submit that recommendation as an addendum to this procedure.

³ Cost Containment Plan. The ARMC can recommend that a program develop a Cost Containment Plan if a program's projected operating costs exceed revenue. This can include programs that possess healthy enrollments, but may operate at a net revenue loss. The ARMC can establish thresholds that can initiate a recommendation or requirement that a program develop a Cost Containment Plan. The goal of instituting such plans is *not* to ensure every program at the institution operates at a net gain, but to identify prudent steps to control costs without sacrificing academic quality. The plan should establish cost containment goals and a reasonable timeline for attaining those goals. The UFS shall appoint an ad hoc committee to create a Cost Containment Plan template or form and clarify any related processes. The ad hoc committee shall submit that recommendation as an addendum to this procedure.

⁴ Refer to definitions for "program warehousing" and "program discontinuation" as well as "program" "concentration," "track," and "certificate" found in the "Glossary of Academic Programming Terms."

the retrenchment of faculty, the administration shall follow Article 22 of the SSU-SEA collective bargaining agreement.

If the program closure will *not* result in the retrenchment of faculty and will result in making resources available for other programs, the proposal will receive a hearing from the ARMC before submitting a formal proposal through Curriculog. Below are the steps necessary to close a program under these conditions:

1. **Provost Notifies Faculty and College Dean.** If the Provost wishes to pursue closure of an academic program, he or she notifies the program directors and/or department chair by October 15th. If the faculty and Provost mutually agree that the program should be closed, the faculty initiate a proposal through Curriculog to close the program.
2. **Provost Submits Closure Proposal to ARMC.** If the faculty and Provost fail to reach a mutual agreement, the Provost submits a proposal to the ARMC and copies the proposal to the program leader and/or department chair of the program in question by November 1st. The proposal should include the following information:
 - The UFS-approved metrics and corrected data for the program;
 - The specific UFS-approved metrics meriting a proposal to close the program;
 - The anticipated resources that can be saved through the closure of the program;
 - The anticipated impact on the faculty teaching in the program;
 - Other relevant information needed for the committee to deliberate.
3. **Program Faculty Provide Response to ARMC.** By the end of the fall semester, the program director and/or department chair of the program provide to ARMC a response to the Provost's proposal and any relevant information that may inform the committee's deliberation.
4. **ARMC Deliberates and Issues Recommendation to Provost.** By the end of January, ARMC deliberates and issues a recommendation to the Provost regarding the program in question⁵.
 - a. *If the ARMC recommends closing the program*, the Provost notifies the program director and/or department chair and submits a program closure proposal through Curriculog in time for the February EPCC meeting (see step 5).
 - b. *If the ARMC recommends retaining the program*, the Provost considers the recommendation and can either 1) revoke the closure proposal and suggest that the program prepare an Enrollment Improvement Plan⁶ or 2) continue with the closure process by notifying the committee in writing of the decision and rationale for continuing the program closure process. These materials are added to the Provost's original ARMC proposal and the department's responses, and the Provost uploads all to a Curriculog proposal that is prepared in time for a five-day open hearing before the February EPCC meeting.

⁵ In its deliberations, ARMC reviews the programs data, the Provost's rationale for closure, and the faculty's rebuttal materials including unresolved concerns regarding the program's data. UFS shall appoint an ad hoc committee to establish a method by which metrics might be weighted and shall submit that recommendation as an addendum to this procedure.

⁶ At any point in the process, the Provost can suggest a program prepare an Enrollment Improvement Plan. For instance, in step 4b the Provost may consult with ARMC and might agree that the best course of action is for the faculty to develop an Enrollment Improvement Plan. This can also happen at earlier or later steps in the process.

5. **Closure Proposal Submitted to Governance.** If EPCC and the Senate approve the program closure proposal during the February meetings, the Provost then approves the Curriculog proposal which then notifies the Registrar of the program's closure. If EPCC and the Senate vote against the program closure proposal, the Provost follows the UFS Constitution⁷ and explains in writing why the Provost believes the faculty should reconsider its vote and instead vote to close the program. At the March meetings of EPCC and the Senate, the faculty will reconsider the Provost's proposals. If EPCC and the Senate vote to approve the program's closure, the Provost approves the Curriculog proposal which notifies the Registrar of the closure. If the EPCC and the Senate vote against closure and the Provost still wishes to proceed with closing the program, he or she notifies the academic dean, Senate president, and the program leader and/or department chair of his or her decision, and force-approves the proposal in Curriculog which notifies the Registrar of the program's closure.

⁷ Article II §1.2

University Faculty Senate *of* Shawnee State University

Resolution Granting Registrar Authority to Modify English Prerequisites

WHEREAS, the Department of English and Humanities has proposed and the General Education Advisory Committee and the University Faculty Senate have approved English 1201, an English composition course for students earning an ACT English subscore of 15 or higher;

WHEREAS, English 1201 is a five contact-hour, three credit-hour course in which students receive extra practice, support, and guidance to satisfy the course's learning objectives;

WHEREAS, prior to adoption of English 1201, only English 1101 and English 1102 satisfied the General Education Program's and the Ohio Transfer Module's first semester composition requirement;

WHEREAS, the first semester composition course is a prerequisite for numerous courses at Shawnee State University;

Therefore, be it RESOLVED that the University Faculty Senate of Shawnee State University grants the university's Registrar the authority to modify courses that previously listed English 1101 and English 1102 as prerequisites and include a passing grade of English 1201 as evidence that a student has satisfactorily met the first semester composition requirement.