

**MINUTES OF THE MEETING  
OF THE FACULTY SENATE**

**FEBRUARY 6, 2013**

**PRESENT:** Berlin Ray, Boboc, Bosela, C. Bowen, W. Bowen, Bracken, Cory, Delatte, Doerder, Duffy, Ekelman, Geier, Gelman, Genovese, Goodell, G. Goodman, R. Henry, Holsinger, Horvath, Hrivnak, D. Jackson, M. D. Jones, Karem, Krebs, Marino, Meier, Resnick, Rickett, Rutar, Sridhar, Steinberg, Strauss, Talu, Tebeau, Visocky-O'Grady, Vogelsang-Coombs, Volk, Whitmer-Rich, Wolf, A. Zhou.

Artbauer, R. Berkman, C. Brown, Karlsson, Markovic, Percy, Sawicki, G. Thornton, Triplett, G. Walker, J. Zhu.

**ABSENT:**

“Joan did her undergraduate work at Reed College in Portland and that was an experience she described as one of the best and the worst of her life. It was one of the best because it allowed her to pursue her love of learning, and one of her worst because her professors, who were uniformly male, all tried to limit her career choices to homemaking. Joan would have none of that. So following her graduation from Reed in 1953, she held a series of jobs in political, environmental and anti-poverty organizations. This career path eventually took her to Washington, DC where she entered Law School at George Washington University and graduated with highest honors in 1967. Following a clerkship with a federal district judge, Joan pursued and obtained an advanced law degree, LLM, from Yale Law School. So by that time she had excellent academic and work credentials.

“Joan next set her sight on academia. U

“She was also one of my very best friends and mentors and I will tell you just in a nutshell why that is. Until the day she died this past December, she always thought about others first. And when Joan thought about students, I know with absolute certainty that she had the same level of commitment to her students the first day she walked into her first class as a law professor as she did the last day she exited the classroom. As we all know, that level of commitment takes an incredible amount of dedication and perseverance and just an unbounded love of learning to accomplish that goal.

“So she died in December after a relatively brief illness and we are having a tribute to her, a celebration of her life on Friday at the Law School at 5:00 PM. All 0 Tc 0 Tw 3J 0.0(t)-2

“Ana enthusiastically agreed to interview for a Health Science faculty position. At her interview, I remember how sophisticated both her research and teaching skills were. I admired her attention to detail, relevant questions and sincere interest in working collaboratively with faculty and students. Collectively as a faculty and staff, we were delighted when she joined our Health Science faculty in September 2008.

“Dr. Katie Pantano reminisces of Ana rolling her brief case down the hallway and stopping to talk. Ana had a wonderful skill to engage colleagues in meaningful conversations whether she was talking about the research, teaching, family, politics, or yoga classes. Dr. Stella Iwuagwu, a co-

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Undergraduate Student Success Committee about their deliberations in either the March or April Senate meeting.





spend five minutes doing some calculations so he might as well share some numbers with everyone. He noted that a student asked Vice Provost Teresa LaGrange to look into how many course sections would be converted from fours to threes, just looking at the GenEd conversion for fall semester, because he did not have that information in the data set he received from the Registrar's; one hundred eleven course sections would go from four to three credit hours. So if you say two hundred courses would be converted between fall and spring roughly, because all of the numbers he gave in his report were across the two semesters, this would basically bring that percentage of courses which are four credit hours down from about 40% to 34.42%. The number of three credit hour courses would go up to 32.4%. So basically, if we just focus on lower level General Education courses, 51.5% would be fours and 48.5% would be threes. When the WAC, SPAC, and Capstone courses are included, this represents another two hundred sections in the fall semester. We don't know how many of these will receive exceptions so if you take the sum combined, say just double that number for fall and spring, then the four credit hour courses would represent 23% of all course sections offered and three credit hour courses would be close to 44%. Looking at a population of only three credit and four credit hour courses then the scenario just described would result in four credit hour courses representing less than 35% of the sections. It is an upper bound of the expected changes we could see depending upon exceptions. But just focusing on those GenEd courses would significantly impact the mix of three and four credit hour courses, and we will look more like Kent and Akron for whatever that's worth.

Senator Michael N[(uppeA)2(k)-10(w 2.0e3<</MCID 21( )TJ -0 )-4ur uppeAk. wwwil-21 i[(w)i i

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Dr. Goodell replied that her reading of it was, and she is not a lawyer and she didn't write the resolution obviously, it's the Board's resolution, but her reading of it is that the Board was waiting for the final report from the Faculty Senate from the University Curriculum Committee and also for input from the Senate from today's meeting before they make the decision to say that we would have a full four to three credit hour conversion for all courses where possible other than accreditation and licensing issues. She stated that this was her reading of it and she believes that Provost George Walker is nodding his head and that is what it is. The Board has not voted. That Board resolution stated that we will adopt across the board the four to three credit hour conversion.

Professor Tebeau commented that he just read the fifth Whereas paragraph: "is consistent with the other state-assisted universities that offer a dominant three credit hour model;" but based on what Dr. Kostea just said, when the GenEd courses are converted to three credit hours, will we have essentially adopted the three credit hour model?

Provost George Walker commented that people have different opinions about what's more important – the number of sections or the number of courses. But, if you look at the number of courses and which courses are three credit at other institutions around the State, it's a different set of numbers than the numbers that would result if you were just looking at the number of sections, the very beginning level of courses, so that's where people with different perspectives could have a difference of opinion about whether it's gone as far and one would say that we are in alignment with other schools.

Dr. Tebeau stated that his question is, "Is it dominantly three credits?" He just wanted to make sure that he understands it clearly and that it doesn't mean all three credit courses. It strikes him that there is room for exception in this document unless he is misreading it.

dominant three-credit model. So he would expect that this is something that would be available to us all and that we would have a reference of what's happening at all of these different places. He added that the Provost's Office is already gathering that material and, in fact, Dr. LaGrange has a lot of it.

Senate Vice President Sheldon Gelman stated that he is speaking for himself. Some members of the Steering Committee have discussed, and he personally would favor, the drafting of a resolution which Dr. Stephen Duffy would present to the Board describing the faculty's position. The Board will vote. It is up to the Board to decide whether what we have done is consistent with other State assisted universities and whether it currently meets the description of a dominant three-credit model. He added that he didn't think anybody at this meeting could resolve that; that's a question for the Board and he would like the faculty position to be represented to the Board at the March meeting. He went on to say that he does think, given the data that Dr. Kosteas accumulated, with the help of the Provost's Office and other data that we will be collecting, a very persuasive case can be made especially when it is considered that about





department get a course release for an advisor at an undergraduate level for the first two years potentially? She noted that she didn't mean to be pushing buttons, but we talked last time about how you can't squeeze blood from a stone. She stated that she didn't know where faculty would find the time so she is hoping that in any workload conversations this would be a part of the discussion.

Provost George Walker agreed with Dr. Visocky-O'Grady that this is a lot of work and he has sequestered a significant amount of resources that can be utilized in ways to accommodate and help the people that are going to have a major workload plus, with regard to future courses, there ought to be opportunities for people to like get points or something that they can use in future times. So, all of that and the details probably would be maddening but the point is that it is going to take a lot of time and some people are going to take a lot of time and they need to be compensated one way or another for that.

Professor Visocky-O'Grady stated her concern is that credit banking isn't a great deal when you have to get it done in a short amount of time. So we may need course releases for people who are already planned and scheduled for a full workload if it's going to happen by 2014.

Provost Walker noted there are also issues with regard to actual stipends for people who work at different times than they normally would, and not just trivial stipends. We need to put all of that together and he has been thinking about that since he saw the timeline about what we could do. So there is a whole lot of stuff. He noted that they are working very hard and the point Dr. Visocky-O'Grady made is well taken.

**B. Proposed Revisions to the Bio Medical Technology 4+1 Option  
(Report No. 50, 2012-2013)**

Dr. Kosteas noted that the first item from the UCC is proposed revisions to the Biology Medical Technology 4+1 Program. He stated that predominantly the two programs are at Southwest General Hospital and the Cleveland Clinic Foundation. Those are the two primary places where these program students go to get their licensure after they have completed their degree here. These changes are being made as a result of consultation with those two organizations. Dr. Kosteas said to summarize, it is eliminating three required courses and replacing those three specifically required courses allowing those students to take twelve credit hours from a list of biology, chemistry and health sciences courses.

There being no questions, Senate President Goodell noted that the University Curriculum Committee has proposed changes to the Bio Medical Technology 4+1 option and asked Senators to vote. The proposed revisions to the Biology Medical Technology 4+1 option were approved unanimously by voice vote.

**C. Proposed Revisions to the Social Work Major (Report No. 51, 2012-2013)**

Dr. Kosteas next presented the second item from the UCC, proposed revisions to the BA in the Social Work Major. He noted that apparently the department is looking to remove what they call the liberal arts requirement for the program. This program consists currently of fifteen credit hours in at least three of the following fields: Anthropology, Communication, Economics, Political Science, Psychology and Sociology. The Social Work faculty feels that this requirement is adequately being met by our current General Education requirements. He added that this is a duplicate set of requirements.

Hearing no questions, Senate President Goodell stated that the University curriculum Committee has proposed revisions to the Social Work Major and asked Senators to vote. The proposed revisions to the Social Work Major were approved unanimously by voice vote.

At this point, Dr. Kosteas thanked his committee personally for being willing to work over break so that they could turn around and get the credit hours document ready for the first week of classes. He thanked the faculty at Senate today and he thanked the faculty who were not at Senate today as well.

**D. Suspension of the Ceramics Concentration in the ART Major (Report No. 52, 2012-2013)**

Dr. Kosteas noted that the final item for Senate approval is the proposed suspension of the Ceramics Concentration in the Art Major. He said that this began under Provost Geoffrey Mearns and the department was instructed at that time to choose one of two concentrations to eliminate and the department chose this one. Several members on the UCC wanted him to indicate on UCC's memo that they approved this with sadness.

At this point, Senate President Goodell asked if there were any comments from the Art Department.

Senator Norbert Delatte stated that he realized that by the time these proposals come to Senate, most of the time it is pretty much a done deal and perhaps it is a program that has already been starved of resources and couldn't be kept around. But, he is wondering what questions we are looking at when we suspend programs. Are we looking at what are the costs of operating the program? How many courses do you have to offer for the program? What FTE it takes to run the program? Are some of the costs maybe due to special facilities and what happens to the students who are currently in the program? When we lose a program like this, what courses contributed to the diversity offerings at the university are being lost? What is the impact on student academic choices? What will our students not be able to do because the courses in this program aren't being offered any more? Professor Delatte said that he didn't know who to direct these questions to in terms of whether there are answers to those questions.

Dr. Goodell asked Professor Delatte if these were just general questions. Professor Delatte replied that he didn't know if the UCC can maybe answer his questions or maybe the chair of the program could answer his questions. Dr. Delatte said that it looks like we may be looking at some of these again. He asked, "Well, what is our process? I mean if I want to get a two credit hour GenEd approved, I have to put ten to fifteen pages of justification together and why we are doing this. What is the data that supports this decision?"

Senator Jennifer Visocky-O'Grady stated that she appreciates that the UCC proposed this with sadness. She can tell everyone that it felt like a Sophie's choice for the department. It wasn't something that the department initiated and she doesn't have answers to the technical questions that Dr. Delatte was asking but she believes they reside in the Provost's Office. She said she believes that Vice Provost Teresa LaGrange has numbers and statistics and she could better explain what the university needs to meet to keep something running. She thinks this particular closure was prompted by the move to the Middough Building in that some things physically fit into the space in Middough Building and some things didn't and so when they were moving the two departments across, they took a tight look at everything they could cut to make it happen. She stated that certainly they are very happy to be in the Middough Building, but this was very difficult. She can tell everyone that it created a tremendous amount of ill will for a huge number of our Project 60 students who were very involved in the ceramics concentration and so as a department, they have been walking the fine line of promoting all of the wonderful things that are happening over in Middough and still trying to make people understand that they value the experience they had in ceramics but we are just no longer offering the concentration. Dr. Visocky-O'Grady commented that for those who don't know the Art Department curriculum terribly well, she can tell them that they still offer course work in ceramics. The professor was a tenured professor and still teaches a ceramics course. She stated that they need the ceramics course specifically for their art education concentration. Students are going to work with kilns in high school and junior high classrooms and so the Department managed to save their ceramics production capabilities. They just no longer have a major in that area. Dr. Visocky-O'Grady noted that Dr. Delatte questioned how many students would be affected by it. She stated it was a small number of majors. Rather, it is disheartening to a department that has always embraced ceramics as one of the many art forms they choose to offer.

Senator Jeff Karem asked Dr. Visocky-O'Grady if there is another ceramics program in town. Dr. Visocky-O'Grady replied that she believed Tri-C does not have ceramics. She is not sure if the Cleveland Institute of Art (CIA) still does. Regardless, the financial difference between CSU and CIA credit hours would put the CIA option out of reach for most of our students.

Senator Karem commented that the reason he asked is in regards to mission differentiation and what we can do unique here that's not taught elsewhere. It is sort of sad to lose something where we could actually compete more effectively with other programs since they are not offered. As a son of pottery collectors from Ohio, which has

Cowan Pottery and Schrekengost Jazz Bowls, it is a real shame to lose this capability because that's part of our history here in Cleveland.

Hearing no further comments, Dr. Goodell stated that the UCC has proposed the suspension of the ceramics concentration in the Art major and asked Senators to vote.

Ms. Stimple replied that first of all, all schools have a standard time block schedule that they adhere to. In Ohio, there is no one common model necessarily. There are similarities and there are some themes that run throughout time blocks. She noted that first of all, all of these models do account for three, four, five, one and two credit hour courses. They are built so that different hour credit courses can be scheduled within those blocks. They are built with designations of when those courses and how those courses should be offered. They typically all start at 8:00 AM or earlier in the day for the standard model in Ohio; they tend to have either some rules or regulations about pushing things that take up extended periods of time during the day out of what we would consider prime time offerings and having those things either later in the day or prior to the start of prime time. Those are some common themes that are throughout. There is still a predominant Monday, Wednesday, Friday and Tuesday, Thursday model even with the varying credit hour options.

Senator Stephen Duffy asked, "If we went to one hour course scheduling, is there a problem with that?" He continued that it seems to him that one hour course scheduling would accommodate ones, twos, threes, fours, and fives. He asked if there is something wrong with moving to a one-hour system. After no comments, Dr. Duffy noted that this was the response he received at Steering.

Ms. Stimple said she would just add that this is certainly a way other schools accommodate some of the fours and fives. If the fours meet in the same time block as the threes, they would need more days per week. There are definitely schools that are doing things like that.

Senator Robert Krebs said that a question he did raise up in Steering was actually an opportunity if we are looking at changing this to bring one problem he has faced a few times and he is sure more people do, as we are bringing more and more technology into the classroom, if you do have classes with only a ten minute gap particularly when there are increasing enrollment numbers, it is virtually impossible to get your class started on time. He has had faculty get very upset with him because he is being too slow to get his computer off the podium and they are trying to get their video set turned on at the same time while shifts of over 150 students are going in and out the doors. So his hope is that whatever we come up with it has at least a fifteen minute break between the classes because we are using more technology and it takes a little bit of time to get things set up.

Senator Stephen Cory reported that they talked about this issue in their history department meeting. A lot of the faculty feel like if we are cutting down to fifty minute classes, that leaves them insufficient time to do a number of things that they have been doing and they are wondering if there is the possibility of rather than meeting three times per week, you meet two times per week for some of these classes if they are dropping down to three credits.

Ms. Stimple replied that absolutely there are models out there that have two day per week models for three credit hours.





were also other irregularities in time blocks. There were six variations. Right now we have almost twenty-eight variations or thirty where within that same block we are trying to schedule a class that begins for example at 8:00 AM, another one starts at 8:15 AM, the other one starts at 8:20 AM – it is crazy. So they are hoping to give Senate a better perspective in terms of best business process. We really need to look at how it is being done elsewhere; give Senate what they professionally feel is best business practice; let Faculty Senate review it. They need to go to the Deans, to the Associate Deans, and Department Chairs; they need to go to the students as well so they can come back to Senate and get a really, really good class block. Dr. Brown commented that they are having a hard time naming a Schedule Time Grid that works for all of us but most importantly, they are trying to bring students in, get them through, and make sure they have enough classes within that time so that students can take courses sequentially. Dr. Brown went on to say that they also found a huge overlap between 3s and 4s and part of it is how they are scheduled. It is not whether they should be there; yes, there should be some 4s and there should be 3s and they need to look at them. She added that they can schedule them all correctly if they follow the grid. But when we are not following grids, everybody is in great harm, especially our students. Dr. Brown added that Cleveland State University is known as having the least utilized institutional classroom space. When people are reviewing our space allocation or how we are using our academic space, we are known as the university that uses the least amount of academic space and that's partly because of the way we are scheduling classes. So with this new Ad Astra Information Systems software we can



Professor Karem stated that he appreciated the report on the grid. He made two points for future consideration. One point is just for the record. In 1977 he didn't approve any grid because he was in pajamas watching Sesame Street but if those are good rules that were set up, then he thinks we should be following them. One thing that might be missing just as a matter of general knowledge, in terms of going outside of the grid, at least for most of us, he takes what's assigned to him by his department. Individually, faculty are not producing these outliers and he just doesn't want Dr. Brown to have the impression that we are insisting, "I can't wait to break up the time block."

Dr. Brown stated that they also found an irregularity at the university where they have around 55 class schedulers but the Registrar







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Instructional Instrumentation Laboratory that will transform an unused stockroom in Chemistry into a state-of-the-art instructional instrumentation lab for

maybe be a continuing outside person that can be useful in making sure that we know what's been done around the nation to the extent that he can be helpful to us here.

**IX. New Business**