

Approved
by Council
9/9/08

****Pending approval of minutes at the Sept. 9th meeting****

Minutes of Meeting Held

April 1, 2008

Present: Interim Dean Jeffres, Professors Bailey, Bathala, Beebe, Bowen, Gatica, Karem, Mason, Mensforth, Meiksins, Oprea, Rudd, Simon, Thornton, Weyman

Guests: Provost Mary Jane Saunders, Elliott Ingersoll, Lee Wilberschied, Sheila Patterson, Dennis Keating, Giannina Pianalto

Absent/Excused: Professor Bayachou, Dixit, Forte, Smith, Sola,

Dean Jeffres opened the meeting at 10:06 a.m. by introducing the Senior Vice President and Provost, Mary Jane Saunders. Dr. Saunders spoke to Council on the Chancellor's plan for higher education. The mobility of students between institutions is going to increase and is going to drive most of the universities to upper division and graduate. The reality is that Cleveland State is already mostly upper division and graduate. This has budgetary implications because it is least expensive to teach a freshman and it is most expensive to teach a PhD student. These shifts are going to be met with a different funding formula. Each institution, especially those in Northeast Ohio are under to gun to find mission differentiation. We have a task force on Excellence in engagement. One of the charges to this committee, which is represented by every college, is to look at where Cleveland State will be putting its focus in the future. We do not want to think of it as in one department or one college. What we want to see is over arching themes of which we would expect every college and every program to be a player in. It is no secret that one of the areas is going to be biomedicine and health. It is the main employer is the Cleveland area and is what Cleveland is known for. It is what Cleveland State has grown toward. We have until the end of the year to be approved by the Chancellor. That is were we are expected to design and grow in the future. The full Chancellor's report can be found at <http://www.universitysystem.ohio.gov/>. Dr. Saunders stated that it seems that they are trying to make a system much like the Florida one. Florida has very strong community colleges. Most of the institutions do upper divisions. They have some freshman but it is not the traditional four-year. They take students from the community colleges. The AA is accepted as the Gen Ed. Institutions are defined in niches as to what their supposed to be covering. The main difference is that Florida is in an incredible growth mode. They struggle with a thousand new students at an institution in a year. Tuition in Florida is incredibly cheap at around \$2500 per year.

Dr. Saunders stated that she needed Council help with a couple of things. We would live very much not to raise graduate or law tuition this next year. We are capped at the undergraduate level. As we build next year's budget, we have to assume no tuition increase and yet we have to cover the three percent raise to virtually every person on campus. The actual price tag is between five and seven million dollars. That is, no new faculty, no new staff, just the cost of the raise. The second thing to be covered is that our Honor's program has been working with one-time funding to fund scholarships in the Honor's program. That is a two million bill. There is also a one million increase in the cost of electricity. In order to cover those increases with no increase in any other category what we need to reach is this year's actual student credit numbers. This year's budget was based on lower than the actual so we had some comfort with a very conservative budget, which is great for us as we approach accreditation in 2010. The reality is that the difference is at graduate enrollment. A lot of the difference is out of state graduate enrollment. So a swing of a few students, a few programs, one way or another, a swing of a million dollars one way or the other and all of a

sudden we are in deficit. That is very problematic as we face accreditation because that is one of the problems in the last accreditation cycle was the institution running several years in the red. We have been very fortunate even with declining enrollments to run in the black. We do not want to cut positions or not hire faculty. We do not want a mid-year budget cut. The responsibility is in the Graduate program area on the Graduate Program Directors to do their admissions as fast as they can and to follow-up with the students. We have charts that have applications, admissions, and enrollment. There is a huge differentiation between the students we admit and the students that finally enroll. Where we need to make the push this year is to get them admitted early and then the send letters from the institution, the President, with the understanding that they have some aid coming, they have scholarships, book money, financial aid, they have a GA or an RA. Give them something to come here and commit to the institution. It is really important that those numbers remain healthy. We know that graduate applications are down. We are really counting that we do more of the conversion from admission to enroll. You will be hearing if your departments are behind schedule with doing admits. There are some programs that have the luxury of having many applications and are picking and choosing. We are asking those departments if they could add another cohort or add another section. A lot of you are struggling with not as many applications as you would like. Those who have more applications, we are asking them to pitch in for the health of the institution because we do not want to cancel faculty lines, we do not want to cancel searches, we don't want to put a hard freeze on positions. It is Dr. Saunders goal to keep faculty positions healthy. We are spending a lot of money on enrollments. Mike Droney, who is head of enrollment, asked for four hundred thousand in perm budget for enrollment events. She went to the President and said that she cannot do it in perm dollars because there will not be any money to hire faculty next year. They have agreed to give him some of the carry forward to cover that expense but will not put it in the perm budget.

A Council member asked how programs that have their own accreditation and licensure and are not in alliance with their ratio of with students and full time faculty. They are short faculty. How do they negotiate that when they increase enrollment, which will bring more students, which will then really put their ratio's overhead, which will ding them for accreditation. Dr. Saunders replied that this is one of the things that the Deans have to work with the Provost's office with. One of the units that uses a lot of term faculty slots is business because of accreditation because people have to be listed as faculty not part timers. As we move forward, we are looking at the balance of full-time, part-time, term and visiting in each unit so that things like accreditation standards are met. There are also units that will only admit the minimum number of students. One department will only admit twelve, which is the standard. Five left last year. So the reality we have cohort of six that we have full-time faculty teaching. We read the accreditation booklets. We do not want to loose accreditation.

Dr. Saunders continued stating that the 4+1 degrees have been a tremendous selling point especially to the graduates coming in. We made some progress last year with departments and colleges producing 4+1 degrees. She is asking the Dean of the College of Graduate Studies to work on this because one of the complaints is that the process for approving programs here is so arduous. We want to have a booklet streamlining "what you need to do, how you do it, and the amount of undergraduate credit you can accept." We have been through enough now that we can write a sheet out for people and get that done. There are so many opportunities for us to increase graduate enrollment by 4+1 degrees. Look at her own discipline, biology, with 250 majors and three master's students. This is crazy. Students could do really well with the course work masters whether or not they go on to a health profession, go on to a PhD program or go to Law School. There are opportunities our there for us to take some departments with robust numbers of undergraduates and translate that. Also, if you know you need a master's in your discipline we can see if we can get our students into a graduate program in a seamless manner. Start getting our juniors in Political

Science, Economics, and English into the Law School. Let them know they can start working toward their law degree. That is something that the institution can be known for. It can help us build a strong undergraduate program. One of our strongest suites is really the strength of our Graduate Program.

Her final point was that as Council members know we are doing a study of GA's. There is all sorts of discussion about this got instituted and what it is for. We have never really looked at why we distributed GA money the way it is distributed, how the departments use GA money, or what the students are doing. This is not money from the state. Everyone seems to think the state gives us money for GA's. It is in our own budget. We carve a piece out of the budget just like we carve a piece out for undergraduate scholarships. It is about eight million dollars of our university budget. She stated that she would like to argue for a larger piece of the budget but how do we put forth an argument for more money if we don't know what we are doing now with the money. Last year she decided that she wanted them to be more academically focused and pulled back GA's from some non-academic units that used to have Graduate Assistants answer their phones, sit in the front office and do these kinds of these things. Her approach is that this is a resource of the institution that the institution is paying for so let's use that resource well. What are we doing with our GA's that we could be doing better? She was surprised to find out that we're not using them at all well in advising. We are not using them in supplemental instruction. When you have large undergraduate classes, why aren't GA's assigned to sit in a room and help the students who go to this room to get help. It was surprising to her that GA's have not been utilized in this fashion. We pride ourselves on not using GA's in instruction like a lot of doctoral universities, Research Ones, where you freshman biology or math will be taught by GA's. It doesn't mean that this isn't a tremendous resource for us to help with our undergraduate programs. She was also very surprised to find out that in some departments every faculty is assigned a person for duties to be determined, whether that is running errands, xeroxing, grading homework that is not defined. This is not how we need to use our Graduate Assistants much more effectively. The only way to find out what that is, is to know what they do now. For instance, if someone gets a grant why shouldn't they get a match on that grant and get a grad assistant to help them. If we have new faculty why shouldn't they get a grad assistant as part of their start-up package to help them. Why shouldn't we have, in some of the larger classes, sufficient graduate assistants to help the students with supplement instruction? It used to be called recitation sessions, homework sessions. With developmental math and English, why are we not assigning people to get those kids through those courses? One of their payoffs is in the budget. If we can retain a freshman for four years all of the money we put into recruiting pays itself back with four-year tuition. We have about a thirty-three percent graduation rate after six years at the undergraduate level. We really need to put our resources towards making a better, stronger institution. Some of that is in research oriented by research oriented in the right place and the right time. It doesn't mean that just because you are a faculty member in department you automatically get a RA while a faculty member in another department that person is teaching or running lab sessions. We need to find out what our graduate assistants are doing so we can make a compelling argument to raise the assistantship amount. She doesn't go through any program review that the outside reviewer doesn't say the department needs more GA's. What do you need them for? You need them for the recruitment of good students. Some places here use the GA's and don't give them out until the students register in the fall. How is that recruitment? How does that get the best students in the university at an early time? We have got to really think about how we use the eight million dollars. This is what she has charged the sub-committee to do. Call the students. What are they actually doing? Is this helping the institution to have a student assigned to that particular duty for the stipend or the tuition or whatever they get from the department? When did they get that offer? Did they get it early in the spring and help them decide to come here or is it just handed out in the fall. We have to be a lot smarter about using that money.

A Council member stated that the rumors are that GA's are not to be used for research. Dr. Saunders replied that she never said that. She said let's look at how they are being used for research. Let's see if it is an appropriate assignment. Let's see if they are assigned to people with a match on a grant. Let's see if they are paying the stipend and the grant is paying the tuition. Let's see if it's a way to attract good faculty here as part of a start-up package. Let's see if it is used to keep a chair research active when they are in fact taking on administrative jobs. There are lots of reasons but wholesale one department versus another department everyone gets someone to run around for them. That's not good use of our money.

Another Council member stated that we need to get this clear. Multiple sources have stated that the upper administration does not want GA's to be used as RA's. Dr. Saunders stated that is not true if it is in appropriate circumstances. If an department takes an allotment and doesn't use it in teaching, doesn't use it in supplemental instruction, doesn't use it in advising and just assign people to faculty who may or may not have a research agenda this is not appropriate.

A Council member asked how can they offer a GA when they don't know what their budget is going to be. The response was that they are working on it. The Dean's were given their budgets. The Council member stated that the Dean's office does not inform the departments. The Provost will work on that. She will push from her end and asks the departments to push from their end. The reality is that it is in the budget. The budget has been approved and the Grad allotment was in the budget and that is not going to change.

Dean Jeffres stated that the Signature Graduate Assistantships were started for this goal, to attract students and to be used as a recruiting tool. Provost Saunders responded that every GA should be available. A Council member stated that this is not new money just relabeling existing money. Dean Jeffres responded that actually it is not because you are getting something additional. The only ones that have responded are the Andy Miracle Scholarship and Urban. Others have asked when they heard about this. It can be sent out again and we will move forward with this. It is an effort to try to give you something. Rather than just say, assistantships available to get them apply for something special. A Council member stated that when the Signature Assistantships were first discussed the thought was that it came out of existing money. It was noticed that when it came out there was travel money. Where does that money come from? Dean Jeffres responded that there is \$1,000 that we can add and that he stated that departments could come up with additional resources or special opportunities within their particular program that they thought would be attractive.

A Council member stated that the English Departments uses a lot of Graduate Assistants in the Writing Center. The Provost stated that the Math Department uses them in the Math Tutoring Center. Does Psychology have an area where anyone that is having trouble where large numbers of undergraduate psychology courses can go where they can sit and say "I just don't get this". The Grad Program is funded by the number of undergrads we have. Let's say that if we do this for a year and the budget raises by a million dollars let's say it was a good experiment and stick it in the Graduate Assistantships and say that Grad Assistantships helped retention. A Council member stated that one of the things coming out of the sub Committee on GA is that there is a tremendous diversity of uses and activities around the university that everyone is engaged in. It is not a one size fits all kind of approach. Provost Saunders responded that in each use we ask the questions "Does it help student success?" "Does this further the mission of the Institution?" "Is this a good use of this money or should it be used differently?" Giving out GA's after people arrive, I don't know if that was the best use when it wasn't used to recruit. A Council member stated that giving students a GA in their second year helps retention.

Clarification was asked on Research Assistants. If a GA is decided on by the department to be used as an RA that it is OK as long as it is an efficient use of that GA. It is not that they can never be used as an RA. The Provost responded that it is not that they can never be used as an RA, but let's look at how we are using the RA's and let's look at how we are using the RA's and see if it is the most effective. If you have a faculty member who has not been scholarly productive many years and they still get assigned an RA, what is that person doing. A Council member asked if you bring in a faculty member and get them started that is OK? The Provost stated that is very good. She is not setting the rules just giving ideas when she would think it would be a good use of a Grad Assistant assigned to research. A Council member asked if she supported that each unit would find a way to use those funds to best feed their program. The Provost stated that she would want to look at them. We need opinions about whether this is a good use of them or not. We need to add direction back to things like "we don't see you doing supplemental instruction, we don't see you doing peer advising, why are you not using these GA's like that". If we have a course with a high failure rate of freshman and sophomores because it's just the instructor grading the exams and handing it back and no tutoring help, no supplemental instruction, no grading homework, no working on the essays this would be a better use of the GA.

A Council member stated he had two questions about recruiting. Is the dorm set up finalized? The Provost responded that we already have applications for over 80% of Fenn Tower and 60% of Viking. It is really becoming popular to live here. Viking Hall will come down at some point. Where the bookstore sits they are going to put in clusters of up to five dorms about four stories high. They are going to start that soon. The first ones will replace the number of Viking's beds. They will keep Viking's food place open for awhile because they need it until the new student center's food comes back on line. There are some really exciting things going on around us. The second questions was about making commercials more interesting. The Provost responded that we have a new Marketing guy. His name is Rob Spademan. Within one week, he came up with the new slogan "Engaged Learning" and the new Cleveland State colors.

Dr. Saunders thanked Council members for giving her some time and told them that if they have any questions she would be glad to come to a meeting at any time.

Announcements and Communications:

Dean Jeffres reported the Graduate Faculty and Graduate Program Directors meeting was combined to minimize meetings and will be held on April 17th.

The GA survey has been prepared. It has all sorts of open ended questions that are beginning to capture the kind of things the Provost was talking about. We have offered a \$150 bookstore voucher in a drawing. As soon as we have some data he will reconvene the GA Ad Hoc Committee and get back to Council.

The Graduate Catalog will be up at the end of the week.

Committee Reports:

Faculty Senate Representative:

Robert Mensforth reported that there is nothing substantive to report. The agendas have been fairly light with several of eulogies.

University Admissions & Standards Representative:

Peter Meiksins reported that the University Admissions & Standards reviewed and discussed the Graduate Admission Categories. They will invite Dean Jeffres to come to a meeting because the language was not clean and secondly because of concerns from someone from the College of Education regarding the relationship between the conditional admit and the non-degree students and the pressure to convert non-degree students to conditional admits under circumstances that they don't agree with.

University Curriculum Committee Representative:

No Report.

Research Council Representative:

Jill Rudd reported that the Research Council is getting ready to review the FRDs and will be passing it on. Dean Jeffres stated that at that meeting they should query Beth Cline on what is happening state wide on allocation of funds on which this and some other programs is based. It is declined and keeps getting worse.

Graduate Faculty Review Committee:

Bill Bailey reported that the deadline for Spring reviews was the 28th of last month. So far we have 43 requests for new or renewed appointments.

Dean Jeffres reported that there is a software package that faculty can plug in everything they do and their FARS are generated. Dean Jeffres mentioned it at one of the meetings and the Provost asked if they could get the guy back and told all of the Deans to make an appointment to see him. He was in yesterday. Dean Jeffres hopes that all of the Colleges do this. He would like to piggy-back on this. It is by College so it seems that this is also an opportunity to capture those elements that are used for Graduate Faculty Status. Instead of asking our faculty to do one more thing, if you have to do this for your FARS and you can generate your vitae you could also generate your application for Graduate Faculty status. If it is on-line you could send it to the Committee before the meeting. This has some real potential efficiencies. It would have to be across all of the Colleges. A Council member reported that he was at a session and the process seems to be between 5 and 6 thousand dollars for the college. It is not only the FARS but the ability to collect data for your College for Grants, etc. Dean Jeffres stated that it would be great for our faculty. Business already has it and is a great tool for the Colleges to buy.

A Council member asked if there was a review for Graduate Faculty during the Summer. Dr. Bailey said yes but he was unsure of the deadline.

Old Business:*Approval of March 4, 2008 Minutes of Graduate Council Meeting:*

The minutes were approved as submitted.

Graduate Faculty Bylaw Changes – Second Reading:

Dean Jeffres reported that this is the second reading of the Bylaw changes, which involved changing the language so we can talk about electronic ballots as well as mail. There was also the addition of Maternity leave and a few other items. He asked if there was any further discussion. If approved, it will be sent to all Graduate Faculty for review and vote. Graduate Council members voted to approve the changes.

MUPDD Historic Preservation Specialization:

Dennis Keating reminded Council members that they were here previously asking for approval for a Historic Preservation Specialization and a packaging of six of their courses and two courses from the Kent State School of Architecture to be used as electives. There are two changes. Kent State University is not offering these courses so they have been dropped from the proposal. At the last meeting the Representative from the History Department raised the issue of including courses from their curriculum. After discussion with Joyce Mastboom, the Chair of the History Department, they agreed that they would add the US History Course HIS 504 as an elective. A motion was made to approve the revised proposal. The motion was seconded and unanimously approved.

New Business:

School Nurse License Program Curriculum Change:

Sheila Patterson stated that what Council members have before them is a proposal about the School Nurse License that is a combined program with the Department of Health, Physical Education, Recreation and Dance and the School of Nursing. They had a few people who wanted this program but they had some problems offering the courses so they suspended it. They noticed that after the recent school shootings they had more and more people wanted to earn this certificate. What is being proposed is a better revised program. The existing program was 24 – 26 credits depending on the practicum credits. The revised program is more competitive in terms of regional institutions that offer that offer same type of program and what will work within the two departments. They deleted a four credit HED 551, which although beneficial was not critical to the School Nurse Certificate and was somewhat duplicated for the previous nursing classes. The two credit elective was deleted. The Practicum was set at two credits instead of four and there is an option that is retained for the student coming in with a BSN that they can waive the Nursing Research course. It is now a certification licensure program for eighteen credits. A motion was made to approve the revised School Nurse Certification Licensure program. The motion was seconded and unanimously approved. The proposal will be forwarded to the University Curriculum Committee for review.

Chemical Dependency Certificate:

Elliott Ingersoll passed out some additional handouts for the proposed Chemical Dependency Certificate. He stated that he had six points he wanted to introduce. First is need. In 2002, the state created a new Board for licensure for Chemical Dependency professionals. More and more this is becoming a specialized field and many states have their own licenses. The move is from an experience-based credential to an education-based credential. The independent license requires a master's degree in Behavioral Science with course work in specified areas. The second point is that this is a cross disciplinary certificate. He would like it to be a joint program with Psychology and Social Work. Maggie Jackson has hoped to teach some courses. Anyone in the Social Work program, the Counseling Program and if the Psychology program will work with him, in forty minutes, he could do an infusion chart and their students would be eligible for the certificate. The third point is marketability. We have nine Counselor Education programs in the state of Ohio just counting the public University. None of these programs are focusing on Chemical Dependency. This is mainly due to the accrediting body leaving no room for electives. This gives us an edge. It is an attractive add on. This certificate will provide all the academic credentials anyone will ever need for all levels of licensure. It can be opened at some point to undergraduates. Fourth point, the fact that this is a cross disciplinary model would look good for us. The Board has worked with them to create these courses. As of today they have an accreditation process where the program. If it is approved by this body and the University Curriculum Committee, we will apply to the state for an accredited program. It will only cost \$300. That will give us a five-year accreditation where anyone taking these courses with a master's degree in Social Work or Counseling and Psychology if they do the infusion chart they will be eligible a written and oral exam after

they complete their experiential requirement. Fifth point is that this is an area of need that, unfortunately, is never going to go away. Finally, when we look ahead we have to think how we are distinguishing our Counseling & Mental Health programs. This is a wonderful way to distinguish them because you have a new board, and a new license that is not a fad and is going to be around. People will know when they come here and take these courses they will be more marketable. There is even a credential the practicum and internship students can get from the Board. It is called the Chemical Dependency Counseling Assistance (CDCA). When that student gets that credential that agency can bill for the student's hours to medicate. Questions were raised about the qualifications for the instructors for the Counseling courses. After a brief discussion on the CDCA requirements and Psychologies participation, a motion was made to approve the Chemical Dependency Certificate. The motion was seconded and unanimously approved.

Bilingual Education Specialization in the M.Ed. in Literacy Development & Instruction:

Lee Wilberschied stated that this is a proposal to add a specialization to the existing M.Ed. in Literacy Development and Instruction. The proposal is for a Bilingual Endorsement. The closest endorsement program is at the University of Findlay and that is the only one in the state that they know of. Since the advent of the No Child Left Behind Act, several requirements have been instituted in order for teachers to remain in their positions. This became a problem especially with Cleveland Municipal School District where several teachers were laid off because they were deficient in the courses that were required. There are no other institutions have a series of courses that would enable teachers in the field to be endorsed in bilingual education. Cleveland State University has a TESOL endorsement program and the Bilingual endorsement would dovetail with it. This was part of a grant initiative. The grant was awarded for over 1.5 million dollars. We would be having three cohorts over the five years. The first cohort they had six school districts send teachers to be credentialed and there is a waiting list for the second cohort. For the first cohort they interviewed over sixty applicants. There is not only a need but there is recognition and popularity. It would be a very strong recruitment tool. The proposal includes three new courses, one course in Methodology that would be taught in Spanish, another course in Foundations that would be taught in Spanish and a Practicum in a Bilingual setting. There is a High School, a Middle School and three Elementary Schools that have bilingual programs where these practicums could be served. The question was raised as to what the difference in criteria would be between Teacher's Aids and Teachers. Dr. Wilberschied responded that Teacher's Aids would probably take it at the undergraduate level. They are generally people who have associates degrees or have bachelors or masters from a Spanish speaking country but have not been able to be credentialed here. A Council member asked if the courses were cross-listed. The response was that they are 400/500 level cross-listed courses. There are five assignments for Graduate students and only three assignments for undergraduate students. A Council member asked what the ratio of graduate to undergraduate students was. The answer was seventy-five percent graduate students. This is a new track within an existing specialization not a new program. A motion was made to approve the Specialization in Bilingual Education to the Curriculum & Instruction Master of Education in Literacy with the revised course syllabi indicating the different assignments for graduate students and the change in grading code. The motion was seconded and unanimously approved.

Discussion Items:

Approval Procedures for Courses, Programs, Specializations, Certificates, Etc.:

Dean Jeffres that there was a question raised on what went to the University Curriculum Committee and what does Council want to be informed of as to program changes. In the past, some minor things were decided by the Graduate Dean and Council was informed. Dean Jeffres asked Council if they wanted to be notified of everything and what do you want to be asked to comment on. After discussion it was determined

that since the proposal for change in courses and new courses goes through the College Curriculum Committees, they only need approval by the Graduate Dean. It should be left up to the Graduate Dean to determine what needs to come before Graduate Council. If it affects another department it has to come to Council. If they are major changes, they probably should see it but minor changes do not need to. A suggestion was made that any course changes requested should be posted to the Web site for review by Council members and Graduate Program Directors.

Graduate Assistant Duties:

Dean Jeffres reported that the GA Ad Hoc Committee is working and the survey is on its way.

Enrollment Management & Recruitment:

Dean Jeffres reported that there are some strategies to improve enrollment. The Mike Droney is heading an Enrollment Management Committee. Multiple copies of the Program Sheets are being run off to be sent out. He will be contacting Program Directors again to compiling address or email lists that can be used to attract students to our Graduate Programs. He has some say they don't need any more students and that is fine but there are programs where there are empty seats that we are trying to fill.

Dean Jeffres stressed that the Signature GA's get an additional \$1000 from the College of Graduate Studies. A Council member stated that they did not think departments know this. It only works if the faculty wants to do it. You can name it after a stellar researcher in your field. Dean Jeffres received emails from the family of Any Miracle saying that they really appreciate this honor and it touched them deeply. He is trying to find an opportunity for you to make a distinction that makes a difference that doesn't cost too much that was in the control of the faculty and can be used to advertise.

Dean Jeffres stated that the Provost made a point about the 4 + 1 programs. We've done sheets on this. We will try to massage the language a little bit to make it easier to understand and distribute it to the Graduate Program Directors at the meeting coming up and send it to chair.

The meeting was adjourned at 11:56 a.m.