



Present: President, VP, Programming, Finance Director, Public Relations, Student Relations, Director of Services, Organization Recognition, SCB, CAST, CIAS, GCCIS, KGCOE, COLA, COS, Women's, Freshman, Graduate, CAB, Global Union, NSC, Reporter, RHA, SAAC, OUTspoken, ACA, OCASA, Dr. Heath, Karey Pine.

Absent: Cross Registered, NTID, Greek Council, WITR, Academic Senate, Staff Council.

Called To Order at 1:07 pm.

Approval of Minutes:

- 1st by Fresh, 2nd by SAAC.
- All in favor.
- Minutes pass as submitted.

Speak to the Senate:

- Tiger Bikes Rep: We have made a huge amount of progress. We have spoken with architectural firms and are working on a path to get a grant from the state. City cycles has about 20 bikes, it has been running for six years, and is a popular bicycle sharing program. Students can rent a bike for 24 hours. It is another service to students. Getting a program like this started with ten bikes will cost about 10,000 dollars. City cycles is extremely popular at UofR; they have essentially worked out the kinks for us. Everything is worked out. Implementing this program here would be as easy as a phone call and a check. If you are interested, get in contact with me.
- VP: I would encourage anyone who wants to get involved to reach out to Bobby, even if you are not continuing in your positions next year. If you ever want actual time on our agenda let us know and we will give you some extra time to speak.

Proposed Bylaw Changes for Public Relations and Director of Services:

- VP: Bobby and Marissa have been working to define their roles a little more clearly. Bobby will now talk a little about proposed bylaw changes.
- DofS: We wanted to clarify a distinction between PR and services. PR is marketing and design; the director of services takes care of the back end of stuff. I will quickly go over what I have changed and what I have added. In the bylaws, Marissa is technically responsible for the website, but that job is really mine right now. They are in charge of graphics. These are the proposed changes I am suggesting: for PR I combined two bullet

points together. I added in the production manager to this bylaw because we have one and it has not been listed. Online media outlets for PR. If you have any comments at the end feel free to make them. No real change in three, added other. In number 6 I recommended PR for marking SG and updating students on SG progress and accomplishments. To my role, I edited number one, about meeting minutes. The distribution of weekly senate minutes, no longer cabinet minutes, following approval, not adjournment. Bullet two: shall chair and coordinate the services team. Number 3 is the same, except it used to be number two. Number four is concerned with the senate facility. Changed to will provide technical services when appropriate. Number five to include policy guidelines. Added number 6 because all other cabinet members had this is in their bylaws and mine didn't. Made a few changes to our services since we added more. Added about helping to create a budget for the team.

- WITR: In here it used to say cabinet minutes were distributed and now they are not, why were they never sent out?
- VP: A little background on that. A couple years ago, SG got rid of its' historian position. The historian took minutes at senate, kept documents, and served as administrative advisor to the president. We put those responsibilities to other places that made sense. Following adjournment, the historian used to send them out for approval each week, etc. Bobby does not do that. Distribution is posting to the public. Cabinet minutes we never made publically available. The president would distribute, but we don't post those to the community. They have always been internal. We will talk about these next week and vote on them. Bobby and Marissa have been working hard to define their roles, Director of Services has always been a hard position because it always overlapped with PR. Hopefully it will be helpful to the next group of students.

Presentations

MSCHE Periodic Review Report:

- Dr. Licata: Today I will be giving you a preview of coming attractions for next year. How many in here have heard of middle states before? I want to start by stating that middle states is a body that accredits institutions of higher education and high schools in the middle state region of the country. There are six regional accrediting bodies, we fall into middle states. We as an institution must be accredited for title four funds and other types of federal funds. This is a really important accreditation for the institution. What we are going to be required to do over the next 12 months to be re accredited. We are right in the ten year period of 07-17. We have a periodic review report due June 1st 2012. We basically have 12 months to write that report.

- Dr. Licata: This is a major accreditation event for RIT. Five years after self study in the ten year period, look back, look forward, and see what is happening right now. The format is very prescribed. Middle states tells us how we are to put that report together. It can be no more than 50 pages, must include the required sections, appendices and web links for more information. However there is no campus visit. In 2007 a team of ten observers came and spent three to four days here reviewing everything we do. They met with everyone, looked at everything, to give us the housekeeping seal of approval. Not at the five year mark. This time we will have two external peer reviewers and one financial associate reviewer. By August 2nd, they will render a report. Their opinion of what they see. We respond by September 1st, by November, they vote if we deserve to be reaccredited. What are they looking for? Is RIT in compliance with standards? Asked to share suggestions, or make recommendations we need to respond too, or impose requirements, or they can say they don't have enough information. They then make a recommendation if we deserve to be accredited, can commend us and reaffirm, and those are our goals. They can be done along with accrediting or instead of. They can ask for reports, give us a warning, in increasing severity. We don't want that. In 2007, in our ten year review, we did get reaccredited by submitting a progress report. That was not insignificant, we do not want that. Last year, 49 institutions went up to this accreditation. 76% were reaffirmed... 29% commendations, so it is not unlikely for an institution to be required to do more. It has become the pattern rather than the exception. Assessment of student learning is where most fall short. Institution assessment, resources. We have a committee put together, unlike ten year review this is so focused we can put people on with the correct expertise. We have two faculty members, provost appointee, student affairs, enrollment management, finance administration, institutional research and policy studies. They will get a draft together and gather evidence. We will be focused on those areas where we will be reaching out to you as a body. We will be looking at all the recommendations we made in 2007. We have a group that is looking at that. The second area is where we see your involvement. Discussion about major challenges and opportunities RIT sees for itself. Academic, student life, enrollment, financial aid, everything. Dr. Heath is helping take a lead with this. We are looking forward to your perspectives. The next area is enrollment and finance projections, which is very cut and dry. The next area is again where you should be interested; student learning outcome assessment. We are going to make sure we can demonstrate we have a process in place. We have a huge group working on that. Everything in student affairs we will want to incorporate, how you feel about your role as a governance group, make sure institutional planning and budgeting are linked together. We are here in our time line. Gathering information from February to December to put a draft together, get out a website, somewhere around January we will

have a draft and we will be back to distribute it and ask about what you think about the report. What isn't clear is how can we approve it. Four months in the field with all groups. May, we will have this finished and ready to ship to Philadelphia. We would like for you to pay attention to the request that comes your way. This is really important, if something comes across from radar, we would like you to pay attention to it and participate. In particular, we would like you to be in the discussion about future challenges, review and comment on the draft next January. We will look forward to that next year. That is it in a nutshell. In academic senate, a senator asked if there is anything we are worried about. Is this keeping you up at night? I think we will be in good shape.

- SAAC: What happens if RIT is not accredited? What then?
- Dr. Licata: An institution would not be wholly denied accreditation. One of those other steps would come first and they would have an opportunity to correct whatever is wrong. We would submit monitoring, if it wasn't, warning appears on website. The next step is to decertify. We would have to provide further evidence that we are back up to standard. If an institution was unaccredited, it would be virtually impossible for the institution to go on. Students financial aid would be cut off. Only comes because regional accreditor credits. Virtually impossible to remain open. It is a significant and serious event in the life of an institution.
- Dr. Heath: We won't let that happen.
- Pres: I am curious to know if you anticipate any challenges?
- Dr. Licata: Let me ask my team members who are here, do you see any challenges in finishing the report?
- Dr. Heath: No challenges, anything like this that happens adds on to something we are all doing. Scheduling is challenging, but those are logistical challenge we all are accustomed to dealing with. We get along well, we know what the end result will be, we are working very hard to be accredited with distinction. We will help towards the fall.
- Representative: The assessment section will be the best in the report. In our regular lives, writing accreditation reports is part of what we do. We just finished a 100 page one for just one program, we have a great team and partners. I feel confident.
- Jones: That frame work was laid out in recognition of SIS and the semester conversion, we can accomplish all these things together. How are we going to get all this work done? Done in a way that will work.
- Dr. Licata: We would have taken a different approach, but we did not want to tax the community anymore than it already is. The RIT community right now is depended on because of the calendar conversion, we are keeping requests to a minimum.
- KGC OE: Out of curiosity, last time we were required to submit a report. Why? And two, are we paying close attention to fixing that issue?

- Dr. Licata: The reason we were dinged before was because our process was not mature enough for middle states. We have hired Ann, for general education learning outcomes, how well are we doing with that in a minute. We know we are on their screens for that. It is going to be the best. Our progress report was 39 pages plus attachments, almost the whole thing. Thanks so much! Dave and Teraisa and Chris have worked with us, it is really nice to be able to have students involved. Center of what we do every day is you guys. If you see anything about this, help us in any way you can. Thank Bonnie who helped put everything together for us.

Gen Ed Student Learning Outcomes:

- Dr. Wahl: There are multiple levels of assessment. I primarily work with faculty and program directors. I am here today to talk to one specific piece. I was hired in January 2009. At the interview they did not tell me the progress report was due in April, so that was one of my first charges. How many general student learning outcomes? There are five major themes or domains, really defined with specific learning outcomes. The 19 on the right are the knowledge and skills that every student at RIT will have an opportunity to learn before they graduate. There will be some opportunity to demonstrate that ability. How are we assessing those? Originally we had a three year plan, which was very ambitious, to assess 19 outcomes in three years. Some do only one in one year. Some schools have 27 outcomes, some have five. We moved from twenty something down to 19. Why do we assess? When you leave today, think about rich and collaborative, how well do students learn at RIT, ways we want them too, how are we improving our programs? No two students take the same course schedule; the only same class required of everyone is writing seminar. 17,000 students and we have no core setoff courses. How well are we going to assess our student achievement, with none of the same courses? If you look at our schedule we were very ambitious, 8 general outcomes were selected because they were already in process for the first year. Define student achievement? Basically we set benchmarks depending on the types of assessments. We are going to set a benchmark, see how we are doing. Of 8 outcomes (of which we will talk about two today) will be posted on the website, and will be 40 something pages. Direct assessment of your learning is a project or exam. Courses or experiences, capstone projects, direct assessment by a faculty member. Institute wide surveys are methods deemed indirect. Over 30 faculty members for plans and rubric for assessment. Came up with design on how to assess, etc. are we satisfied?
- Dr. Wahl: First I am going to talk about revising and improving written products. 100% of students have to do some kind of revision while at RIT. We felt confident every student would revise their writing at some point. Our findings were 99.5% of students revised their work. We assessed this using writing portfolios in writing seminar. Faculty gave us

all samples, we just looked at everything in aggregate, with no names. 99.5% of students used revision for improvement. We selected writing seminar since everybody takes it. Another exciting thing was this was the first time we had done this assessment at RIT. Boat load about revising writing, benchmarks for next time around. These are the types of revision we found RIT students were using. Do you notice anything interesting about the statistics on the types of revision?

- KGCOE: Only 30% of students will use revision to show increased complexity? Seems low. That might be revision but there is no real progress.
- Dr. Wahl: People are good at the type of revisions associated with the higher numbers, but not so much with the more complex parts of revision. When you unbundle all the pieces, showing complexity of thought and audience awareness was the hardest skill. Writing across the curriculum, writing intensive courses, and the writing center might help improve this. We are trying to improve that with a lot of different initiatives. This was a snapshot of one type of assessment.
- Reporter: How did you figure out these numbers? I had three papers in writing seminar; one draft and one final. You don't have access to the original copy I had, most aren't using track changes, how did you analyze our writing?
- Dr. Wahl: We looked at multiple sections of writing seminar courses. We asked faculty questions. Three types of revision were required, with three copies in writing. An initial, another revision, and then a third. Faculty developed a scoring guide, some gave this out to students and some didn't. Different types of revision. Made revisions only in the margins, applied throughout the paper. If you did it on your own, not in the process, we probably did not capture it. We felt confident we were getting some and with the rubric were able to score.
- Pres: How much of this is influenced by the teacher? I have a lot of teachers who put red ink on paper. Not just the students, but the teacher's method of evaluating the students. We need a standard method.
- Dr. Wahl: Our primary reason for assessing this is to improve curriculum. Most writing seminar faculty were in a room, scoring the same assignments, but not their students. The conversations they had were similar to what you talked about. One on one I don't do, I don't give a rubric, etc., these were the conversations the faculty were having. The collaborations that came out of the primary reason we did this. Faculty now have a scoring guide consistent across writing seminar. Everything we are developing and learning, Dave Martins writing director working with revising scoring guide, share with faculty how they are helping students write better. All of this is to really improve teaching and learning. Just think of the legacy you are learning, next time around students will have a different experience. By the time you leave hopefully you will see something.

- Grad: The numbers do seem interesting; could that be because of the cross section of students you examined? Back when writing seminar didn't exist? I did not put the same effort into freshman year courses as the ones in my own curriculum. If writing seminar was required at the senior level I think the numbers would be significantly different.
- Dr. Wahl: This is a general standard at foundational level, this is expected of freshman level students. The Dean's had a similar question: in general education is there a snap shot, such as senior capstone? This could be a total reversal from these numbers. A recommendation would be to look at advanced courses to get another snapshot of how well students are revising their writing. By then you are discipline specific. We will have to look at capstone across the university and have some core elements, by the time you leave here you can do this.
- COS: Writing seminar for students; in your major there are more writing intensive courses. Can teachers in these majors give feedback at the necessary level?
- Dr. Wahl: Writing intensive varies by definition of the faculty; writing committee is trying to even that out. If you are tagged as a writing intensive course, these assignments, resources, etc. should be utilized. All of those things will be available. A lot of faculty are worried about that. Student feedback came back loud and clear; students who used more than one of these got the better grades. Now we have the data to inform some of the changes we are going to make.
- SAAC: Something to think about; I really enjoyed my writing seminar class. Coming right out of high school having done English for 12 year, jumping into writing seminar was not as much of a challenge. Later in my career I need those writing skills again. Junior year there could be a repeat of writing seminar with more complex skills involved? Something to reintroduce a lot of things? A lot of us are science majors, freshman year might not be a good place to do writing seminar.
- Dr. Wahl: Writing across the curriculum, etc. might get at that. Right now it is very uneven by discipline and by year. If we want you to leave with these skills, we need to focus on this. We don't measure things we don't value. That is where we will have to focus our energy.
- Dr. Wahl: I will breeze through the next one. My nephew is a third year imaging science major here. Trying to explain to people my job, most eyes start to glaze over. My nephew said to me could you get rid of that writing seminar course? I didn't learn anything. A lot of these are not deemed valuable to students. In the new SIS system, everything will be tagged, here are the outcomes that are a part of that course, etc. Then there is the opposite type of assessment—national survey of student engagement, how students feel, their opinions, etc. This is all indirect. We looked at appropriate technology for specific outcomes. Benchmark graduating on scale helped quite a bit, rated 3 by students, quite a bit used appropriate technology. We exceeded our goal, the

average score was 3.41. Most students felt good about it. Very labor intensive, a lot of hours, looked at different types of samples, bigger size.

- Dr. Wahl: Recommendations, what are we going to do with it? List of major recommendations, Dave will send out. Review all assessment data to drill down to a specific level of how to improve teaching and learning ,implement curriculum, revised outcomes, and a timetable. For three years this is too much; we have changed to a five year schedule.
- Dr. Wahl: The next steps will be a couple of initiatives taking place in the summer. Some things are ongoing. Faculty development, we won't help students in any way without this. Make some improvements enhance student learning. Communication, we will host a whole workshop on that. We will revise, send to a group in June to review everything about what we are going to do next year.
- Dr. Wahl: We have ethical, social and global awareness to look at in the fall.
- Dr. Wahl: Moving forward, we will be working with colleges and working with faculty, really in response to some of your comments. Anymore questions?
- COS: As we transition to the semester conversion, will there be writing focus or combining writing focus and presentation for speaking skills?
- Dr. Wahl: I know first year seminar has been identified as a home for that, they will be developing and revising final presentations.
- COS: There is nothing formal to work on speaking skills currently.
- Dr. Wahl: First year seminar would be a great place because of the different people, etc.
- VP: Thank you very much for coming in to speak with us.
- Dr. Wahl: I will be back periodically. For the 19 outcomes, what is the best way to make students aware of them? Thank you.
- VP: Anything anyone needs to say? Seeing none, be sure to get out this weekend, it will be a good weekend.

Reports

Senate Reports:

- VP: Reports at this point. Senate reports?
- DofS: The Greek senator election ended last night. Taylor Deer is the official winner.
- RHA: Co sponsoring tonight with res life the "dance in the dark". The event starts at ten. There will be free t shirts and highlighters for first 300 people, and it will take place right outside Ellingson.

- SAAC: Tomorrow at one o'clock, men's lacrosse is having a game. There will be a pig roast, more people that show up, the more we pay. This is a typical alumni day, a lot of people will be there, you should stop by.
- Programming: What is next Wednesday? The club block party! About 500 people are coming. I sent out a doodle to have people sign up to help out when they are available, any time from 6 pm to 10pm. I will start assigning people different places to work. Dinosaur BBQ by the way!
- VP: 500 people is pretty great for a brand new event. Kaitlyn and Marissa and others have been working really hard. It will be a cool event, please, fill out the doodle, bring your e boards if they can help out. This is how we will thank the clubs, pass that a long.
- GU: Tomorrow is the grassroots soccer tournament. There will be a registration table there as well. Ten dollars pays for at least three matches, a Nike shirt, and buffalo wild wings. Registration is a 9 am, we will begin playing at ten. WITR is providing music, raffles, giftcards, etc. This will take place in the turf field.
- CIAS: This Thursday is the Big Shot! Photo students go to a location, last year it was the Smithsonian, etc. This year we are going to the strong museum. We black out the entire area and paint with flashlights to make a long exposure shot. These are photographs.
- CAB: Tomorrow is springfest. Events all day, all over campus. The OAR concert begins at 8, doors open at 7. \$17 dollars a ticket. Dodgeball world record on Sunday that everyone should be there for, bring your barcode.
- KGCOE: Smart phone?
- Dodgeball Rep: That will work.
- SR: Next senate meeting is the leadership transition retreat. All the people for next year come to senate and meet you guys, and it is really important you have information to hand off. MSOs invite reps for next year or E board for next year, etc. This is the transition between this year and next year. Come prepared.
- VP: Sorry we had to reschedule and things got weird, but we are not having the last senator meeting today. It will be next Friday, in room 1010.
- KGCOE: Do we bring our small apprentices?
- VP: No.

Committee Reports:

- VP: Committee reports?
- PR: Student affairs committee has finished its charge for this year to look at the academic dishonesty policy. Any time any academic dishonesty happens, the complaint will be taken to one office that will look over the complaint along with a member from a college they are in, academic senate made a task force to implement this.

Advisor Reports:

- Dr. Heath: March against racism today. There was about 20, 25 people in attendance. It was sponsored by the YWCA. Tomorrow also is the men's lacrosse team wins tomorrow will be one of the first since 1950s against Nazareth. Should be in the stadium. Dodgeball on Sunday.
- VP: Any last reports? None. Presenters are ready.

Adjourned at 2:26 pm.