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Proposal 1: Move to a 120 Credit Hour Standard for Degree Completion

Dr. Kosteas noted that there are several reasons the UCC supported the 120 credit hour standard. First of all, if we look at the way the rules are now, the 120 credit hours is the current standard for the minimum credit hour requirement for degrees. There shouldn't be any significant opposition to this standard. Again, he reminded everyone that there will be exceptions to the 120 credit hour degree rule. If there is an accreditation or a licensing issue, and you can't get to 120 credit hours, there will be exceptions made for those programs. Dr. Kosteas stated that there didn't seem to be any significant negative curricular impact to adopting this policy and those were the primary reasons the UCC voted unanimously to endorse that recommendation.

Senator Doerder asked who grants the exceptions. Dr. Kosteas replied that the UCC envisioned this because this is not just a curricular issue; it is actually an Admissions and Standards issue as well. Then, in order to help break up the work load, an area representative from the UCC teamed with an area representative from Admissions and Standards and together they will review exceptions, make a recommendation, and take it back and possibly the broader team

intertwined. Dr. Kosteas agreed that it is but it is actually part of the rationale of why UCC decided to support the second recommendation because in fact it would help several programs in getting to 120 credit hours. He doesn't see that this somehow makes it better. Some students cannot take eight fewer credit hours to complete a degree. He doesn't see any way, shape or form that this would delay graduation for anyone. But that should, in fact, help them to get there sooner. If you are taking fifteen credit hours per semester for eight semesters – if you are doing that right now, you need another half semester to get to 128 credit hours. That is why number II goes hand in hand. If you do those two together, it makes it easier.

Dr. Bracken commented, “Unless you are taking sixteen credits.” Dr. Kosteas agreed with Dr. Bracken. He noted that again, that is why these two go hand in hand, at least the way the UCC sees it. If you do move to 120, we have in common on the proposal to make a broader conversion to three credit hour standards. If you do those two together with a reduction to 120 credit hour degrees, this actually makes it a feasible matter to get there with fifteen credit hours.

Dr. Bracken noted that she understood Dr. Kosteas and that is why she wanted to make it evident to everybody. The two are much more intertwined. When you are taking four four-credit hour classes, that is sixteen credits over eight semesters, you should get to 120 regardless of whether they are doing that or not. When we move to 120, it is a different configuration of credits.

Senate Secretary Stephen Duffy commented that for the sake of Violet and the Secretary to the Faculty Senate, there are three microphones around and he asked members to pass them around to members speaking so that we can accurately reflect the discussion in the meeting minutes.

Senate President Goodell asked if there were any additional comments. Hearing no further comments or questions on Recommendation I, she stated that the UCC has proposed to endorse the move to a 120 credit hour standard for degree completion with exceptions as noted in the material Senators received with the amendment as voted on today. She then asked Senators to vote. The UCC's endorsement to move to a 120 credit hour standard for degree completion as amended was approved unanimously by voice vote.

Proposal 2: Adopt a 3 credit hour standard for General Education Courses (excluding WAC, SPAC and Capstone)

Dr. Kosteas moved to item II of the UCC which refers to the standardization of General Education course to the three credit hour model. He noted that he tried to make this clear from the very beginning that UCC is excluding WAC, SPAC and Capstone courses. We are talking about the natural sciences and social science requirements and here this was not a unanimous decision by the UCC but it was approved by a wide margin. Dr. Kosteas commented that some of the arguments in favor of this are that it does put us more in line with what our other peer institutions in the State are doing so this

Committee would like to help take some of the workload off of the University Curriculum Committee, he would welcome their help.

Dr. James Marino, chair of the University Admissions and Standards Committee, stated that they would be happy to do so. He added that he would but he could not speak for the rest of the committee members.

Dr. Kosteas noted that exceptions would be resolved on a course by course basis. So if the dominant model in the State of Ohio is, for example, Calculus I are generally four-credit hour courses it would be allowed to remain as a four-credit hour course. He added

Dr. Kosteas replied that there is no proposal on the table at this time to change the GenEd requirements system as it has been developed. It is simply that as it is now, the GenEd requirements are stated that you need a minimum of say six-credit hours of social sciences, so that is two courses. They are based on three-credit hour courses. They are not supporting any change in the system at this point in time; that is not on the table. If people think we need to revisit this in the future, that's another issue.

Dr. Tebeau pointed out that 38 is not divisible by three. He commented that this is his historian's math skills speaking. Dr. Kosteas added, plus one for introduction to university life; plus one for the lab.

Senator Visocky-O'Grady commented, if we move to the 120, that is what we just voted on, and we are not changing the 38 and that automatically comes out of the major areas?

Dr. Kosteas replied, not necessarily. He did an exercise at least running through many of the majors in the College of Liberal Arts and Social Sciences; you can fulfill for Economics all of the GenEd requirements and the Economics major requirements, of course recognizing that some double counting of math courses would be required. You can do all of that, take a year of a foreign language and still come in well under one hundred. So there is going to be the question of how do colleges and how do programs get to the 120 credit hours. If it is something that has to be determined by the colleges and by the departments, his guess is that the majority of majors, especially in CLASS, aren't going to have to make any changes. He noted that some of the more structured programs where it is very rigid, you take these courses and there is a little bit of wiggle room here and there. Much tougher decisions will have to be made in terms of where to cut, and how to shave a credit hour here and there.

Dr. Visocky-O'Grady asked if we are potentially continuing the conversation past today's vote that maybe it comes out of GenEd instead of the majors. Dr. Kosteas replied that he is more than willing to do so.

Dr. Visocky-O'Grady noted that looking at the numbers from the comparison universities is one option. She just wanted to make sure that we aren't making blanket decisions and then revisiting some of them.

Dr. Kosteas replied that the UCC was not asked to look into that but that is something that occurred to him as he was gathering this information; they were really on the high end there in one area in particular. He is speaking for himself and not necessarily as UCC chair here for a moment since they did not actually discuss this in their meetings. Regarding the diversity requirement, we seem to be one of the few universities that requires both an African-American and a US Diversity course. A real simple fix would be to say, and this wouldn't require a lot of work, say instead of requiring one of each, just require one – pick which one you want. Then none of those courses would have to go through any further revisions in terms of a resubmission or anything like that. Dr. Kosteas added that this is just his own two cents but that would be

a very simple fix and we would definitely be open to looking at it. This would actually be a natural time to revisit GenEds. He added that we wouldn't need a major overhaul but a little bit of tinkering around the edges might actually really help in terms of getting the 120 credit hours.

Senator Robert Krebs noted that the College of Sciences and Health Professions' caucus met yesterday and discussed this issue at length and were able to work within the constructs of these 38 credits in the GenEd. He added that it looks like it will work for their majors. He was also asked to say that the College of Sciences and Health Professions' unanimous support for the current document doesn't in any way at this point in time change any of the concerns previously addressed if we try to take this as a general mandate across the entire curriculum. That still needs to be discussed but they wanted to put out their support for this document and then these changes are things they can work with.

Dr. Joel Lieske asked if we can wait for student input before we make decisions. He knows information is being gathered on what our students want. He commented that he queried two of his classes and the students were unanimously opposed to moving to the three-credit sequence. He noted that all of us are open to the issue but he would personally feel more comfortable if we had some data on what our students prefer.

Dr. Kosteas commented regarding Item III that this is why the UCC asked that they be given just a little bit more time. In fact there is a time line that he proposed a few weeks back where the UCC will finalize a full proposal in the first week of spring semester. He can tell Senate that as of last night, the UCC had a little over 800 responses to their student survey. Thanks in large part to the help of Dr. Teresa LaGrange's office, an email blast was sent out to 5,000 individuals and so they definitely well exceed the ten percent response rate that he was told to expect. He added that they may even get closer to a thousand responses which would give them closer to a twenty percent response rate which would be pretty fantastic. In that student survey, they are trying to get a sense of what do students perceive as really being the stumbling blocks for them in terms of their being able to graduate in a timely fashion. Is it this issue of three/four credit hour classes or how much is that an issue. How much of an issue is the timing of courses and the

Hearing no further comments, Senate President Goodell stated that the University Curriculum Committee has endorsed a proposal to adopt a three credit hour standard for GenEd courses as written in the proposal Senators received with an amendment from the chair stating that exceptions would be approved by regular faculty governance procedures. She then asked Senators to vote. The UCC's endorsement to adopt a three credit hour standard for GenEd courses as amended was approved unanimously by voice vote.

Proposal 3:

can see a lot of our students who are now taking sixteen credit hours saying, "Well, I can

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preceding “Academic Probation.” He noted that an alarming number of our students go on Academic Probation during their first academic year meaning after one semester. It has been felt that immediate probation has been discouraging to the students. The

proposed Articulation Agreement between the Levin College of Urban Affairs and South China University of Technology was approved unanimously by voice vote.

VIII. Parking Rates for FY 14 (Report No. 47, 2012-2013)

Ms. Clare Rahm, Assistant Vice President for Campus Support Services, stated that she comes to Senate today with preliminary financial information that represents the current thinking and goals related to any increase in parking fees CSU may be contemplating and she does that intentionally so that we can have a conversation about goals in the Faculty S0 Tc er

Dr. Duffy also asked Mr. Timothy Long if he knew the balance in the reserve account. Mr. Long replied that he did not know the balance.

[As of October 31, 2012, the Parking Reserve account balance is \$2,629,500.]

Senator Beth Ekelman commented that she is not sure this issue has been resolved but she knows it was a problem for the speech and hearing clients that park in the Main Classroom right now. She stated that the \$10.00 fee is really high for them and asked if the parking department has worked on that or if they have a resolution to that issue.

Ms. Rahm responded that it is her recollection that Vice President Stephanie McHenry responded to a decision for the current academic year and that within the budget process there would be further conversation about how parking or another entity would best support those types of outreach services. It hasn't been resolved moving forward but it is her understanding that an interim arrangement wanted

somewhat conditionally, that as he puts the executive budget together and as he looks at

Provost George Walker had two things to say. First of all, he noted that we have some new information, some new data, that should be very useful in comparing ourselves with other institutions, other like departments, and they are being distributed to the Deans and the Deans have been getting tutorials on how to use this data. The Deans were supposed to share the data with department chairs and the departments are to share it with the faculty. The first is the latest Delaware Model which allows us to compare various things associated with teaching and credit hours in comparison with other institutions. The second one is Academic Analytics which allows us to compare our level of scholarship in various areas – citations, papers, honorary awards, grants, books – with other departments around the country. There are a lot of good things for us at Cleveland State as you look at some of this information and we ought to use it in terms of talking with each other and improving our departments. Some of it is useful in that way and also externally. There are a lot of things we can talk about in terms of excellence both in meeting our teaching responsibilities and in meeting our research responsibilities.

Provost Walker said the third thing he wanted to talk about was to clarify a little bit the teaching differentiation exercise. He is motivated to do this because of the memo from Professor Jeff Karem that simply reflected what he had been told and simply reflected the information that he had and Provost Walker wanted to provide some additional information for clarification. Provost Walker stated that he has had a chance to have that discussion with Dr. Karem. Provost Walker said that first of all, he wanted to emphasize the whole idea of the discussion about the differential teaching responsibility that is not focused on increasing faculty teaching load. It is associated with differentiated teaching responsibilities. Everyone should know that when he first came to CSU, one of the things he heard most from the faculty, remember he was Vice President for Research, what he heard most from the faculty was, “Well, here we don’t really fairly distribute teaching responsibilities because they were doing a lot of scholarship of a certain type and they were teaching the same amount as somebody down the hall that wasn’t doing any of that.” Provost Walker said that typically we normalize that almost everybody feels they are probably working harder than other people, often because they don’t know what the other people are doing. They really don’t know the diversity of activities; it is just the human condition. He said he has been at many institutions so he kind of takes that a little bit that this is just the way human beings are. When he got into the Provost’s Office here about five months ago, he continued to hear that we weren’t really differentiating and so he asked the Deans how we were doing. Most of the Deans said

look at it. He found that the data he had in front of him, for some schools, didn't reflect what the Deans told him with regard to where they were. As he looked at some of the data at that time, which was not too long ago, it looked like ninety to ninety-five percent

they are on that. Provost Walker added that he is trying to have differentiation, not increase. There may be arguments that he doesn't know about other data that may not be correct but this is something that deserves significant attention because for a few faculty that talk to him a lot, the main complaint they have is the lack of differential teaching responsibilities.

Senator Robert Krebs indicated that he had one question with respect to the Academic Analytics system. The system is punching out some number that he has been told are all the way down to like a faculty level with some across departments and some

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they have a sort of standard. He can imagine that those that don't right now, because they are in different places in their development of this, he can imagine that those who don't might be trying to gather data that the others may have already gathered or may have already taken into account in order to be able when they come and talk with the Provost to say, "Well the fact that we have it this way is perfectly justified because here's the information we have to back it up." Provost Walker stated that he didn't know that; he is delegating responsibility. He is telling the Deans the same thing. He is meeting with Deans collectively and he is meeting with Deans individually and he is telling them the same thing. There was a time when several of the Deans were here and they are not here now, but it seems to him that the Deans need to have a certain level of leadership and sophistication in communicating this. He noted that he talked with all of the Associate Deans today as a group. He has been talking with groups of faculty and he has to put out a general letter every once in a while, but Senators and he know that in the actual implementation in the trenches, even though the intention is this would be something that we do in a like way, we are in different places in our development of this model in different schools here and actually different academic units may have different ways that they implement this because of the things they value and the priorities they have in different ways. He wants it all to be the same. He would like to say, "Yes, everybody is out there asking these things." He said that he doesn't know that and he can see how it can be different.

Professor Tebeau commented that it is hard to respond to that information other than to say it seems reasonable as a faculty member that his colleagues elsewhere in the university would be reporting the same information given the common set of metrics. He guesses that's where he is a little bit confused and then hence his question which is apparently some faculty are being asked to provide some metrics.

Provost Walker stated that at the end of the day, the Chairs will come to the Deans and they will have a story they tell based upon the information that has been provided. Of course, as Jeff suggested, every faculty member wants to make sure that their productivity, in terms of their service, and scholarship and everything is up to date and presents an up-to-date story. So that's certainly true. Some department Chairs or some schools may already have that because they've already collected it. Others may not. At the end of the day what he (Provost Walker) is going to look at is do they have a defensible set of parameters and data to back it up that makes it plausible and that the differential teaching responsibilities they show him are reasonable and fair.

Senator Jennifer Visocky-O'Grady stated that she is a Chair and a faculty member and she is a full professor so she is one of Dr. Walker's well squeezed turnips these days. She was heartened to hear that the President mentioned the idea of a bridge from the Governor that we have made big changes and big decisions and as these sea changes came forward we needed some time to implement them. She stated that mid November was when the Chairs receive

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he thinks it is important to have time for departments and colleges to really develop a clear sense of what those rules are and to implement them so that it works and so that it doesn't create the appearance of a rush process that just produces preordained outcomes. He would encourage Provost Walker to take a flexible approach as he has this feedback from the Deans to make sure that it is done right because he thinks that will be crucial.

Provost Walker stated that he does understand. If somebody isn't kind of frisky and pushing it ahead a little bit, then it might languish. What he is trying to do is play his role in moving it ahead in a way that some progress really occurs.

XI. Student Government Association (Report No. 48, 2012-2013)

Student Government Association President Moatasem Al Bitar said that he had a few updates from SGA and that Christopher Caspary, SGA representative will also help him with the SGA report.

Representative Caspary reported that SGA worked with Provost George Walker and Dr. Glenda Thornton, Director of the Library, and the Dean of Students, Dr. James Drnek on the late night study facility they are doing at the Michael Schwartz Library which is from December 3rd through December 6th and December 9th through December 13th from 10:00 PM to 3:00 AM. He encouraged everyone who has students who may want to study to attend. It is a nice environment.

SGA representative Caspary next reported on the Viking Card collaboration. It is an interesting issue with students being able to use the dining dollars at off-campus locations such as Subway, Pizza Pan and other places around campus. There are a lot of financial numbers involved in this so it is in an early stage to see if it is even feasible but this is something they will be working on during the spring semester.

Finally, SGA representative Caspary reported that they have been doing some work at conferences looking at how other student governments operate and they want to market themselves better and put themselves out there more so they are unveiling a new marketing plan to personalize themselves.

President Ronald Berkman asked SGA President Al Bitar to mention to Senate how the study hall works and how the hours work because he is not sure everybody knows how the exam study hours work.

SGA President Al Bitar responded that basically the study hall is open to CSU students only and they scan every student using their Viking Card. Free coffee and food is available all night long. Students can come in groups or individually. It is a designated quiet area. He noted that it is beneficial to students and they have been getting 200 students per night so far. It is definitely being utilized to the fullest.

Senator Robert Krebs asked for the location again. SGA President Al Bitar replied that the study hall is in the Michael Schwartz Library on the first floor. He added that the second, third and fourth floors are closed.

President Berkman noted that you have to get their early to get a seat. On Monday night there was not a seat available.

Provost Walker asked how long does the food last. SGA President Al Bitar noted that as soon as Bed

they should seek their opinion on issues that pertain to students. He added that let us not

Senator Visocky-O'Grady suggested that perhaps Senate should vote on her motion.

Senate President Goodell suggested that perhaps this issue can be discussed at the next Steering Committee meeting and a proposal will be brought back to the Senate. She added that we are now in this room (SC 311) for the rest of the year because, as everyone knows, big rooms around campus get booked up.

Senator Visocky-O'Grady asked if we could get more chairs. Senate President Goodell replied that we certainly have asked Conference Services to bring out more chairs and had she been here a little earlier today she would have requested that more chairs be set out so she certainly agrees with that.

Provost Walker noted that there are vacant chairs on the other side of the room.

Senate President Goodell again stated that she will put the Senate meeting room location on the Agenda of the next Steering Committee meeting. She added that perhaps Violet Lunder can work with the conference people to make it a little more conducive to a larger audience.