

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

DECEMBER 4, 2013

PRESENT:

and faculty came to some fruitful understandings about how to move forward. But the whole process drew more sharply into focus for her the stresses everyone is under as a result of the 4 to 3 transition. Shared governance is a cornerstone of the university system, and when it works well, everyone benefits. When it doesn't, the opposite happens. Dr. Goodell noted that just today she found out that a last minute change has been made regarding the hooding procedures for doctoral graduates at the commencement ceremony being held on December 15, 2013. To save time in the ceremony, graduates will be hooded in unison at their seats before proceeding to the stage. She has not had a chance to check with the Graduation, Convocation and Assembly Committee as to what discussion of this change occurred at their most recent meeting, but she will. She noted that if anyone has comments or suggestions about this change, please let Professor Lynn Deering, the chair of the committee, or herself know.

Dr. Goodell urged each college to examine its own procedures and Bylaws at this time to ensure that we are all following procedures and doing our part as faculty. She stated that she knows that the College of Sciences has already done that

now this project, where student housing at the university put no money into. When we can get the private sector because of their assessment of return on investment to build housing for us, it is really an aspiration of all universities.

President Berkman gave an update on the capital bill process. He reported that there was a meeting yesterday or the day before of the Capital Bill Commission. There

evaluations, when they see them, and that the Faculty Senate had been actively working in that domain.

President Berkman stated that this is his report and again he will try to be brief also. He wanted to thank again as he did the last time, the University Curriculum Committee, all those who have participated in a very, very difficult and demanding exercise and that includes the members here at Senate, the curriculum committees at the colleges, at the schools, the chairs, the deans, and everybody who had an oar in the water here. He said he is very, very appreciative to how much work has been accomplished during this semester. President Berkman said that maybe Professor Goodell will have a Christmas break and she will get to sleep a full night and put it all in perspective and

recitation; it is not an occasion to which you hold exams and all chairs are being asked to monitor what is going on in the departments. It is not correct to change 7.76 767

student. So, this is a somewhat compromise; we'll see how it works. If it doesn't work this year, we will try something different and she is open for suggestions.

Provost Mageean stated that she is open for questions. There were no questions.

Senate President Goodell thanked both the President and the Provost.

V. Rep

they've completed their GenEd and all they have are three electives, and they are two free electives shy of graduating, why delay it? It doesn't make any sense to make him jump through a petition process hoop; it just streamlines the process and makes it easier for everybody if you just say, accept anything from 120 to 128 and make it easy on the students."

Dr. Goodell commented that that would mean the students graduating this spring 2014.

Dr. Ekelman said that she doesn't understand the problem. She just thinks if the students can get out sooner, let them get out. Why make them delay graduation or force them to take two free electives that really aren't meaningful to them at all. She said that she also thinks it is a college issue – it's a college requirement.

Dr. Peter Meiksins, Interim Vice Provost for Academic Programs, spoke on behalf of the Transition Team. The Transition Team actually drafted language which hasn't been presented here at Senate. The language says that colleges should continue to grant waivers of requirements to students if they believe they are appropriate as they have done in the past, but that the curriculum conversion should not be used as the reason for granting a petition until the new rules come into effect in the fall. So you can keep doing it as in the past. If your practice is to waive eight hours, that's your right to do so. The Transition Team was concerned about it – at some levels consistency across units because if one college can grant petitions to this effect and another college says, "No, we don't want to do that" somebody's going to have to read immense numbers of really complex petitions dealing with equity, unfair treatment of students, inequality across divisions and across units, then that jeopardizes an already shaken relationship between students and faculty and students and administration when we're changing the curriculum from one thing to another. In other words, to ensure equity, we should be consistent with what we've done in the past.

Dr. Ekelman stated, "But they are college requirements so there might be..."

Dr. Meiksins asked Beth Ekelman if her college in the past had waived eight hours. He stated that if they have, then by all means continue to do so.

Dr. Ek

term and if you are doing that for students for the next term, then you should be allowing that for this term as well.

Dr. Ekelman stated that the transition plans aren't developed yet and they focus on fall semester. She said she is thinking of people who want to graduate fall 2014; she is not thinking about people who are graduating now.

Professor Sridhar commented, if that is the only issue, then this is not a problem because the memo that the Transition Team looked at was looking at students that would graduate in spring of 2014. If a student is graduating in fall 2014, December 2014, that's perfectly reasonable. Now you have a new curriculum on the books and a student that petitions will graduate under the new curriculum.

Professor Ekelman commented, "But will people have that right to change; there are going to be people that chose the old curriculum for fall 2014. She said she doesn't see what the problem is to letting them graduate in the spring. If we have our transition plans in order and the students are getting ready to get out of here, what does it matter?"

Dr. Sridhar stated that we don't. We don't have all of the programs approved yet.

Professor Ekelman stated that she knows that. We don't have the programs approved. We are supposed to do our transition plans before they are approved. She added that Health Sciences hasn't had ours approved yet and we are supposed to be getting our stuff in.

Senator Robert Krebs commented that the simple answer is that we can't worry about what happened this fall. We are just moving forward now. We know where we are going and the students know and we are trying to make everyone aware. And, sadly, faculty with huge numbers of petitions that we expect to approve is just wasting time. We have so little resources right now. We sort of need to make a decision and just go with it. He added that he didn't think it was that many students that will be effected.

Senator Jennifer Visocky-O'Grady asked if she is translating this right. She is trying to simplify it so that she understands it. "So we have agreed as a university starting the next academic year it would be 120 credit hours to graduate, but currently on t0.2 (a) 0nun0.2 (o) 50 0Tm /T87.7 (i) 0.2 2 (pl) 0.2(a) 0.20.00005 5107.76 767.0.2(a) 0J ET Q Q q 12.00

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Professor Margolius commented that it would be the whole college faculty acting as the Petitions Committee on how to handle petitions.

Dr. Kosteas replied that he thinks it is a difference of if you want to handle every petition on a one on one basis that's just handling petitions. It's granting a blanket waiver that says you don't even have to review these petitions but just grant them automatically which is a de facto change in the curriculum.

Dr. Goodell commented that you can't choose to set up a special Petitions Committee to deal with petitions of that nature.

Senator Paul Doerder said that he doesn't see that this is a major curricular change. If all the students have to do is take basket weaving and guitar to satisfy the extra credits...

Senate Vice President Sridhar said that he disagreed with that. The curriculum was put together with those slots and if you intended those students to never have taken those courses, those shouldn't have been in the curriculum in the first place. But, having those slots in there means that the department and the college intended students to take something there, then that's what the curriculum is. So if you remove them quietly, then you are in fact making a curricular change. It's either a curricular change or a graduation requirement change. If it is a curricular change, it has to go to the UCC; if it's a graduation requirement change, it has to go to Admissions and Standards. But, it has to be approved. It is not a college issue of changing a requirement for graduation or the curriculum. It is a college issue to grant petitions, yes.

Professor Krebs said, "There is something misplaced in place of terms of logic because yes, speaking for the College of Science, we set up and voted on 128 credit hours as the original graduation requirement. But the same college has also accepted and voted for, as recommended last year, 120 so both decisions have been made and both were made with logic. Now we are sitting here and talking about moving forward to the new decision six months earlier.

Senator Mittie Davis Jones noted that she had a question about the transition guides. She asked, "Will the transition guides from each college need to be approved by somebody? So, this sounds like it is a part of what should be in the transition guide; it's like a piecemeal effort to begin the transition process without it being a part of the whole. I'm thinking that it shouldn't be done; it shouldn't even be considered right now outside of the totality of transition guides. It doesn't make sense. You have to look at the whole thing."

Dr. Goodell said, this is going back to the original premise as to what guidance should be provided to the advisors and the Petitions Committees to handle this. She said she thinks that is where it came from, to get ahead of the curve, so to speak, and try to get some consistency and decisions that are going to be made anyway because the students

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Senator Jackson stated that this is just the point. They don't just have their elective stuff to take.

Dr. Goodell stated that they better see this criteria because they still have GenEd requirements.

Dr. Visocky-O'Grady stated that she would guess that it's mostly transfer students; they need more upper division credits and that's where they need a certain number of hours.

It is Dr. Goodell's understanding that it's only students who met all other requirements – upper division, GenEd, degree, everything else. At this point, Dr. Goodell asked to read the statement one more time.

Professor Jordan Yin, Director of Undergraduate Programs in Urban Studies, stated that quite a few transfer students will take a course from GenEd and in addition transfer others from a community college. Transfer courses might be three credits or four credit hours and then the transfer students wind up short at the end. We get some of those every semester although it's usually very small and very minor but we do get petitions.

Dr. Goodell stated, "This is not what this is all about." At this point, Dr. Goodell read the statement one more time.

"The modified curriculum requirements implemented as part of the conversion from 4 to 3 credit hours will become effective the beginning of fall 2014. To ensure fairness to students graduating in academic year 2013-2014, college and university requirements regarding credit hour totals major and minor requirements, etc., established for the fall credit hour curriculum remain in effect until the end of summer 2014 semester. As in the past, colleges may consider requests for waiver of credit hours or other graduation requirements by petition on a student by student basis. Decisions should be determined by the individual circumstances of each student. The 4 to 3 conversion should not be used as a basis for waiver of credit hours or other requirements prior to fall 2014."

Dr. Goodell said that she is asking Senate to vote on and approve or not approve that particular statement. Dr. Goodell then asked for a motion on the Credit Waivers for Graduation.

The motion on the Credit Waivers for Graduation was moved and seconded. Dr. Goodell then asked Senators to vote on the motion. The motion on the Credit Waivers for Graduation was appro

Dr. Goodell said that now we can, if Senate decides, move to the discussion of 120 versus 128 for fall 2014 and beyond. She asked for discussion.

Professor Sridhar stated that some of that decision has

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Dr. Karem seconded Dr. Lehfeldt's point and said that this, as an issue, giving guidance to the Transition Team, this is on the agenda, it wasn't discussed in Steering. He said that he hasn't seen what has come out of Business. He thinks these are really good questions being posed here but no one here is equipped to give a good answer right now because we haven't seen what approaches people are taking. It would hamstring the Transition Team if we insist on something without even knowing what colleges are proposing.

their senior year this is what they will do and so on. So, that's what the transition plan should articulate. If a major went from 32 credit hours to 38 or the other way around which is probably more likely, how do those changes actually impact individual students? So it's departments providing guidance to Transition Teams. The transition plan is the guidance that we are providing to the Transition Team. We need to review these plans and make sure that we have a consistent way of looking at how this changes credits. It doesn't have to be a single number that everybody gets attached to, it has to be a principle that we attach ourselves to.

Professor Ekelman noted that what is missing in this step is the college, the consistency within the college. We are saying that the departments need to do this, the departments need to do that and then the Transition Teams can see if it looks good. She said that she thinks that within a college is where the questions are going to arise. She said that there needs to be an overview, but she really thinks the college input is critical because that looks at consistency within the college.

Dr. Goodell stated that Senate is not forbidding that. There is no rule that says you can't consider it in any college so go ahead and consider it across your college.

Dr. Ekelman noted that this is not part of the approval process that she was given and she thinks it is important.

Dr. Goodell commented that it wasn't built into the process but it's not precluded. If the College of Sciences wishes to do that then the College of Sciences is free to do that. She added that at this point, she didn't know what else to say. She does know that there are still an extreme number of items on our agenda and it's already 4:30 PM. She went on to say that she hates to do this, but she has to because otherwise we will not get to approve the programs that are ready to be approved. Directing her comments to Dr. Meiksins, Dr. Goodell said that Senate doesn't have any guidance for him at this point. We will hopefully see some of these issues as we start to review the transition plans, maybe on Christmas Eve or right after Christmas which happens to be her birthday. Dr. Goodell stated that Senate is not going to make any kind of ruling because we have to air out some of these issues. It will be taken up again at the next Steering Committee meeting and it will be an item on the next Agenda when we actually have some transition plans that we have reviewed and at least some comments that we would want to make.

VII. University Curriculum Committee

Dr. Bill Kosteas, chair of the University Curriculum Committee, stated that the only revisions that are now conditional are numbers 12 and 13. Psychology submitted their numbers and made those minor changes. He is asking for suspension of the Admission to the Geology program. Items number 12 and 13 under A are conditionally approved and everything else is approved.

Dr. Kosteas stated that UCC has approved certain programs and sent them on to the Admissions and Standards Committee. These program changes also included a

change in the admission to the program. So if some people wondered, the 4+1 program for mathematics has been sent on to Admissions and Standards.

- A. Proposed Undergraduate Program Revisions as part of the 4 to 3 Conversion (Report No. 27, 2013-2014)**
- 1. BS in Computer Engineering**
 - 2. BS in Electrical Engineering**
 - 3. BS in Mechanical Engineering**
 - 4. BS in Chemical Engineering**
 - 5. Physics: BS in Physics, BA in Physics, BS Honors in Physics and Physics Minor**
 - 6. BS in Biology Major and Minor; BS in Biology – Medical Technology Major**
 - 7. Suspension of the BS of Podiatric Medicine**
 - 8. BA in International Business Major and Minor**
 - 9. Business Economics Major**
 - 10. Business Certificate Proposals**
 - a. Certificate in Health Informatics (New)**
 - b. Minor in Health Care Management**
 - c. Certificate in Manufacturing Management**
 - 11. Geospatial Certificate**
 - 12. Electronics Engineering Technology Major* (Provisional)**
 - 13. Mechanical Engineering Technology Major * (Provisional)**
 - 14. BA in Organizational Leadership**
 - 15. BA in Economic Development**
 - 16. BA in Nonprofit Administration Major and Minor and 4+1 program**
 - 17. BA in Urban Studies Major and Minor and 4+1 BA/MPA program, Minor in Sustainable Urban Development**
 - 18. Urban College Certificates:**
 - a. Public Management**
 - b. Sustainable Urban Development**
 - c. Urban Geographic Systems**
 - 19. BA in Public Safety Management**
 - 20. BA in Environmental Studies Major and Minor and 4+1 BA/MAES**
 - 21. BA in Psychology**
 - 22. BA in Psychology Honors Program**
 - 23. BS in Environmental Studies Major and Minor**
 - 24. BA in Mathematics, BS in Mathematics, Mathematics Minor, Statistics Minor**
 - 25. Suspension of Admission to the Geology program**

***Conditionally approved; awaiting minor changes to the proposals for final approval.**

****For additional information, log in to the online curriculum system at:
<https://fourtothree.csuohio.edu/ochc/index.cfm>**

proposed Graduate Certificate in Organizational Change was approved by voice vote with one nay.

D. For Informational Purposes Only (Report No. 30, 2013-2014)

- 1. Undergraduate Course Revisions as part of the 4 to 3 Conversion:**
 - a. PHY 416 – 10-28**
 - b. GEOEVS Remote Sensing GIS Courses 10-6-13**
 - c. EVS 300 – 302 Course Prerequisite Change 10-24-13**
 - d. Psychology Honors Course Changes 11OCT 13**
 - e. HSC Non GenEd New Revised Courses**
 - f. MTH – Additional Course Submissions**
 - g. Art Courses 10-15-13**
 - h. French 4 to 3 course proposal 10-16-13**
 - i. The and DAN course proposal 10-16-13**
 - j. ANT 304 – course revision WAC**
 - k. HIS 29 Nov 15, 2013**
 - l. MYS 324 – Research Methods in Music Therapy**
 - m. THE & DAN Course Revisions 11-15-13**
 - n. CSU Teach Program Course Revisions**

- 2. Graduate Course Revisions as part of the 4 to 3 Conversion:**
 - a. Psychology Graduate Courses – Revised 27 September**
 - b. DTE GRAD Dept. of TE (Excluding: ECE 502, EDC 510, EDL 503, EDL 504, and ESE 530)**
 - c.**

Finally, Dr. Kosteas wished everybody a great break during the holidays.

VIII.

likely not to graduate from CSU at all. He wonders if we are imposing a restriction on who may actually enter the program in the first place. He then asked if we have another place that they can go and be happy rather than just completing the program and perhaps they can get to graduate school and at least they can get their Bachelor's Degree.

Professor Ekelman replied that students can do our general interest track if they want to. That's a very flexible track; it's very similar to the liberal studies track that CLASS has where they can design their own major. First of all we have over 400 students interested in this track. Not everybody that is interested has a good academic record. S

dismissal policy by simply repeatedly withdrawing from too many courses. This was about satisfactory progress towards a degree. We did not at that time create a second set of standard exemptions for students who might have very good reasons for withdrawing from all of their classes late in semester. This proposal is to remedy that. It creates a normative set of exceptions such as death, serious illness, death of a family member or someone in their charge, serious illness or injury to the student or someone in their care, significant change in employment, military deployment or comparable circumstances. Yes, this will be a catch-all; yes, everything is petitionable but these normative exceptions give you a sense of what the magnitude of the elastic clause should be and how other things will qualify. It creates a formal application process including a standardized form and requirements for supplementary documents. This proposal standardizes probation and dismissal policies and it allows the Registrar's Office to decide appeals as the University Petitions Committee sees fit to delegate that authority. The proposal allows denied appeals to be reviewed by the full Committee.

Dr. Marino noted that in a separate matter, it turns out when we changed the dismissal policies, we changed the meaning of the word "dismissal" last year. "Dismissal," under the previous catalogs had meant something like "suspension;" now it means something like "dismissal." This has led to confusion. He noted that the

Senate. UFAC was asked to solicit feedback from colleges, faculty and other sources,

but to begin with the most positive and be consistent throughout the whole instrument and then go to the most negative for all of the reasons that Professor Hoffman mentioned.

Dr. Kaufman stated that she has additional questions. One, is related to 10) “The

Senator Rama Jayanti said that she wanted to go back to Professor Hoffman's question about why start with the negative and then go towards the positive. She noted that in Business, one always starts with "Strongly Disagree" and they always go up to five, "Strongly Agree." She added that the Business students are extremely proficient in filling out these evaluations and she feels that one of the things we are trying to avoid is that critique and that apathy of students. She doesn't know whether we can suggest that every college can amend this progression based on what your students are used to but in Business, she can say every single survey that students do or we do with market research and student research and student evaluations always go from one to five, negative to positive.

Senator Robert Krebs noted, speaking for the College of Sciences Caucus, and they discussed this yesterday, one term that the group is not really happy with is neutral. They had an alternative term. On the other issue, he agrees with Dr. Jayanti but he actually realized he is going to disagree in the sense of the outcome in terms of reversing. The one thing that we in the caucus really wanted to see happen is that we reset our expectations and the fear that if we keep this order, these questions should give us lower numbers bec

Dr. Karem replied that this is one of the concerns that UFAC had with that kind of question. These questions are trying to be assertive and as value-neutral as possible in some ways to say what the course promised to do. Professor Karem stated that he had an excellent suggestion which is, "The course meets its stated objectives."

Professor Kaufman commented, "Yes, that's much better, wonderful."

Dr. Jayanti noted that she had a small concern with that. She said one of the reasons UFAC wanted that question was because of the feelings of students that there was nothing I learned so UFAC wanted an item that says that. There might be a situation where the instructors feel that the student feels that he or she has done enough. So we won't have the students saying that the course met the objectives, but I didn't learn anything in this course.

Dr. Goodell stated, "That is not an assessment of the course." That is an assessment of the student. She would suggest, "That is a student self-assessment; it's not assessment of the course."

Dr. Karem stated that an advantage is that if any proposal regarding changing a question or dropping of a question is limited within your college structure, this can always be re-incorporated. He added that the goal is to enable that kind of flexibility because in Engineering's instrument there is a question on the use of technology and in Education there are questions about diverse pedagogical methods. These are sort of core competencies that we are trying to assess.

Dr. Kaufman commented, instead of "no opinion," we might say "not applicable."

Dr. Karem noted that UFAC didn't include that because of the point that this disrupted the statistics, so that was taken off and we tried to use "Neutral" but he is guessing or hoping that someone may want to make a friendly amendment to delete the "Neutral" option.

Professor Kauf

that doesn't mean that you are agreeing or disagreeing with the assessment so it gives a sense of a false average to do that.

Professor Berlin Ray commented, "Take that out and just have a four point scale."

Dr. Karem pointed out that this is what has been suggested.

Professor Berlin Ray said that there are going to be some cases where you may not go through step by step but you may sometimes say, "Well, that really doesn't apply. I didn't try to see the professor outside of class. I can't honestly say that they were available or not." Dr. Berlin Ray said that she would be forced to make a choice here but it really doesn't apply to things like that so I think we need to provide that. You start getting false means.

Dr. Hoffman, commenting to Dr. Karem, said that the last time he addressed Faculty Senate about this instrument, he told Senate that this was intended to apply only to face to face classes; that there was another committee working on an instrument for on-line classes.

Agenda for this meeting first at the next meeting. Do this Agenda first and then we can go on to new reports.

Dr. Marino proposed that the rest of today's Agenda be tabled until our next meeting. The motion was seconded and approved unanimously by voice vote.

Dr. Marino then proposed that an additional meeting of the Senate be scheduled on Wednesday, January 15, 2014. Professor Boboc seconded the motion.

Professor Krebs pointed out that we d