**PRESENT:** M. Adams, J. Ausherman, C. C.Bowen**,** W. Bowen, M. Buckley, B. Cavender,

R. Carnell, B. Conti, A. Dixit, G. Dyer, B. Ekelman, P. Falk, V. C. Gallagher,

J. Ganning, Z. Gao, J. Gatica, D. Geier, S. Gingerich, J. Goodell, C. Hansman,

M. Holtzblatt, J. Hostutler, Y. Hung, M. Jackson-McCabe, M. Kalafatis, J. Kilbane,

S. Koc, R. Krebs, A. Kumar, M. Kwiatkowski, S. Lazarus, J. Marino, K. McIntyre,

B. Mikelbank, M. Othman, G. Pettey, R. Raimer, B. Richards, A. Severson,

A. Slifkin, A. F. Smith, J. R. Tighe, A. Van den Bogert, J. Visocky-O’Grady.

R. Anglin, J. Belovich, M. Bond, T. Gaspar, L. Fisher, E. Grigore, J. Holcomb,

E. McKinney, A. Robichaud, H. Sands, S. Zachariah, J. Zhu. M. Baumgartner,

J. Bolt, M. Gibson, T. Guzman, C. Heyward, S. Kent, M. Thrash.

**OTHERS**

**PRESENT:** B. Adedipe, C. Allensworth-Davies, M. Bleeke, M. Boboc, C. Bracken, D. Bruce,

R. Deike, M. Dover, R. Dunn, S. English, L. Francis, J. Hughes, R. Kleidman,

D. Lodwick, K. Hamlen-Mansour, S. Nunley, A. O’Connor, E. Rauchert, J. Rehm,

A. Resnick, D. Rushton, J. Sawicki, G. Shukla, D. Simon, M. Slankard,

A. Sonstegard, P. Stoddard-Dare, G. Tsagaris, R. Whitbred, V. Wright.

Senate President William Bowen: Good afternoon, everybody. My name is Bill Bowen and I have the privilege of serving as the President of the Faculty Senate and chairing this meeting today. First thing I want to do is draw everyone's attention to the protocol. It's same one we've used before. If you want to make a comment or you want to have the floor, please write in zoom chat to Vice President Gary Dyer. He will be keeping a running record in chronological order of those messages and those will be considered in deciding who will get the floor. If at some point during the meeting anyone who has the right to do so wants to make a motion, please clarify whether it's a main motion or whether you want to modify or amend a motion already on the floor. I continue to encourage Senators to draft motions before the meeting. Please don't email them out to everybody. Please don't just use the general chat out to everybody. It gets really messy so many things need to stay focused to keep it from going all over the place. Please, if you have oral commentary in a way that will take a vote, as we've done before, the Senate President will first ask for a voice vote. We will use an honor system. So please only vote if you're eligible. If I hear a clear yay or nay on a vote, that will prevail. Otherwise, we'll have to take a roll call vote. Gary, don't miss anything. Thank you.

**I. Approval of the Agenda for the May 27, 2020 Meeting**

Dr. William Bowen: Everybody should have an agenda. The first item on the Agenda is approval of the Agenda. Can I hear a motion to approve the agenda? It was moved and seconded and the Agenda was unanimously approved by voice vote.

1. **Approval of the Minutes of the Meeting of May 6, 2020**

Dr. William Bowen asked for a motion to approve the Minutes of the meeting of May 6, 2020. Dr. Gary Pettey moved and Dr. Gary Dyer seconded the motion. The motion was unanimously approved by voice vote.

**III. Report of the Faculty Senate President**

Dr. William Bowen: The Faculty Senate President’s report will only take a couple of minutes. First, I want to thank all of you who are putting in uncompensated hours. In my experience during the spring and the fall semesters, I stay so busy that I really can get anything done. Over the years, I've had the good fortune to be able to write a number of research papers and scholarly books and I wouldn't have been able to do that and my ideas wouldn't have had nearly as much influence had I not had my summers to work with when I could get things done and that's valuable time for all of you. For those of you that use your summers the way I do to put in uncompensated time to help around the University

speaks your commitment to the university and to our mission. I think I can speak for a lot of us and say thank you - it's much appreciated.

William Bowen: We have a pretty good chance of working through the Agenda in no more than an hour and a half though it could go longer

William Bowen: I understand that President Sands is going to provide a briefing on the Board of Trustees meeting last week and where we are in terms of bringing courses back to campus that really need face to face in production. There may be some questions for him. His briefing together with questions and answers hopefully will take no more than 20 minutes or maybe half an hour.

William Bowen: Vice Provost John Holcomb has an item to vote on that hopefully will take no more than 10 to 15 minutes on the outside.

Professor Tatyana Guzman has been investing hours, literally, following up with the Senate’s mandate for the Budget and Finance Committee to work through with the Provost’s Office on the considerations regarding Academic Partnerships. Tatiana's capable leadership has put together a long, detailed report and her brief of that report and any questions about it should take more no more than 10 or 15 minutes. Then we will hear a report from Provost Jianping Zhu that will take about 20-25 minutes. Any questions from his report should leave us twenty minutes for an open discussion and any new business. If we follow more or less that schedule, we should get through this meeting in about an hour and a half.

William Bowen: I do want to mention in terms of scheduling for the summer the Academic Steering Committee decided to schedule two more Faculty Senate meetings, one for June 10 and one for July 15. The Faculty Senate Office will keep you posted. The Academic Steering Committee will be meeting a week before each of those meetings as usual for purposes of setting the Agenda for the Senate.

William Bowen: The only other thing I have to report is that Professor Rachel Carnell and I attended the Board of Trustees meeting last week. My main takeaway from that meeting was that President Sands has no choice but to get the university's financial house in order and it's going to be painful. All of the intermediate steps to balance the 2020 budget, such as the furloughs and the administrative pay cuts that have been announced for fiscal year 20 and going somewhat into fiscal year 21, don't come anywhere near the expected shortfall for fiscal year 2021. I'm sure we'll hear more about that. There has to be some hard decisions made. I'm hoping that in so far as possible, decisions get made through meaningful shared governance processes that the faculty members amongst us will willingly participate constructively in making those decisions and that the administrators amongst us will realize that they are largely responsible for the effectiveness of shared governance and I think in my perspective, we're doing pretty well. So, let's keep it up.

**IV. Report of the President of the University**

President Harlan Sands: Thank you, Bill. And thank you for that summary and for the tee up.

I want to start today by saying how encouraging it is to see 160 participants in the zoom room today. I think it's a strong statement. I think at either the last Faculty Senate meeting or the one before, we had over 200 people. And I just think it's a strong statement about how much we all care deeply about Cleveland State and it is why we're here and the fact of the matter is that we are doing this at the end of May. I will tell you, I've never been in a place before where it snowed on May 1 and it was 95 degrees on May 27.

Thank you all for that. I really love being here and I want to start out with that because I know Bill mentioned some of the challenges that we're all facing and I wake up every day and I said this on the zoom call earlier. I think about the kinds of things that we need to do to support you so that you can support our students so that we're all kind of swimming in the same direction. I will do my best to make sure that as we go through these next few months and years, that we do this in a way that makes sense, not just in a financial sense, but from a sense of the future of Cleveland State. That's what we're going to focus on.

I'll quickly roll through just some of the themes that we talked about. I'm not going to go through my whole presentation for the trustees that Bill and Rachel heard. I kind of broke it into a few areas for them and I started with a review of the spring. I can't thank everybody enough for how we made it through and I think we did it better than many, many, many of our colleagues, and I think the feedback we're getting shows that. I'm incredibly appreciative on how we tackled that. I talked a little bit about our enrollment and retention numbers. Our freshmen numbers are down a bit, at least from an orientation standpoint, but we're slowly closing the gap. Of course, we plan for the worst-case scenario, but we always strive for the best case. And I know our team in admissions is working very, very hard to do that.

We did announce something that we think we're going to be marketing more completely and more deeply over the coming days and we are calling it our two for one tuition promise at Cleveland State. Essentially, anyone who joins us this fall and successfully completes the fall semester, will get the spring semester gap on us. So, after their financial aid and their support from various scholarships is complete, if they've hit a certain threshold, which we're defining and determining as a successful semester, we will cover the gap for the spring. No one is doing something like this and I think it's a way for us to show our commitment in current and future students at Cleveland State. It's based on a level of competency, of course, but it's also a strong signal that in a downtime, we're thinking about how to bring more students in. We're also talking about something we can do for returning students and we have had some discussions on that. We already are doing a lot. We've given out over $4 million now in direct aid to current student. Most of that is through the Federal Cares Act, but some of it is through our philanthropy and our “Lift up Vikes” program. We've had donors that have contributed and some of you have contributed to it. So, we're really, really grateful. We also have Radiant Scholarships for students that are within a certain amount of credit hours from graduating. We're also looking at MIT, possibly another incentive, which involves students that take a minimum amount of credit hours and achieve a certain GPA. Maybe we'll give them something for the spring as well; maybe credit at the bookstore or some incentive for students. We really are hearing a lot from them.

Just like many of us are struggling, we want to show them that you know they're part of our family and we're thinking about them in that way. I know you have had direct experience with them over the spring and now in the summer so you understand it better than me what kind of challenges we're facing.

A little bit of good news in the summer numbers. The summer numbers are pretty solid from an enrollment standpoint; we're about even to last summer. I have to give a caveat. Our summer numbers are not as robust as I would like to see them. I think we have a lot of potential in summer and we'll work on that. But in terms of credit, our income and the actual amount of revenues in the summer are up about 9% so that's a good sign that kind of gave us confidence for the fall. I think we have a lot of students and families that are sitting on the fence to see what's going to happen. And I'll talk about this in a minute.

I gave the Board a financial summary on campus repopulation and what we are trying to do for that and then talked about how we're going to tackle CSU 2.0 and some of the more difficult decisions we may have in front of us. I did want to mention that a lot of our competitors and colleagues out there in the academic universe, seem to be really good prognosticators. A lot of my colleagues have gone out with various proclamations about how they're going to do the fall. I think that that's certainly done because folks are thinking about how to send a positive message that we're going to be open and I think that's important. But we have really stressed and continue to stress that we're going to be thoughtful and deliberate. Those are the words I've been using.

We have a plan and teams in place and they are looking at how we're going to repopulate our campus come late August. The way we laid it out to the trustees is that we have a couple of different teams working on it – we are working with our academic leadership, the Provost and John Holcomb to talk about scheduling. We've got faculty involved with it. We need all the help we can get. Sometime in the middle of June is when we hope to give some further direction. I think that's our target. I do think, and I'll share this with all of you in the privacy of a room with 162 people in it, that anybody who thinks they know what's going to happen and Thanksgiving is when the spike is going to be, I think that might be a little bit of overengineering. I understand. It comes from a good place. But we have time to talk about what we might do at Thanksgiving. I'm really focused on what we do. To open and actually repopulate the campus safely in August, there is still a range of ways we are looking at doing that. So, I am working on that as are a number of folks on campus, including a good number of faculty who have an expertise here or an interest.

On the financial side, I won't go through the detailed numbers, but we're happy to get you more details. The fiscal year 20 gap is now north of $8 million. That is really the driving force between some of the short-term steps that we took with the furloughs and the temporary pay reductions and also some of the limits on hiring. But we didn't pull back on our investment in faculty, and I think it's an important statement that I hope you all saw - to hire 30 faculty at a time like this because we're thinking ahead and thinking toward the future as much as you may quibble over the fact that maybe there's one or two that we didn't quite get there. This is a very big statement in a time when many folks are pulling back. I was very, very happy about that investment and of course the one I mentioned is the investment in our students, the numbers for the fall that Bill Bowen hinted at.

Our projections now are that the gap can be north of $35 million. It could be north of $40 million and on a base budget of $250 or $260 million, that's a pretty big number. There is no amount of hiring freezes and travel restrictions that can close something like that. The way we talked about doing this in addition to the short-term decisions that we make, which pretty much gets us to the doorstep of fiscal year 21, is how do we have a coordinated and inclusive approach to tackling some of the more fundamental things we may need to address to get to a stronger position of financial strength.

We broke it down into four buckets: one being administrative and how we function as a university. The second being academic and the reason we split that is because the academic enterprise which involves the colleges and schools has its own kind of operating modality separate from some of the administering of the administration that goes on institutionally. Athletics being a third bucket. We're going to take a comprehensive review and look at the fourth bucket, which again is not something a lot of our colleagues are doing and is what we're calling a focus on growth and innovation. How do we build upon our strengths? How do we build the things that are going to make us stronger? Over the next few months, we are going to be looking at how to establish work groups around these four buckets. We are going to need a lot of help. We are working with the Faculty Senate leadership and certainly want a Faculty Senate presence, but we want a broad-based presence in these groups. Ideas on that are certainly welcome as you might have seen from some of our earlier task forces. The way that we hope this will work is the task forces will present a series of options. Then we can share with a wider group, especially on some of the things that affects certain constituency groups. It's hard to have a task force if the group is so inclusive that it starts to collapse under its own weight when it gets to 30,40,50 members. I don't think that's a constructive way to do something like this. And then, of course, as you know, there is a time constraint here. For us to have options that are going to impact fiscal year 21, we have to get started and do this relatively quickly. I am hoping we can do this over the next few months and at least have some decisions in place where we can influence fiscal year 21.

We are prepared to utilize the university's reserves. Therefore, this is why we've been so successful in putting us in a position where I think we are financially strong. This is a good time to do that, but you want to do it judiciously because those reserves were built up over a period of time and very sensitive. We took some steps this week to further protect our reserves. We took out any market volatility in our reserves. Those are precious dollars. I hope you understand. I know most of you do that at times like this. It's not a time for you know too much risk so, we kind of retrenched there and protected those reserves. We look forward to putting them into use either through some of the things that these task force groups come up with that are things we need to support, our students. We will do that as well. Over the next few months, we will be reaching out and talking about some of those focus areas of review.

I talked about the two for one tuition promise that is something we'd like to do to energize more students. That might be on the fence for parents that don't want to send their kids away. You have a little bit of an advantage there, I think. But the biggest advantage we have is in this room and having each of you participate as you see fit in the process that is going to be very, very important.

In terms of a timeline, I mentioned we hope to have these work groups fired up pretty quickly. I understand that the faculty are not always available in the summer, but if there was ever a summer to be engaged, this would be it and I appreciate the fact that you are here.

Hopefully in the fall, we will have some further options that will bear further discussion in areas that are obviously of concern to the faculty which is most of the things that we do at a university. I look forward to having those discussions and then as we get into late September, hoping to have some more. Meat around the specific options and the steps we may need to take will also have a bigger, better and clear picture then of where we stand on enrollments and where the state budget stands. So that's kind of the game plan and the timeframe and I'll kind of stop here and take all of your questions. Thank you.

William Bowen: We have up to 15 minutes for questions.

Gary Dyer: If you have a question, please send a message to Professor Dyer. He noted that Professor Kumar wishes to speak.

Professor Anup Kumar: Thank you for all this information, President Sands. It's very helpful and I appreciate all the transparency that you have initiated in these matters. Do you know what is in the board because you know they have more political information than we have. Is there, anything going on at the state level, at the federal level in terms of building out universities and providing them some support. This is not our making; it's everybody's. We are all part of it and companies are being built out and other things get paid. Is that also part of your calculus or you're thinking, what would happen with that, especially the fourth bucket.

President Sands: Yes, absolutely. I'm glad you asked me that because people often ask, what I do with my time other than think about these things. Well, a lot of it is spent talking to our state representatives and federal representatives. I've talked with Senator Sherrod Brown's office. I talked with Marcia Fudge. This week, there is another round of stimulus that the House passed as most of you know, and there's a big chunk in there for higher education. I don't have the exact number but I want to say about $60 billion - Oh, across the country for us. That's going to get obviously vetted through the Senate. They are talking about it and hoping to get it done sometime in early summer. This is a high priority for us and the other part of that is to make the case that we are different. We are not one of those universities sitting on a $13 billion endowment. We've done great work. For Cleveland State to have a $100 million endowment is fantastic. And I am looking at ways to use those resources to help us - most of it in the scholarship and other areas for students. We did get a donor recently (I mentioned this to the Board) who called up and said, hey, I owe you my pledge of $600,000. It was supposed to be for this purpose but I want to give it to you to use for any purpose you want in a crisis. The cares act money that the feds dished out was targeted directly for students. It was done by a formula that favors Cleveland State. It was based on Pell eligibility. When I talked to these federal representatives and our state representatives, I say that that's a good way to do it because it recognizes the fact that our students are struggling. They are much more on the fence than some of the students that are at the flagship or at private universities. It's very, very different. I spend a lot of my time making that case and I can tell you that it does resonate. They understand our mission and that a lot of the students that we serve are first generation students; a high rate of Pell eligibility and even our students that are not Pell eligible. These folks are struggling; everybody's struggling out there. So yes, that's important.

William Bowen: Okay. We have time for one more question here. And I see Linda Francis wants to ask a question.

Linda E Francis: Sorry about that. No, I thought somebody was going to ask it for me. To President Sands: Can we have a little bit of extra time before you make a public announcement about the repopulation? If you do it, say maybe the middle of June. If we can do it, you get a 24 hour notice so that you don't get caught. I'm prepared in responding to student questions which we will probably be flooded with afterwards.

President Sands: I'm happy to do that, and if the Senate leadership can help with how we best do that. I think on the communications front, we’ve got a little bit of work to do. We're trying to cascade things out in a way that folks get informed before we go public. We tried to do that with our announcements on the furloughs and I think we circulated an email internally first. Of course, it didn't answer a lot of questions people have, but we'll try to do that Linda. Hopefully, maybe we can even let me (I'm thinking out loud) in a very large room, but maybe we can try to give you a little more notice than that, even if it's 48 hours would be good. The challenge with that is, once we communicate widely internally, the word kind of dribbles out there in advance and it just raises more questions. We need to strike the right balance, especially when it comes to opening for the fall

**V. University Curriculum Committee (Report No. 109, 2019-2020)**

Professor Carole Heyward: UCC is bringing forward one proposal today that we talked briefly about last time and Professor John Holcomb, the originator of the proposal, is here to speak about it. It's for the Cleveland State Global Undergraduate Accelerator Program.

John Holcomb: Thank you, Carol, and thank you, Faculty Senate for entertaining this proposal. This is a proposal as part of our partnership for the CSU global initiative for international students who arrived through our Shoreline partnership. This is a program for onboarding international undergraduate students and this program is to help acclimate those international students to Cleveland State University and to the City of Cleveland. This proposal builds on our existing international requirements for admission to Cleveland State and then expands that a little bit below our current standards to give students an opportunity for English language development skills and writing skills as they get acclimated to Cleveland and earn some college credits. So, it's a bit of a complicated proposal in the sense that there are three tracks for these incoming international students.

John Holcomb: Track one is the International direct track and these are students who have a strong English background as evidence by an exam score, the IELTS score of 6.0 or higher. This is equivalent to what our current directed mission criteria is for international students, but these students would be part of the accelerator program. It's a two-semester program and they would start with an English class, depending on their English placement score, a math class, depending on their math placement score, and a special section of our current…and then other Gen Ed courses and then they would take a second semester moving forward in those courses and take a second ASC 101 course. If they successfully complete this track with a GPA of 2.0 point or higher, then they would be admitted as regular students into Cleveland State.

John Holcomb: The second track is for students with a slightly lower English competency score and it's called the academic accelerator program. Again, it is two terms. These folks would start out with probably an English 100 or 101, depending on their English placement score, but they would also take another supplemental English for Academic Purposes course that is a zero-credit course so it doesn't count towards the degree but it helps them learn academic writing. And then they would also take our special for international students - two semesters sequence and then take various appropriate math class Gen Ed classes.

John Holcomb: The third track would be for students with a further lower score on their English placement and it's the extended accelerator program. This would entail taking three semesters, starting with English as a second language courses and then as they progress through the curriculum and the next course they would have an English for academic purposes course and then they would eventually take our English 100 or 101, and then the English 102. So, these students would again complete the English courses that we currently require as what are the alternatives for direct admission into our program. These programs are designed for the international students. The Gen Ed courses are to help them progress towards degree completion, but they're not fully admitted unless they complete this accelerator program with an appropriate GPA and successful completion of the English courses to get admitted into CSU. That's a quick overview, the proposal wasn't curricula. I'm happy to answer any questions.

William Bowen: We have a motion from the University Curriculum Committee and coming from that committee, it doesn't need a second, Cleveland State Global Undergraduate Acceleration Program Dr. Bowen asked if there were any questions. Please send your questions to Professor Dyer.

William Bowen: Hearing no questions or discussion, all in favor please say aye. The motion was seconded and unanimously approved by voice vote.

**VI. Budget and Finance Committee (Report No. 110, 2019-2020)**

Tatyana Guzman: Hello everybody, my name is Tatiana Guzman. I am chairing the Senate Budget and Finance Committee. This year, the Senate Budget Committee is also part of the joint committee between the faculty and university administration called PBAC (Planning and Budget Advisory Committee).

Tatyana Guzman: Faculty Senate voted on May 6 that the Senate Budget and Finance Committee needed to be consulted and brought into the conversation on the AP contracts. To initiate the discussion, we requested feedback on Academic Partnerships and will progress in the Center for E-learning. This statement and a general summary were compiled in a 36-page document that was shared yesterday evening with the President and the Provost. From all those who have there were many common themes discussed by the program administrators. Most of them were also previously released at the Center for the Steering Committee meeting, such as the question related to the quality of instruction, your reputation, the quality of the contract itself and others.

Tatyana Guzman: I'm going to other issues presented in the document on where colleges have specific problems. For example, the State Teacher Special Education program are insisting that face to face component is essential.

Tatyana Guzman: The Faculty Senate Budget and Finance Committee met with Provost Zhu on the 19th to discuss issues in recent documents. We also had a follow up phone call with the Provost yesterday and he reassured the committee that CSU will not enter into any agreements. If a contract with AP is signed, it will not change CSU programs. This will not change the workload for faculty and curriculum and admission standards. Changes requested by AP will go through governance; all classes will be taught by CSU faculty. On a different note, as I mentioned earlier, set up a meeting for feedback. The Planning and Budget Advisory Committee that the Senate Budget Committee is a part of met only once this academic year and this meeting was informational rather than an advisory nature.

Tatyana Guzman: Promise to facilitate Faculty Senate Budget Committee involvement. Meanwhile, the Senate Budget Committee will continue to meet over the summer as needed to discuss partnership and budgetary issues. And this is all from me. Thank you.

Vickie Coleman Gallagher: I was just wondering, is that a document that at some point you had intended to share with the entire Senate? Or what was the intent?

Tatyana Guzman: Yes. Well, I still get feedback. So, even after I shared that information, whatever we had yesterday evening with the Provost and the President, I got even more input. I'm hoping to compile a full document at some point. I want to give the Provost and the President a chance to look at it and maybe address other issues that we haven't discussed yet at our meetings. That's the intent so far.

Vickie Coleman Gallagher: Just to follow up. I had contributed to that document with some concerns. Some of it is my language. I was just wondering if I can make sure I position it properly.

Tatyana Guzman: Sure. I tried to not overload the email so I just sent it to one person per college. What Vickie Gallagher had sent me was good.

Beth Ekelman: Are we going to get specific numbers and figures regarding the cost benefit analysis of entering into that contract? Provost Zhu said that this is a sticking point. If negotiations are successful, we will move forward to future discussions. This is a sticking point that's really an important point that they're working on. If these negotiations are successful, then we will move forward with further discussion.

Vickie Coleman Gallagher: If I could do a quick announcement. There are a number of people on this zoom meeting that have not labeled themselves. There is one anonymous person. You know these are open to the university but please send me a private chat as to who you are. I'd prefer not to have an anonymous person attending. If your name is not clear, or if you're just a number, I have sent you a chat. I need you to identify yourselves, or you'll be kicked out of zoom. Thank you.

**VII. Report of the Provost and Chief Academic Officer**

Jianping: It's great to have over 100 faculty colleagues attending the zoom meeting today. I have a few quick updates that for the most part is a follow up to the items that the President already touched on, but I will have a little more detail. One is about the return to campus and the academic piece and John Holcomb is leading the effort. Looking at the classes and triage into different groups. The last time I think we talked about that was at a Senate meeting. The highest priority without the in-person experience. The classes right now at least that we were lucky to bring back to campus. Without the facility, the special equipment or the room on campus here, that experience simply is not a good experience learning outcome wise. It just doesn't deliver or lead to the desired outcome or there are certain classes for accreditation requirements for degree requirements that have to be in person and then there are other classes that might be highly desirable. It's manageable. If we have to do it, you know, remote environment. And then the third group of classes that can be done effectively using our remote delivery.

Jianping: For the first group of classes, we are getting some idea as to how many students we are talking about because that's a big concern. The safety and the well-being of the entire campus community is the top priority and John Holcomb and his group are getting ideas if we go with those classes. What will be the average number of students we are talking about that need to come to campus in the evening. What are the number of students that potentially could be in different abilities. I want you to understand that all of those are just a theoretical projection, but it gives you some idea of the scope of activity. For practical purposes, for example, you could have a group of students who have finished their class, but they don't leave. And you cannot predict how many or what percentage of the students that will finish with the prior class period but decide not to leave and hang out on campus. And that could change very significantly the projection, but at least on a theoretical basis. The group is doing a very good job right now trying to map out building-wise by the hour by the day. If we go with that particular group, how many students are we talking about that need to have proper arrangement of support. Support around services regarding the cleaning and sanitization and also support to keep the students and faculty and staff, safe. We're hoping another week or so.

Jianping: I just heard mentioned that there is another Senate meeting being planned for June 10. On John's end, we hope to have a draft plan before that meeting to share with you in order to provide input on how we can best organize and maintain the environment for students, faculty and staff safety. It has become a lot more complicated than just teaching the classes. For example, the question being asked me many times, what if we have someone who refuses to go by the basic protocol, say for example, refusing to wear a face mask. We need to think about all those details. We are also planning to send a faculty survey. John Holcomb and maybe Cheryl Bracken, if you're online, you could elaborate a little bit about the timeline. To faculty, if you receive the survey, I encourage you to please provide your feedback because that will provide us the important information on how we plan and how we can best support our faculty. We want to hear from you on your past experiences with this remote delivery for the spring semester and what you see that needs to be done and how we can best help you in terms of bringing some classes back to campus and at the same time, also continue to offer some classes remotely. Remote delivery is the topic of John. John, do you want to add anything, or Cheryl, do you want to add anything about the faculty survey?

John Holcomb: No, I think you've covered it pretty well.

Cheryl Bracken: Yes, I think we're working on the timeline, so we'll have to be in touch with you when that survey is going to go out. There has been some revision from the pandemic response team but that's still in progress. We hope we can get the results back quick enough to actually inform you of the plan about returning to campus by June 15.

Jianping: The second topic I want to touch base with you is the realignment that the President briefly talked about when he presented the overall overview of the university, where we have been throughout the spring semester, and how we're going about dealing with the challenges. An upcoming important area in the academic side is the college and department realignment. Let me reassure you that this will be a process where we have brought in faculty input using a very transparent process. I want to assure you that faculty governance will be strictly followed and I invite you, when the time comes, to actively participate and provide input and share your thoughts on how we can best do it.

Jianping: Typically, the process will involve a few stages. The first stage will be a small group. We are trying to come up with some options. It's always good to have some concrete ideas that every one of us can look at and comment on and provide feedback so that it can be improved. I want to assure you of a full transparent process with faculty participation at different levels - at the department level, at the college level, on an individual level. In the end, I am sure everybody understands, given the size of our university, that a decision will have to be made. I just want to make sure faculty sees the process that evolves and that they had the chance for input.

Jianping Zhu: I reasoned to share the document that was made public by the University of Akron wisdom. Some of the Faculty Senate leadership members encouraged us and our leadership to share that document broadly with our faculty colleagues because I see our sister institution in Akron has been taking a very positive approach in moving in that direction.

The reason that document was shared with leadership actually was very concrete. The input from their graduate students, the faculty input at the department level and the discussion at the college level is very informative and was a very open process. So, I just want to reassure you, I know that it is powering your mind, how are we going to go about this. It will be a transparent and inclusive process with plenty of opportunity for input or feedback. With that, I know the Memorial Day weekend is typically an official start of the summer. I wish everyone a very productive and enjoyable summer.

Judy Ausherman: Thanks again for your report. I'm in all these in your first discussion on the approaches of how we're opening up the campus. You said there are three things that you're going to be doing. Is there a plan B for each of those because if you are watching the news, there may be a predicted spike again because of people’s behavior.

Jianping: Yes Judy. We need a plan B. I assume you are referring to the three kinds of bigger buckets of cost less the ones that really show the return without the campus environment without the in person

interaction. It just doesn't make much sense. I do think we need to have a plan B. In fact, right now, I think that we need to take into consideration even for the first class that we're trying to bring back at four o'clock conditioner last year for the federal government, the state and local health and authority that it's safe to bring back to campus.

Jianping: The instructional process would need to be made available online because there might be a student in that class who just doesn't feel comfortable enough to return and we cannot say that everyone must return to campus. Some students may have a compromised immune system and don't feel comfortable coming back. We need to make sure that materials are accessible online and then for bigger classes, I think we continue remotely. Given our experience in the Spring, we can quickly go to plan B to move everything back to remote delivery and do even better than what we did in the Spring

Michele Kwiatkowski: Thank you. I was too late to ask the President, but I wanted to know, does this spring tuition forgiveness apply to graduate students as well?

Jianping: Can you clarify what you mean by spring tuition forgiveness?

Michele Kwiatkowski: What the President spoke about for spring semester. Does this apply to graduate students as well?

Jianping: Oh, the twofold. The twofold one is not for the past Spring. It's the Spring of the coming year 2021 but it's for freshmen students, the incoming freshman class coming up. If they do a good job and maintain a certain GPA by the end of this coming Fall semester, then CSU will cover their tuition gap. For the Spring 2021, that only applies to freshmen students. I'll take the liberty to share with you the input the President heard from our returning students who are not incoming freshmen; the idea that this two for one is for incoming freshman students for Spring only and brought that to the President's attention, saying, hey, you're too far away – it is great for incoming freshmen. But what about those who are continuing to CSU. The university is working on some incentive for those students as well for basically sophomore, junior and senior.

Gary Dyer: Could you could clarify? There was a reason to have a distinction between freshman and other new students that was considered a good idea, but to distinguish between freshman per se. Students arriving at a later stage of their progress.

Jianping: That is incoming freshman full-time first-time students that always holds a special place. The President wants to make a further clarification.

President Harlan Sands: Gary, I want to make sure I understand your question. It's for first time freshmen and Jianping’s follow up was that we're looking at creating some incentive for returning students, undergraduates. One of our student trustees raised this at the trustees meeting and we certainly want to create the right incentives for all students to come back with us.

Gary Dyer: I guess the question I had was if you want an incentive to have students at Cleveland State who would not be at Cleveland State otherwise, doesn't that apply to any new students regardless of whether they would be starting out at the very beginning as freshmen, as defined by the external agencies and so on. Yes, I'm going to get students at Cleveland State. I want to throw a sense of why it is our particular established category of first-time freshmen that has so much weight.

Jianping: Yes, Gary, you asked a good question. President Sands, I think Gary wasn't referring to other than the freshman cohort. CSU also gets a lot of transfer students who are new to CSU, the first time, but they are not studying like a freshman, they transfer from places like Tri-C for example, and, as you know, those are new students. And Gary yes, you asked a good question, but typically the university always has a separate policy for transfer scholarships that is why there is all that stuff for incoming freshmen versus a transfer student that has spent a year at other places and some schools offer transfer scholarships as well. In general, the purpose is to incentivize students. Maybe we need to look at the transfer students as well.

Beth Ekelman: Yes, thank you John for involving faculty, students and staff in this realignment process. I think that's really important.

I have a question about the staff furloughs. Sometimes you don't realize things until they're implemented, but, there are some staff that actually have teaching as part of their responsibilities. So, for example, they're teaching this summer and they received notice of furloughs. Is there a way to waive the furlough requirement for certain staff that really are considered essential to the academic delivery of courses?

Jianping: Beth, that's a good question. I think for individual cases, we just have to work with individuals to see if there is a reasonable approach to a solution. There are about 900 staff members subject to the furloughs. I'm sure there are other office situations where staff are doing support work and also teach. So yes, we do need to take another look.

Aaron Severson: Thank you. I think this question is along a similar line, but with respect to postdocs; so many postdocs are in a similar situation where they've received letters and their pay is entirely supported on NIH grants and in fact CSU gets indirect costs and only NIH grant monies are spent. I was wondering if anything can be done to waive their furloughs as well.

Jianping: Aaron, good question. I think the reason this was not covered was in general, there is a clause in the collective bargaining agreement on everyone. If we do this kind of furlough on those paid by the university, they should be subject to that. But we do understand the special category of office staff members who are actually not really paid by university operating dollars. The purpose of doing this furlough is to help with university co-pays. There are financial challenges right and I see your point. Those folks are not really funded by real University dollars although theoretically grants are considered university dollars that come in for research. But it doesn't really free up that money for the university to be able to corral the expenses because those dollars come in with a specific purpose. Money still goes back to research and we cannot use that to cover other university operations. So, I agree with you and I think HR is open to discussion about this issue. Regarding staff positions funded by either gifts or grants, some other doors may be opened on a case by case basis. So, I urge you to work through your Deans and Chairs and then work with HR to see if exceptions can be granted.

Fred Smith: I am wondering how the capacity of courses for those courses for which an in-person experience is required is being considered. I could be wrong in thinking that a type of course that requires an in-person experience would be something like a biology lab. But I've seen biology labs where students seem to be in much closer proximity to each other than would be reasonable with any sort of social distancing. If we're going to have courses like that on campus, are we considering adding sections and can we afford to do that? What is the plan for space for courses that are essential to have for an in-person experience that might be on campus?

Jianping: Good question, Fred. The team led by John has looked into this and at this point, I think they are looking at two options. There might be more options coming up. But as we continue, any faculty input would be really welcome on the two options. One option, basically realizing our financial reality, we are not going to be able to add on many sessions by reducing the number of students per class session. To your point, you have observed those labs typically involve a much smaller distance than desirable for social distancing. But if we cut the classes to one half or one third, just to make the social distance work, that means you have to double or triple your number of sections. And we certainly won't be able to cover the additional instructional costs in terms of GA or faculty. So, we thought that maybe we should look at our curriculum and somehow provide the students that experience but not to one-hundred percent.

Jianping: Before we talked about the social distancing, one idea is that you only have some students come at one time and the other students come to the next lab session. Overall, maybe your students only got 50 or 60% of their lab experience, but that certainly would be a lot better than zero percent experience rather than delivering completely remotely, right, so that's one approach. It requires some reconfiguration of the curriculum. The other project will be to look for a bigger space and folks will be more spread out or add more sections that I talked about earlier; just double the number of sections. And then each class session we will take half of students. That will have a significant financial impact and it's not easier just because it will have a bigger room. To move a lab into that bigger room, the lab has special requirements. I want to stay out of this one. The second option would be more challenging than the first option.

Fred Smith: Thank you.

Catherine Hansman: I've got two questions going back to the two for one issue. And the first is adults returning here. It is a huge population and continues to grow. Is there any kind of incentive or thought to provide an incentive to help some of the returning adults come back and stay and actually complete their degrees, particularly if they've already been here and dropped out for a while?

Jianping: Yes. It's not just now; this has been an ongoing discussion about how to attract students to come back either to finish your degree or sometimes using the current buzzword to retool to credential because they may not need a completely new degree. They may need a certificate or a specific set of classes. So that is something we will be actively looking at. And in the state of Ohio, I think there are millions. I think over half a million to two million folks who had college but never finished a degree who may be interested in upscaling or additional credentials. Our Continuing Education folks have been looking into that and our regular credit bearing program offerings also have been looking into this to see if we can attract more of those students coming back.

Catherine Hansman: I have a second question. Is there any thought to graduate students and some other areas of graduate study in the Graduate College? This might be one way to try to incentivize some students to come back or come to begin with,

Jianping: Catherine, if I hear correctly, you are asking, could we use a two for one as an incentive for graduate students as well, right? Well, that's always a good idea. It's a matter of doing some analysis of will there be a return on investment because for that kind of arrangement, it does costs additional resources. That could be applied to graduate as well. However, the same potential impact on freshmen versus other graduate students. This idea can be applied to graduate recruitment as well.

Deborah Geier: I was already in the queue and Catherine asked her question, but can you extend the two for one for incoming first year Law students? Our Law enrollment is expected to be significantly down this year for the entering first year class and this would go if we could get on the horn and start advertising this right now. We could likely really steal away some students from Akron, Toledo and even Case who throws a lot of scholarship dollars at their students. It would really, really help beef up enrollment if you could extend that to the first-year Law class as well.

Jianping: There is a lot of interest about the graduate enrollment using that and naturally Law. Yes, we will have some discussion. Our Interim Dean of the Graduate College, John Holcomb, is hear so you and I may need to talk with about this and to do some analysis on how big of an impact of that will come out.

Jennifer Visocky O'Grady: I have a question from a fellow faculty member who emailed me, and so I'm paraphrasing for them. But this really seems like a question about faculty bandwidth and it sounds like the President and the Provost are saying that, the face to face… Is that correct?

Jianping: Your question is that it looks like a way of expecting faculty to teach the same class in two ways; to deliver one version in person and also online. Does that increase the significance of the teaching load? Is that your question?

Jennifer Visocky O'Grady: Yes, I also put it in the chat window to everyone.

Jianping: The faculty doesn't teach the class in two totally different ways or two times. They actually teach in person and online. For example, if there is a streaming device in the lab or in the classroom while the faculty is teaching in person, that teaching is a stream to an online platform so other students can watch at the same time. So, the fact is that the faculty member is not teaching twice.

Jennifer Visocky O'Grady: Thank you.

Jianping: You are welcome.

William Bowen: We will move on into our open discussion time where by my understanding, it's not a question and answer session so much as it is discussion amongst members of the Senate.

**VIII. Open Discussion Time**

William Bowen: Does anyone have any items for discussion?

Gary Dyer: Bill, would I be correct in saying that if there's an issue people wish to raise that has not been touched on earlier in today's meeting, in general, that falls under new business. Would that be correct?

William Bowen: Yes, under New business.

Gary Dyer: Okay, just wanted clarification.

Judy Ausherman: Question to Provost Zhu: I just got an email that the people in E-Learning are going to be furloughed and this directly impacts your plan B if faculty need help with online learning. They are going to be furloughed because of the cares act from June 1 to July 26. It really doesn't provide a lot of time to help faculty rearrange courses. If they come back to campus to help faculty in rearranging their courses or helping to upload, can you speak to that a little bit?

Jianping: Yes, Judy. We just have to strike a fine balance. Many areas on campus are critical areas. The leader of every unit should try to schedule the lead. Not everyone will take the furlough at the same time. I'm also working with HR right now to see if there are other alternatives that will help with the situation.

Joanne Goodell: I'm not sure at which meeting of all the meetings we attend that I brought this up, but classroom technology is still an issue, particularly in the classroom. Those funds have been applied for upgrading the systems for probably five years and now they're ten years old. It's impossible to stream stuff from there. If we are expected to make our class available online or remotely, we need the technology - unique document cameras, streaming devices from each of the rooms that we might be teaching from or if we're doing it from home, you know, document cameras are really a very important part of being able to make your class come alive as a remote experience.

William Bowen: Especially if you have a group here.

Joanne Goodell: Yes, I think I didn't mention it in that meeting the other day because we were talking about other things. But I had mentioned it at other meetings. It's a critically important part, and I agree with Jen. If we can't do A, you know… To fully upgrade online classes as well as face to face classes unless we are just going to reproduce what we're doing in the class through some sort of streaming device and the video capture or not or some other video capture lecture facility. I'm not sure what the state of classrooms are and I don't even know, if the Center for Instructional Technology and Distance Learning could tell you exactly how many classrooms are needed to be upgraded and how long that's going to take and whether we're even scrambling with everybody else to get the same equipment. It's potentially not doable even if we had the time or even if we had the money. The equipment is just not available. I don't know what attention has been paid to that but it's a critical question that has not been brought up very often.

William Bowen: David, Bruce, can you speak to that? I know I've heard quite a bit of conversations about this at various meetings and I think you're the one that's kind of looking into it.

David Bruce: Yes, we've been planning and looking at assessment of the classroom technology as it specifically relates to doing remote content delivery, potential hybrid delivery for the fall, depending on what the scenarios end up being and we have a pretty good assessment of what the technology situation is in the classroom. The instructional technology team is working on plans for what can be done. Some of it is highly dependent on the different scenarios working very closely with the Provost’s Office. To look at what these three-tiered approaches might be so that we can do some triage and target those areas that will be where the improvements can make the biggest impact. I's definitely on the radar and we are trying planning the best we can.

William Bowen: Okay, thank you. I will take one more question and then move into New Business where I know there is one item of new business that is about ready to come before us.

Robert Whitbred: I know that the focus of the conversations are towards the in person experience with teaching classes, but I was wondering if anyone has brought up the issue that a lot of students at a lot of universities are not necessarily going to go back to their universities and are looking for some classes to pick up at either a community college or on line that Cleveland State may begin to the extent that a decision can be made and classes that are going to be taught online or remote delivery inevitably anyway, given the circumstances. My wife teaches in the community colleges and they're picking up a lot of enrollment for that very thing so I'm just throwing that out there. If it is happening is that line of thought being interjected into the deliberation's?

Jianping: Yes, I think it has been. Basically, you can hear arguments on both sides. If I understand correctly, The National Survey. indicates that 60 to 70% of students prefer the on-campus experience. I think I have seen the number somewhere. On campus is expensive, but from safety and maintaining social distance, it's not practical to really bring a large number of students back to campus. A lot of parts of the world continue, I expect, to be offering remote delivery fashion in terms of the time you're making that decision. I think we have been very careful in terms of delivery. We don't want to make an announcement without the details. So that's why our job is kind of a compromise - not too late, so that the students can still get information and make up their mind if they want to sign up at CSU or they decide to go somewhere else. Also, to give faculty enough time to prepare for the August or start of just the semester. Also gives us enough time to see where things go as they gradually open up at the many states. So, between now and June 15, it also gives us some time to make an informed decision to see how things are going and whether a surge of cases open up. And decide on our summer classes and also the return of researchers to campus. Basically, I will have a couple of weeks to make that decision.

William Bowen: Okay, thank you very much. So now we'll move into the new business part of our meeting and I know Professor Joanna Ganning has been waiting very patiently.

**IX. New Business**

Joanna Ganning: I'm here today to ask Faculty Senate to refer the criteria for pop-up Gen Ed's back to the University Curriculum Committee for review. **(Report No. 111, 2019-2020)**

The basis of the argument is as follows. The original idea behind the pop-ups was to allow for experimental teaching and to help decrease the number of actual classes being submitted as Gen Ed’s in the long run. The recommendation and the ad hoc general education report that Faculty Senate approved and sent to UCC for implementation included implementation recommendation number six to allow for pop-up general education courses with temporary general education status. The purpose of this recommendation was to facilitate experimentation within the general education setting and allow for the development of timely Gen Ed courses on emerging issues. But here is an excerpt of what it was changed to in UCC. Temporary Gen Ed status is possible. Proposal for courses offered to respond to special circumstances, special topic courses such as a one-time event or a visiting faculty member. The status will ordinarily be granted to the department. Special topics courses in this proposal should only be used to request temporary Gen Ed status for existing courses.

Joanna Ganning: The UCC language eliminates the stated goal of facilitating experimentation within the Gen Ed setting and to allow for the development of Gen Ed courses on emerging issues in two ways. First, stating that, “Temporary Gen Ed status is possible for courses offered to respond to special circumstances such as a one-time event or a visiting faculty member.” While this provides for a course on emerging issues, it limits that to those that would qualify as a special circumstance that is not an emerging issue. Limiting the development of that of a visiting faculty member further constrains full time faculty with expertise on emerging areas from proposing pop-ups. Second, the additional consideration of, “This proposal should only be used to request temporary Gen Ed status for existing courses. New courses must be proposed and approved via the curriculum approval process before temporary status can be requested for them.” and also directly contradicts the original intent of the recommendation which was to allow development of courses on emerging issues.

Joanna Ganning: I was asked to bring this forward by a member of the Urban faculty who served on the ad hoc Gen Ed Committee and validates that these were not what the Committee intended with this fragmentation implementation recommendation. A consideration of it was to allow for experimentation without the creation of an ongoing Gen Ed course by offering the courses as pop-ups. Interest could be evaluated before department resources would be committed. Provide this course on an ongoing basis if interest and if registrations were high enough and evidence to provide to UCC as to the need and support for this new job and course being added to the subject areas. For these reasons, I'm asking Faculty Senate to refer other criteria for pop ups, back to the University Curriculum Committee.

William Bowen: Professor Ganning moved to refer the criteria for pop up Gen Ed's back to the UCC for review.Professor Joanne Goodell seconded the motion.

William Bowen: We have a motion on the table to refer the criteria for the pop-up Gen Ed's back to the UCC. Is there any discussion?

Bob Krebs: This seems like an idea to try to ban these options, but I'm just not sure if summer is the right time to do this. Would this then be referring it back to begin with the new UCC in the fall?

Joanna Ganning: Yes Bob. I have been on the agenda to try to bring this up for a couple of months. The intention was not to bring this up in the summer. I don't even know if UCC meets in the summer. I don't serve on a committee, but whenever UCC meats, this can be on their agenda. I think this came up in late April, and the assumption on my part then was that UCC would review this in the fall.

William Bowen: Hearing no one else, all in favor of referring the criteria for pop-up Gen Ed's back to the UCC for consideration, please say aye.

**The motion to refer the criteria for pop-up Gen Ed’s back to the University Curriculum Committee for consideration was approved by voice vote. (Report No. 111, 2019-2020)**

William Bowen: Well we were going to try to do this meeting in an hour and a half, and we did it in an hour and 27 minutes. So, thank you all again. We'll see you back here on the 10th of next month. Be well.

There being no further business, the meeting adjourned at 4:27 P.M.

Respectfully submitted,

Vickie Coleman Gallagher

Faculty Senate Secretary

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