

## **MINUTES OF THE MEETING**

Department here at CSU in the fall of 1972. He retired after 40 years of dedicated service to CSU, in May of 2012.

“Paul Aspelin personified the holistic four-field approach that became and remains the hallmark of Anthropology. A cultural anthropologist in title, he did archaeological fieldwork, worked as an applied anthropologist, taught courses in biological anthropology, and late in his career, became the Director of the Linguistics Program. He spent the last six years of his career chairing the Anthropology Department, growing its numbers of majors by nearly 300% during that time.

“His early years were devoted to the basic survival issues of the native peoples of Brazil during a time of tremendous social upheaval and culture change. The priorities of the Brazilian state in the 1970s took precedence over those of the indigenous populations – the state’s need for energy drove the government to construct 25 hydroelectric dams on the Uruguay River, displacing great numbers of Indians from their homes with little care for the consequences to their ways of life. Paul worked with a Brazilian colleague throughout the 1970s and 80s to assess the impact of this brutal social change, and spent a year at the Federal University of Santa Catarina, Brazil, as a Fulbright Lecturer and research Scholar, working collaboratively to bring the inequities suffered by the native peoples into the public eye, publishing a book on the topic and organizing an international conference on the Socio-Cultural Consequences of Dams in Latin America in 1989.

“Around this time Paul began to suffer from a debilitating condition that would prevent him from conducting further fieldwork in Brazil. Many people would have chosen to retire on medical disability at that point. Instead, Paul redirected his remarkable intellectual energies into his teaching, advising, and mentoring of our students, and into a dedicated service role within the department, the college, and the University. His devotion to our students and to our program consumed the rest of his life. He passed away just one year after retiring.

“He is remembered fondly by several generations of students who have gone on

**B. Donald G. Lindmark (Biology)**

Professor Tobili Sam-Yellowe delivered the Eulogy for the late Donald Lindmark. Her remarks follow.

“Twenty-three years ago when I met Don, I never would have imagined speaking to this September gathering, about him in this way. Don would have no patience for something like this. I can just hear him with his characteristic laugh: ‘Get a life! Don’t you have anything better to do?’

“Our friend and colleague Donald G. Lindmark passed away on May 18, 2013. He was a long time member of the biology department, since 1984. Don received his PhD in Bacteriology from the University of Rhode Island. He was the Chair of the biology department from 1984 to 1990. Don was a highly respected, accomplished and celebrated scientist. His scientific interests ranged from the biochemistry and cell biology of bacteria and parasites to the chemistry of making wine. Don taught and trained numerous students over the years. He was glad to work with colleagues in the department and across the university on a number of committees. I could list Don’s numerous achievements and awards, but anyone here can find that information.

“I knew about Don before I met him. I remember hearing about Don in 1986,

“I will tell you that in my persistence to understand Don, I discovered that underneath the sometimes gruff and crusty exterior was a very loving, generous, humble and caring man. I got to know a different side of Don. He was a good listener. He was fun. He enjoyed a good conversation. He was meticulous in his scientific work. I would even call him a perfectionist. He was a great mentor. I respected Don for his insights and wisdom. I remember going to see Don in a panic, a few years ago. I had submitted a manuscript with an incorrect name for a protein that was originally described in a multi-authored, multi-national publication, in a very contentious area of malaria research. I did not notice the error earlier and publication of my paper was imminent. I said, ‘Don, people will be mad at me in multiple languages. They are not going to like this. What should I do? How do I correct this?’ ‘Are you having fun yet?!’ came Don’s reply, followed by laughter. He then proceeded to tell me what to do.

“Don cared about his students and wanted them to succeed. Don loved plush microbes and used them in his teaching to engage students in microbiology. Don enjoyed teaching at CSU and was looking forward to teaching microbiology this fall, in his retirement. He was dependable. If he told you he would do something for you, he did it. Don did not suffer fools gladly. If he was displeased about something, he let you know about it.

“Don loved his family. I remember his talking about some trip or family event that was coming up, some event that he was to attend where he would have to be formal. It was always nice to hear him worry this way. When he spoke of his children’s achievements, you could sense the pride that he had for them. I remember occasions when he would be leaving to have lunch with his son Peter. When he spoke of his wife Jane, you could tell how much he loved and cared for her. His wife Jane and son Peter are here today. This is the side of Don that I will miss the most. I gained a new perspective on how to view family and work; a perspective on which of these two should be the most important.

“I will miss my friend and colleague.”

### **C. Paul D. Skalski (Communication)**

Professor Emeritus Leo Jeffres delivered the Eulogy for the late Paul Skalski. His remarks follow.

“Paul Skalski was born on April 20, 1973, in Cleveland and he was proud to be a Clevelander. In 1991 he entered Cleveland State University as a freshman. While majoring in Communication, Paul excelled in the research methods class, attracting the attention of faculty who saw his potential for graduate work. In the Master’s program at CSU, he served as the Research Assistant in the Communication Research Center, where he worked with me, Kim Neuendorf, and David Atkin.

“At faculty urging, Paul continued his graduate studies in the highly respected doctoral program in Communication at Michigan State University. He completed the

Ph.D. in 2004 and accepted a position at the University of Minnesota-Duluth. There he developed an undergraduate course in video game behavior and continued his research interests in communication technologies. Paul served on the faculty at Duluth until 2007 when he joined the Communication faculty at CSU. Paul had quickly established himself as one of the foremost media and technology scholars, focusing many of his efforts on the impact of video games and presence. His vitae show contributions to many other streams of research, from media effects to audience analysis to humor in the mass media. He was the author or coauthor of 35 journal articles and book chapters, as well as nine published conference proceedings, 13 encyclopedia entries, and more than 70 conference papers and presentations. He was co-editor with Dr. Cheryl Campanella Bracken of the 2010 book, \_\_\_\_\_ : \_\_\_\_\_, published by Routledge.

“Paul was quiet and modest, yet competitive and enthusiastic. He was an active member of several research teams and proud of his productivity, which, as noted, was impressive for a young scholar. Video gaming was one of his main research interests. He thoroughly enjoyed playing all sorts of video games and could be quite competitive. Last year he offered a special topics seminar in video game behavior and the course immediately filled. His general enthusiasm extended to every aspect of his life, from films and rock concerts to developing new lesson plans for his classes. Paul had become active in administration within the School of Communication and after serving as Graduate Program Director last year, he became Director of the Film and Digital Media major. In fact, he was leading a meeting of the Film and Digital Media faculty when he

Senate President Goodell stated that before approval of the Agenda, she would like to propose two small amendments to the Agenda for today's meeting. The first amendment is to remove approval of the Minutes of the May 1, 2013 Faculty Senate meeting which are not quite ready for approval. The second amendment is the addition Admissions and Standards Committee under Item IX 2012-2013 Annual Reports. She then asked for a motion to approve the Agenda for today's meeting. Senator Paul Doerder moved and Senator Elizabeth Welfel seconded the motion and the Agenda, as amended, was approved unanimously by voice vote.

**III. Approval of the Minutes of the Meetings of March 6, 2013 and April 3, 2013**

Senate President Goodell asked for a motion to approve the Minutes of the meetings of March 6, 2013 and April 3, 2013. Approval of the Minutes of the meetings of March 6, 2013 and April 3, 2013 was moved and seconded and approved unanimously by voice vote.

**IV. Announcement of Coming Faculty-**

have to take place in the Spring once all of the program changes are approved. Given the complexity of the changes we are implementing, there is no easy way of doing this, other than face-to-face appointments. Our advising staff and faculty advisors are already managing huge case loads, so it is imperative that the university administration working with faculty and staff do some strategic thinking and planning around this issue.

Professor Goodell reported that

year perhaps that is an issue that the new committee can take on so maybe that is the starting point. Dr. Goodell stated that if anyone has specific comments about an electronic file, please email her.

## **VI. Elections**

### **A. Senate Nominating Committee Election of Faculty Senate Vice President**

Senator Robert Krebs, Chair of the Senate Nominating Committee, commented that Professor Sheldon Gelman has been on Faculty Senate as an officer and as a Senator for many years and is going to step away from that for a little while and so we are looking to replace him this year. He noted that he was asked this past summer to start soliciting good candidates to replace Professor Sheldon at the front of the table and the Nominating Committee chose three individuals to nominate that have agreed to serve if they are elected. He then presented the slate of candidates for Senate Vice President: Norbert Delatte (Civil Engineering), Barbara Margolius (Mathematics) and Nigamanth Sridhar (Electrical Engineering).

After ballots had been counted, Senate President Goodell announced that Dr. Nigamanth Sridhar of Electrical Engineering was elected to a two-year term as Senate Vice President.

### **B. Election of one faculty representative to the Equal Opportunity Hearing Panel**

Senate President Goodell that noted that Senate also needs to elect one faculty member to the Equal Opportunity Hearing Panel for a two-year term to replace Teresa Holt who has retired. She noted that Professor Monica Gordon Pershey had indicated her willingness to serve. Professor Monica Gordon Pershey was then nominated and elected to a two-year term on the Equal Opportunity Hearing Panel.

## **VII. University Curriculum Committee**

Professor Bill Kosteas, Chair of the University Curriculum Committee, noted that he has four items this afternoon that were submitted in the spring but given all of the other items, the UCC didn't have time to get to them until after the last Faculty Senate meeting – three items require a vote and one is for “Informational Purposes Only.”

### **A. Proposed Deletion of the THE Playwright Track (Report No. 1, 2013-2014)**

Dr. Kosteas noted that the first item is the proposed deletion of the THE Playwright Track. The rationale is the lack of enrollment in the track and part of the department's effort to streamline their programs in response to the 4 to 3 conversion.



There being no questions or discussion, Senate President Goodell stated that the UCC has proposed the deletion of the THE Playwright Track and asked Senators to vote. The proposed deletion of the THE Playwright Track was approved unanimously by voice vote.

**B. Proposed Deletion of the BGES Museum Studies for Natural Historians  
Graduate Track and Certificate Program (Report No. 2, 2013-2014)**

Dr. Kosteas stated that there are a few “For Informational Purposes Only” items. These are minor changes to the Adult Learning and Development Program, proposed revisions to the MSHS Physician Assistant Track, and also an item that came up regarding the enforcement of the first year writing sequence prerequisite for WAC courses which was intended when GenEd08 was developed and was somehow overlooked. It is very basically that all WAC courses and other prerequisites that departments and instructors have designed for that course as well as the completion of the first year writing sequence are all prerequisites for WAC courses. This is very logical and you want to make sure your students have a foundation in writing before they take on more advanced writing within their discipline.

Professor Kosteas reported that in addition, UCC has some updates on the conversion process. Everyone should have a list by departments. T 12 587.76 767.76re W n /ne.

change ownership from instructor to instructor to make sure that they are still meeting the requisite criteria.

Dr. Kosteas stated that the other trend UCC noticed is that as departments were trying to figure out what material content to remove from a course,

4. **The following departments/programs have received final approval for their proposals:**  
**CLASS: Art, Black Studies, Classical and Medieval Studies, Communication, Economics, History, Modern Languages, Music, Philosophy, Po**

Departments will know which courses are using the revised courses and since all of the proposals are on line, then check on line to see what's going on." He added that unfortunately this is not ideal and it is not what he would have wanted to have done in the first place.

Dr. Ekelman commented, "You don't know what you don't know so it's complicated." Dr. Kosteas replied that again, this was one of his concerns because there is not enough time. He is encouraging departments to keep lines of communication open but he knows that this hasn't happened universally and departments haven't always been pro active even though we haven't said that letters of support have to be obtained from affected departments. UCC encouraged the departments providing revisions to at least inform other departments of their changes. The UCC's problem is that in a lot of cases departments have been trying to put off making these decisions until the very last moment. When you actually find out about it, it seems too late.

Senator Ekelman inquired about the degree maps – transition maps for the students. What about maps for the students who are here now? She noted that nobody is talking about degree maps

Dr. Kosteas stated that the first of every month

options scored roughly the same in number of popularity – two with a mean score of 5 in a 1 to 10 scale and the other lagged slightly behind with something like 4.2. Dr. Marino stated that it is also the case that none of these options include a summer grid for 2014. Last week he was informed by the Registrar that construction of the summer grid would begin only after the spring and fall grids have been determined. The Admissions and Standards Committee met last week and under these circumstances the committee could not make a recommendation to Senate. He added that he is very sorry to be standing in front of Senate without a recommendation.

Dr. Marino said that he could only speak for himself, not for the Admissions and Standards Committee, but simply as a Senator and make a proposal for Senate debate. He stated that his personal suggestion is to propose a resolution authorizing the administration to choose a grid for the interim period. He added that two years would make sense. This will give us time, first of all, to decide whether we need another go and would allow time for that schedule to succeed if it is going to succeed. He said that there is no time to wait to develop any other model before we have to start scheduling now. He stated that it would be fairest and least disruptive to hold for an interim an alternate model next spring of 2015 for a roll-out one year later. This approach would allow time for input and deliberation but also time for faculty to decide if the administration's grid is something they would like to keep or to identify issues that need to be worked out unless faculty would like to keep one of them. At this point, Dr. Marino asked if there were any questions.

Senator Barbara Hoffman commented, "Why not just stick with the one we have until we are able to decide on a grid."

Professor Marino replied that the consistent answer he has been given is our existing schedule works with the four credit block.

Dr. Hoffman stated that her department currently has three credit hour classes and they also have two credit hour classes and one credit hour classes. She said that she has not heard any student complaints about our current block schedule.

Professor Marino said that he raised this issue on behalf of the Admissions and Standards Committee. He noted that if sticking with the one we have is Dr. Hoffman's proposal, then that is her proposal.





Dr. Marino asked Dr. LaGrange if it was the second round for the chairs. Dr. LaGrange responded that yes, a second request was sent for people to respond to and it was sent specifically to the chairs but like she said, there is no real way to distinguish it.

up a schedule in such a way that students could achieve that. This can't be done with the current block schedule.

Professor Marino said that the proposal is for the location of classes that are shared between many departments – a common pool of classrooms. So, if you have elapsed space against studio space, if your department or school has dedicated space that you schedule, then you can pick what blocks you want for those clinical experience

Senator Lehfeltdt asked, "What are the other substantive differences between Option A and Option B?"

come on their lunch hours and maybe have meetings occasionally but 1:00 PM to 2:00 PM is not their lunch hour and so she feels that the 11:30 AM to 12:30 PM fits closer to what she believes students are saying which is to keep it where it is. She would move to propose that Senate picks the 11:30 AM to 12:30 PM Common Hour.

President Berkman commented that Dr. Visocky-O'Grady almost had the decision down.

An unidentified Senator seconded Dr. Visocky-O'Grady's motion that the 11:30 AM to 12:30 PM common hour be kept.

Dr. Goodell stated that we now have a motion proposing option A and Senate has moved and seconded the motion. She then asked Senators to vote.

Senator Hoffman wondered if she could add a motion on top of Dr. Visocky-



**D. Committee on Academic Space (Report No. 9, 2013-2014)**

**E. E-Learning Committee (Report No. 10, 2013-2014)**

**F. Undergraduate Student Success Committee (Report No. 11, 2013-2014)**

There being no questions, the 2012-2013 Annual Reports, were received by Faculty Senate.

**X. Report of the President of the University**

President Ronald Berkman commented that as we were having this last discussion about the block schedule, it occurred to him, and it is something he is hoping he can at the next Trustees



a campaign; it is a feasibility study about the University's readiness for a campaign. But clearly, at the fifty year mark, he personally thinks this would be an important step forward in building or continuing to build a fund-raising culture.

President Berkman stated that what we also need to do this year, since it has been ten years, is to do a re-examination of the University Master Plan – not the University's Strategic Plan. Everyone should remember a year ago or so we finished the bounded Strategic Plan which was suggested by the Academic Steering Committee of the Senate two years ago and we finished that plan. But what we haven't done in ten years is a physical master plan of the campus and it's an incredibly

university, using a map of the country that is important to have one of the best theories that what we want to do as a student and a neighborhood

President Berkman said he 't know how many people live in the downtown area. He used to think that the downtown area was the main street that everybody who goes to work Downtown set us up with the Commons which is a shout in terms of how many in the community have seen that five or six months ago. Even though the two phase plan has been other surge – the



Those people who know the incredibly storied career of John Lewis from his days as the founder of the Student Non-Violent Coordinating Committee, it has now been forty years that he has been a champion for human rights; not just civil rights, but a champion for human rights and he has agreed to come to Cleveland State. President Berkman noted that this is the first honorary degree he has accepted in the last five years. President Berkman said that the credit goes to Congressman Louis Stokes who was instrumental in helping him to twist his arm to come and speak to the graduating class. President Berkman stated that this is a special moment for the entire university and we should find ways to celebrate Representative Lewis' two day visit to the campus.



the FTIC number and the transfer number, the percentage of graduate stud

something else and that is we are going to in the same way that we are looking at the faculty issues and financing and accountability, etc., we are going to do that on the entire administrative side. We are going to go through an exercise in which we look at what are



the great concerns was knowing that many of these people have to hold two or three jobs to make a living; that they could be lured away and if we lose them, we will lose some of our best so she made the decision to give them an across-the-board five percent pay increase and that will kick in during the spring. She noted that it doesn't sound like a lot but it is actually quite a substantial sum in the budget but at least this is an initial step to help us retain some of the very good Adjuncts that we have and she has authorized a five percent pay increase across the board. As she said, that will kick into effect in the spring.

Provost Mageean commented that one of the things she will be spending a lot of attention on is the retention of the students because, as the late Gordon Gee once said, accessibility and affordability is no bargain without completion. Of course we are going to be examined by the State and much of our revenue will now depend upon completion so we are pretty involved with student success. Dr. Peter Meiksins has taken over from Dr. Rosemary Sutton and is doing a lot of great work there. We are looking at the whole advising structure and, as President Berkman said, we will make more resources available to deal with advising as we go through this transition period. She noted that they are also



with all of these issues and they have plenty of time to think about the things that are good for CSU. So she would like to constitute that group and get something going where we can all sit down together and maybe shoot the breeze a little bit and listen to some good ideas that faculty have on how we can best move this university forward and make sure that it pertains to all of the good things we have and advantages to grow and get better. Provost Mageean noted that these are the things she wanted to mention now. She said she would be happy to take any questions that Senators would like to offer.

Senator Jennifer Visocky-O'Grady commented that she is getting ready to schedule for the next academic year with that Rubik's Cube and they have a faculty position open. She is not going to put a standard teaching load in the description that's going out for the opening and so it's very difficult to be cognitive and know what to schedule the people for if we aren't hearing what the workload will be. She noted that previously it was a two/two which was the average and now we will be moving to a three/two or two /three type thing on average. Now all of a sudden she is hearing that maybe that's different.

Provost Mageean replied that she believed those are negotiations going on with Dr. Zhu and that is part of some of the discussions that are going on at the moment. She asked Dr. Zhu if this was correct.

Dr. Zhu stated that this is still being discussed – fifteen or sixteen credit hours. He stated that the contract language still stands as it is now; for faculty that are productive in research and it's fifteen to sixteen credit hours.

Senator Elizabeth Lehfeltd commented that when she asked her Dean's Office for a ruling on what a standard workload should be so that she can schedule courses for next year, she was told that they will not at this point commit to what Dean Zhu had just said. She went on to say that faculty are getting mixed messages and faculty need a clear message so that they can move forward to plan the next academic year.

Dean Jianping Zhu replied that this is because we are now in the final year of the contract and how it is going to come out with the next year's contract has not been finalized yet.



mechanisms by which faculty can reduce that but the baseline that is provided contractually in the Collective Bargaining Agreement is indeed twenty-four credits.

Senator Hoffman asked if Provost Mageean could provide the breakdown of the allocation of those positions by college.

Provost Mageean said that she doesn't have that information with her but would be happy to supply the breakdown to Dr. Goodell. Provost Mageean stated that there is another process for this allocation if the Deans all present their cases and there is a series of votes including the Deans themselves and they do arrive at a very good process looking at the positions and how they relate to the various needs of the university. She added that most of the Deans were very happy with the allocations they were given this year.

**XII. Student Government Association (Report No. 12, 2013-2014)**

Since Jon Fedor, President of the Student Government Association, had to leave

that was needed and the extra effort that was made to restructure the classes, evaluate how to teach the required material and codify information into course descriptions.