

INSTRUCTION COUNCIL

MINUTES

Thursday, September 5, 2024

203 Ag Hall

<https://okstate-edu.zoom.us/j/94152939415?pwd=YzdXM2MwTnF4bTZqUoRnNy8rU1FYUTog>

PASSCODE: 649494

9:00 a.m. – 10:30 a.m.

In attendance: Shannon Baker, Laurie Beets, Mario Borunda, Larry Burns, Kyndal Campbell, Aaron Christensen, Cynda Clary, Sam Emerson, Craig Freeman, Richard Frohock, Jami Fullerton, Diane Jones, James Knecht, Marlys Mason, Christine Ormsbee, Rita Peaster, Carisa Ramming, Adrienne Sanogo, Rebecca Sheehan, Candace Thrasher, Ronna Vanderslice, Jimmy Weaver and Chris Francisco, Chair.

1. Ideal Graduate update – Sam Emerson

Ideal Graduate is part of the OSU strategy that was launched in late 2022. Thinking about the Ideal Grad piece of the OSU Strategy, we want to create a culture of thinking about each student's broader development and preparation to be a leader in their industry. As a university we are focused on four competencies we hope to build within all of our graduates:

- Professional Preparedness
- Engaged Citizenship
- Ethical Leadership
- Personal Responsibility

Please visit <https://go.okstate.edu/about-osu/leadership/president/strategic-plan/ideal-graduate.html> to view the progress on our website.

We have also created a new online tool - the Ideal Graduate Portfolio <https://go.okstate.edu/student-life/ideal-graduate/>. Students will be able to track and document their progress related to their development while they are here at OSU and with their competitiveness for positions after they graduate from OSU. The system is called Folio and it integrates well with Canvas, our existing learning management system.

- The profile section consists of basic information – introduction card, work experience, education, courses, skills, clubs, affiliations, etc., volunteer work.
- The portfolio section details student activities and can be tagged with the student competencies within the Ideal Grad. We are asking faculty to think about the assignments they have in their courses related to these competencies and encouraging students to add that information to their portfolio.
- The connections section encourages students to reach out to each other.

There are videos that can assist students in creating their OSU portfolio and adding experiences to the portfolio - anything the student deems relevant to their development. This system is a student driven, student owned process and will be presented in UNIV1111. There will be further discussion regarding the involvement of students and faculty who are not associated with UNIV111.

Portfolio is live and everyone has access to it thru Canvas. If you have ideas for functionality, please contact S. Emerson or Kelly Ebert.

C. Francisco commended C. Ormsbee and her team in ITLE for developing this program within Canvas.

2. Department of Education Regular and Substantive Interaction regulations – Chris Ormsbee

C. Ormsbee shared with IC members that we distributed information regarding Regular and Substantive Interaction (RSI) regulations to faculty teaching online classes. Also, at the beginning of the semester we offered an RSI workshop. *RSI is a federal requirement for online courses that ensures meaningful engagement between instructors and students and distinguishes distance (both synchronous and asynchronous) education from correspondence education. It's designed to maintain the quality of online education and is necessary for courses to be eligible for Title IV financial aid.*

Criteria to meet RSO:

- **INSTRUCTOR QUALIFICATIONS**
 - *Instructors must meet the qualifications established by the institution's accrediting agency.*
 - *Teaching Assistants and Graduate Assistants must also meet these qualifications if they are involved in instruction, grading, or facilitating breakout sessions.*
- **SUBSTANTIVE INTERACTION**
 - *Instructors must engage students in teaching, learning, and assessment activities relevant to the course content.*
 - *At least two of the following activities must be included in each course:*
 - *Direct instruction (Recorded lectures do not meet this criterion alone.)*
 - *Providing feedback on student coursework (Automatic feedback does not meet this criterion.)*
 - *Facilitating group discussions*
 - *Conducting assessments*
 - *Offering office hours or other scheduled interactions*
 - *Instructors must monitor each student's engagement and success, following up with students as needed.*
- **REGULAR INTERACTION**
 - *Instructors must interact with students on a predictable and scheduled basis.*
 - *Interactions should be commensurate with the length and content of the course.*
 - *Monitoring the student's academic engagement and success.*
- **IMPLEMENTING RSI IN ONLINE COURSES**
 - *The online course syllabus should clearly outline:*
 - *Types of interactions students can expect*
 - *Frequency of these interactions*
 - *Response time expectations for student inquiries*
 - *Office hours scheduled*
 - *Feedback timeline for assignments*
 - *Methods of communication (e.g., email, discussion board, video conference)*

University Support for RSI implementation - contact ITLE's Teaching and Learning Department for templates and resources. View Video Training sessions on RSI best practices. Utilize the IT department for technical support with LMS tools. Join the Online Teaching Canvas Community for additional guides and examples. Request an Online Course Review from ITLE.

3. Fall enrollment and retention summary – Chris Francisco

Data from Institutional Research and Analytics (IRA) revealed 5034 new freshmen at census. C. Francisco commended the OSU faculty and staff for the campuswide effort to attract our new students! Updates to retention and graduation rates are as follows:

- 84.8% retention rate
- 68.6% six-year graduation rate

OSU is trending in the right direction.

4. General Education discussion – Chris Francisco

There have been recent email discussions regarding central trail courses within the new General Education trails. These trails consist of the introductory / trailhead course, the culminating / summit course, and three central courses. The original version of the trail held 3 or more designations within each central portion of the trail. Students would take one course from each of those pools. More recent thoughts have led us to consider having students take courses from 2 of the 3 pools instead of 1 from 3 pools. (For trails with more than 3 pools, students would still pick courses from at least 2 pools.) There will be some trails that do not fit into certain degree programs, but possibly we could accommodate more trails if we offer more flexibility. Our plan is to finalize each of these trails, submit them as certificates and program them into DegreeWorks. At that point the system will track the progression of the program for students. IC members did not express any objections to the change from 1 course from all 3 pools to 2 courses out of the 3 pools.

5. Curriculum

Information Items Only:

N/A

Course Action Summaries:

CURRICULAR REQUESTS FROM THE COLLEGE OF OSU-TULSA Professional Studies Date: 7/15/24

PRESENT	PROPOSED	PRESENT	PROPOSED	PRESENT	PROPOSED	ACTION SUMMARY
NEW COURSES						
	ORGL 3113		Effective Leadership Communication Skills		This course prepares current and future leaders to be effective communicators in the workplace, emphasizing message clarity, impactful communication, and interpersonal skills development. Students will learn to influence leadership outcomes, build effective teams, and enhance their impact on colleagues through strategic communication strategies and practices. LEC. 3	
	ORGL 3613		Developing Early - Career Leadership Skills		This course equips students with foundational leadership skills crucial for early career success. It covers theoretical frameworks, practical exercises, and discussions on effective leadership, team collaboration, coaching, communication, and fostering successful company cultures. LEC 3	
	ORGL 4010		Special Topics in Organizational Leadership		This course introduces students to advanced current issues and topics related to organizational leadership and provides an analysis of contemporary trending topics dealing with leadership skills. Course content will vary to reflect changing trends and current topics related to the industry. LEC. 1-15 max 15	

	ORGL 4513		Leadership and Organizational Change		This course directs attention to pivotal transformations within new course organizations, unraveling their structures, and clarifying how leaders can effectively drive these changes. LEC. 3	
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Spears School of Business requested at the last IC meeting for the above-mentioned Organizational Leadership courses be tabled for further discussion. It was agreed between colleges that there is mutual exclusivity with the three Business courses that have the same content as the organizational leadership courses and not allowing Business students to take them as upper level electives because that will cause accreditation issues with Business.

Motion was made by R. Sheehan and seconded by A. Sanogo to accept the above-mentioned College of Professional Studies Organizational Leadership courses, and Instruction Council members approved.

Program Modifications:

N/A

6. Other

- C. Clary welcomed the members of IC to the new Ag Hall. One of the main focuses of this new building was to be more student focused. There are many open spaces located throughout the building where students can gather to study, work on projects, etc. There are also huddle rooms that are always open. There are a number of clubs and study rooms that have been sponsored by donors where student organizations can meet. Academic departments are housed in common spaces. The south side of the building is focused on research – teaching labs, research labs, graduate student spaces. Dean’s office and associate deans tied to research are on the 2nd floor. The student success center is located on the 1st floor. All coordinators and directors are located there as well. Academic programs are also located on the 1st floor. Although not all departments were able to transition to the new building, departments such as Landscape Architecture was renovated for studio space. Some of the division support services such as Finance, HR and Communications departments from Ferguson College of Ag still remain in Legacy Hall.
- C. Francisco welcomed Jimmie Weaver, Department of Chemistry, who is the Academic Standards and Policies representative to Faculty Council. He will be serving as liaison from Faculty Council to IC.
- C. Franciso welcomed Sam Emerson, Faculty Fellow for Ideal Graduate. S. Emerson was our faculty fellow for Innovating to Nourish the World last year. He is also an EAB fellow this year.
- C. Ormsbee distributed a list of Graduate Teaching Assistants (GTA) that attended the GTA conference this fall. We offer this conference / training the Wednesday prior to the first day of classes for the fall semester and the Tuesday prior to the first day of classes for the spring semester. This is mandatory training every semester. There were many GTAs in attendance who were not aware that this training was mandatory. C. Ormsbee encouraged associate deans to suggest that this training be mentioned in the GTAs’ offer letters. The Deans made a unanimous decision at Council of Deans on February 8, 2024 that all GTAs attend training. C. Ormsbee expressed her concern that there is no mechanism to track GTAs so that we can reach out to make sure they are registered in a timely manner and that they understand that training is an expectation we have for them.
- M. Mason asked if there was a way to make more accurate student projections in preparing for the future course scheduling. L. Burns responded that IRA is working on several changes within our projections and part of that will be depending on the colleges and department and program level information and also using some of the data we receive from Coursedog to find the most effective model for OSU.
- C. Thrasher reported that she anticipates being able to open CIM programs around September 16. The last update she received from the Registrar’s Office was we should have our new catalog environment for the next catalog cycle by then. Traditionally, colleges should have their programs in by the deadline of October 1st, but that date may not be viable this year due to the delay in opening CIM programs. The deadline is still set at Oct 1 but we will be flexible in accepting modifications and new programs at any point. The sooner the information is submitted, the more time we have to get them fully approved for the next catalog. R. Sheehan encouraged a

closer look at graduate program listings in the catalog. There are many instances where catalog information is incomplete or inaccurate. L. Burns agreed that incorrect information has become very evident during the APR process, because we gather from the catalog the courses that count toward the degree program. Often the credit hours for a Ph.D., and credit hours for thesis or non-thesis and hours that can be shared with a master's degree or a Ph.D. and transfer credits get very confusing or not fully shown in the catalog. The Graduate College is examining matriculation and understanding opportunities for improvement. R. Sheehan mentioned the review process for students plan of student (POS). Everyone needs to be examining the POS and taking it more seriously. C. Francisco added that he has seen a few programs where there were understandings that were not notated and the lack of documentation has caused issues with students who thought they were graduating but according to the university, they were not ready to graduate. Graduate College dean's office and Registrar's Office are taking a fresh look at the process.

Meeting was adjourned at 10:03am

Minutes were recorded by K. Campbell