CSU | Faculty Senate

MEETING OF THE FACULTY SENATE

AGENDA
March 26, 2025
3:00 PM – Student Center Ballroom

I.	Approval of the Agenda for the March 26, 2025 Meeting	Carol Olszewski
II.	Approval of the Minutes of the Meeting A. February 26, 2025	Carol Olszewski
III.	Report of the Senate President	Carol Olszewski
IV.	Report of the President of CSU	Laura Bloomberg
V.	University Curriculum Committee **Approval Items** B. Consent Agenda (see attached)	Michele Heath
VI.	Admissions and Standards Committee **Approval Items**—Links to full proposals in curriculog are below. (see attached for concise summaries)	Michael Wiitala

1. [Undergraduate Grade Dispute Policy Update - Cleveland State University | Curriculum](#)
2. [Update to Graduate Catalog Grade Dispute Policy - Cleveland State University | Curriculum](#)
3. [Graduate Catalog Admission Criteria Update for CSU Global Programs - Cleveland State University | Curriculum](#)
4. [Graduate Program Dismissal Policy](#)

VII.	Budget and Finance Committee	Judy Ausherman
VIII.	Ad Hoc Committee of the SEI **Approval Item** C. Final Course Feedback Survey Report (see attached)	Albert F. Smith
IX.	Undergraduate Student Success Committee **Presentation** D. National Survey of Student Engagement, Laura Northrop Director of Research and Assessment	Kevin Mueller
X.	Report of the Provost and Chief Academic Officer	Debbie Jackson

XI.	Unfinished Business	Carol Olszewski

    E. Centralized Computer Refresh, Wesam Helou, CIO

XII.	New Business	Carol Olszewski

XIII.	Question Time	Carol Olszewski

XIV.	Adjournment	Carol Olszewski

Academic Steering Committee

Michael Adams	Gary Dyer	Liz Lehfeldt	Linda Quinn
Judy Ausherman	Michele Heath	Janterria Matthews	Aaron Severson
Laura Bloomberg	Carole Heyward	Kevin Mueller	Nigamanth Sridhar
Sebastian Brockhaus	Dana Hubbard	Carol Olszewski, Chair	Michael Wiitala
Brooke Conti	Jacqueline Jenkins	Anne Price	

MEETING OF THE FACULTY SENATE

MINUTES
February 26, 2025
3:00 PM – Moot Court Room (LB101)

PRESENT: Faculty Senate Officers C. Olszewski, D. Hubbard, and J. Jenkins; **Faculty Senators** M. Adams, J. Ausherman, M. Baumgartner, J. Bolt, S. Brockhaus, B. Browning, M. Buckley, C. Collins, M. Collins, B. Conti, P. Daiker-Middaugh, V. DePaoli, K. Fuller, M. Gallagher, J. Gatica, P. Lopes Gerum, T. Greer-Medley, C. Heyward, W. Kang, C. Kothapalli, E. Lehfeldt, J. Marino, J. Matthews, P. McGinty, J. Plecnik, A. Price, E. Raushert, Y. Shen, A. Smith, D. Smith, J. Vitali, A. Voight, B. Yusko, and N. Zawahri; **Administrative and Corresponding Members** L. Bloomberg, N. Sridhar, J. Gordon, A. Kersten, R. Carnell, M. Gruys, K. Neuendorf, and J. Samsa; **Ex Officio Limited Members** G. Dyer, M. Heath, L. Quinn, and M. Wiitala.

**OTHERS
PRESENT:** Zoom indicated a peak of 73 participants.

Senate President Olszewski called the meeting to order at 3:03 pm.

I.   Approval of the Agenda for the February 26, 2025 Meeting
        Motion was approved by voice vote.

II.   Approval of the Minutes of the Meeting
        A. January 29, 2024
        The minutes of the January 29, 2025 meeting were approved by unanimous consent.

III.   Report of the Senate President
        Senate President Olszewski said she heard of concerns about the draft policy 3344-28 Research Misconduct, that was posted for comment. The changes include edits of the type of required evidence. Upon consultation with the Provost, the draft policy has been sent to the Research Council for input.

        Senate President Olszewski provided an update on core curriculum. Registrars has agreed to couple of updates to the catalog after its launch. This will not delay the launch, but it will provide the opportunity to add additional courses when they have been approved. She noted that curriculum committees should be reviewing degree maps.

        Senate President Olszewski provided an update on athletics. She noted that the cuts to athletics have seen some press and sparked some conversations/concerns. She met with Kelsey Harkey and reported that it is not the purview of faculty to dictate the funding of athletics, that decisions were not taken lightly, that the committee worked with a target budget, discussed every aspect of athletics and the requirements of NCAA division sports. She also reported that work continues on name recognition and the management of student fees.

Senate President Olszewski provided an update regarding SB1/HB6. For now, faculty senate will maintain the equity, diversity and inclusion committee, but is ready to pivot to avoid harm to faculty senate, CSU and individuals. The EDI committee has been asked to review its charge, as have all the other standing committees. Senate President Olszewski suggested that perhaps their focus should be on belonging. She noted that for now courses are safe. She also noted that there have been impacts on research and suggested a difficulty statement for P&T, similar to that used during the pandemic. The impact on research may also impact programs which are funded internally through indirects. Lastly, she encouraged faculty to contact their representatives and pay attention to what is fact as opposed to what is alarmist.

Roster Updates (informational)
Student Life Committee: Appointment of Manuella B. Crawley for a partial term through August 15, 2025; and Lana S. Mobydeen for a partial term through August 15, 2026.

IV.   Report of the President of CSU
President Bloomberg began her remarks by recognizing that these are difficult times, but that we have a remarkable capacity to make a difference and move forward. Her key message was to understand the difference between law and dear colleague letters, the difference between requests and law, and to be prepared, gather information, and inform elected officials. CSU will stay focused on our students, our community, our mission, and our strategic plan. She noted that any needed changes will be communicated clearly and directly to those impacted.

President Bloomberg then spoke about the Shore-to-Shore-to-Shore project. She reported that there is $100 M invested and at the project presentations that morning, every presentation referenced CSU alums. She also spoke about the Peak Performance Institute being built on the riverfront and the Metropark's sailing school on East 55th which is focused on helping people understand and enjoy the riverfront and teach youngsters to swim. The north side of the Browns stadium will become a public park, with public art, public performance, recreation, which are new opportunities for our students and how we serve our community.

President Bloomberg then spoke about two fundraising sprints. The first was to recreate the East 13th gallery, which has received interest from Craig Hassall (President of Playhouse Square). The second was the biomedical discovery complex proposed for Euclid @ East 24th.

President Bloomberg then made announcements about Giving Day Feb 27, the Celebration of faculty excellence at 4 pm April 9th in the student center ballroom, Commencement May 9th for doctoral graduates, and the May 10th Commencement ceremonies. She remarked that it means the world to students to have faculty attend. She then added that the career fair was a success with upwards of 900 students and 80 employers. (**Report No. 40, 2024-2025**)

V.   University Curriculum Committee
Senate President Olszewski explained that at the consent agenda from the January 29, 2025 senate meeting had not been voted on. (**Report No. 33, 2024-2025**)
Consent agenda from January 29, 2025 was approved by unanimous consent.

Approval Items
Committee chair Michele Heath presented the consent agenda. The items were brought forth and received no discussion. Consent agenda was approved by unanimous consent. (**Report No. 41, 2024-2025**)

B. Consent Agenda (see attached)
- Chemical Engineering, B.ChE - 1140 - Fall 25
- Culture, Communication, and Health Care Graduate Certificate - 1140 - Fall 25
- Electronics Engineering Technology, B.S.E.E.T. - 1140 - Fall 25
- Exercise Science, B.S. - 1140 - Fall 25
- Governance, Risk Management, and Compliance (GRC), Graduate Certificate - 1140 - Fall 25
- Music Therapy, B.S. - 1140 - Fall 25
- Neuroscience Minor - 1140 - Fall 25
- Psychology, MA - 1110 - Fall 24
- Research and Assessment in Education and Human Services
- Social Work, MSW - 1130 - Summer 25
- Social Work, MSW - 1140 - Fall 25
- Sociology, B.A. - 1140 - Fall 25
- Special Education (with licensure), M.Ed. - 1140 - Fall 25
- Superintendent License - 1140 - Fall 25
- Veterinary Social Work Certificate - 1140 - Fall 25

VI.   Budget and Finance Committee
Committee chair Judy Ausherman provided highlights from the February 13th PFAC meeting, including an overview of the new dashboards Katie Corcoran has created that will show real time enrollment and other data, and budget snapshots provided by CFO Nicole Addington. Regarding the cuts to athletics, Chair Ausherman requested information. She also noted that PFAC is in the process of collecting college priorities, as input into the budget process, although she didn't think there was an agreement yet as to how the budget and finance committee will provide input. The committee will attend the next PFAC meeting scheduled for March 17th. (**Report No. 42, 2024-2025**)

VII.   SGA Updates
SGA President Justin Samsa reported that since his last address to senate, advisor participation is on the rise, that he is hearing good things about faculty showing up and helping students. He reported that SGA's official stance is to oppose SB1 (formerly SB83), explaining that they see the potential impact to faculty, and recognize that it will trickle down to the student body. He provided an update on the campus beautification projects, noting 15-20 trees will be planted in the engineering lawn, but the artistic initiatives are on hold for now. He concluded with the announcement that SGA elections have been launched for the next academic year, and that every position comes with a scholarship, which can make a difference between a student staying at CSU and dropping out.

VIII.   Report of the Provost and Chief Academic Officer
Provost Sridhar began his remarks by noting that he had spent the last two weeks reading T&P dossiers and external reviews, and that he is proud of what colleagues are doing.

Provost Sridhar provided an update on the status of the Union building, noting that it is an old building with old systems, and the repairs needed require specialized parts and people with specialized knowledge. He vowed to improve communications. He also noted that there was a meeting with the Psychology department, which AAUP attended, to work through the situation. They are also working through a long-term plan for that building.

Provost Sridhar then commented on the executive orders, and changes in NIH policies, noting that the provost's office is focused on minimizing the impact on students, and are preparing to respond, although did already respond to the federal funding notice and NIH memo. There may be impacts to internal programs but at the moment the internal awards are being kept at the levels they were planned for, although they may need to be adjusted. He also noted that there was an Attorney General meeting to hear from universities and potential impact, such as that to Jobs Ohio fueled by NIH research funding.

Provost Sridhar commented on the budget and finance committee report, confirming that more control is being returned to the deans, that he is identifying specific parts of the budget that can be responsibly handed over. Also, the dashboard being created by Katie Corcoran will provide much improved data for decision making, and those future measures will be shared.

Provost Sridhar then thanked the senate for not approving the proposal to remove the data and digital literacy requirement from core that was presented at the last meeting. He noted that some adjustments have been made to the calendar, to extend some timelines, but there have not yet been any new proposals submitted for data and digital literacy courses. He offered support to develop such courses.

Provost Sridhar provided a brief summary of some achievements, which illustrate our commitment to our priorities, including the intense focus on our academic offerings with the development of the inquiry core, integrated degrees, and the construction management program, which is supported by 35 companies. He added that there are 88 faculty members who get together once per week to talk about teaching, focusing on what we do in the classroom and to make our students feel they belong. He also noted that high DFW courses are being examined to determine where more support can be given to faculty.

Provost Sridhar then made announcements about the Distinguished Faculty Awards, the Provost's Teaching Summit, and Viking Teach Week, which is a week-long event where over 100 classrooms are opened to visitors.

IX.   Unfinished Business   Carol Olszewski
       C. FPP 3344-13-03 Standing Committees
          • Asking all Faculty Senate Standing Committees to review language regarding functions and purposes.
          • **Proposed revisions should be sent to UFAC by March 5 or as soon as possible** (in order to have first and second readings of the changes, with a final approval at the May 7, 2025 Senate meeting).
               o NOTE: In order to meet this timeline, after the first reading, if possible, the changes need to be posted for public comment by the last week of April or sooner.

X.   New Business
      Kim Neuendorf, representing CSU Retiree Assoc. presented their new release regarding SB1 and
      encouraged faculty to contact their representatives and government offices. (**Report No. 43,
      2024-2025**) The document has been included in the senate materials as per Sen. Carole
      Heyward's suggestion.

      Sen. Judy Ausherman stated that the College of Health went over procedures for when ICE visits
      campus and encouraged other colleges to do the same.

XI.   Question Time
      Fac. Rep. to the BOT, Linda Quinn asked for an update about sunsetting computers given the
      upcoming expiry of Windows 10. In the ensuing conversation, Wesam Helou, CIO, outlined a
      plan to replace primary devices, purchased by CSU, which will expire in October, and that the
      refresh plan to replace primary devices every 4-5 years, is based on feedback IS&T received. A
      similar process will be taken to develop a refresh plan for secondary devices, but the priority is
      those computers affected by the expiry of Windows 10. Provost Sridhar noted that IS&T already
      has a database of office computers but does not know about devices purchased through grant, so
      if there are things IS&T needs to know, let them know. Several faculty asked about their specific
      situations and CIO Helou suggested an information session to ask questions.

      Sen. Tawanda Greer-Medley brought up an issue regarding graduate contracts. Provost Sridhar
      responded.

      Fac. Rep. to the BOT, Linda Quinn explained the difficulties of satisfying the data and digital
      literacy core requirements for one of her STA courses. Sen. Emily Rauschert noted similar.
      Provost Sridhar suggested a meeting with Debbie Jackson, Marcus Schultz-Bergin, and Linda
      Quinn. Senate President Carol Olszewski suggested a possible motion to senate.

      Fac. Rep. to the BOT, Linda Quinn asked about the availability of the enrollment dashboards.
      Provost Sridhar confirmed that they have been taken down and will be replaced by the new
      dashboards Katie Corcoran is creating, and that if data is needed now, see Debbie Jackson.

      Fac. Rep. to the BOT, Linda Quinn asked for an update on faculty profiles. Provost Sridhar noted
      that faculty should let Ray Henry know about issues. Senate Vice-President Hubbard noted that
      Ray is aware of many issues common to everyone. Provost Sridhar clarified that if the question
      is about your discipline missing, let Ray Henry know. Sen. Adam Voight asked whether the old
      profiles were still accessible, which was affirmed by Senate President Olszewski

      Senator Voight asked whether the NIH changes, which are currently being challenged, were to
      be implemented, are there other things that would be impacted and are there any contingency
      plans? Provost Sridhar affirmed that indirect costs would be impacted which are used in
      maintenance and facilities operations, facilities and administration costs, and staff positions, that
      there are contingency plans, however currently the guidance is from NIH and all federal grants
      use the same negotiated overhead costs.

      Sen. Anne Price asked about obtaining DFW reports. Provost Sridhar referred to Debbie Jackson,
      who noted that department chairs, deans, and associate deans have access to new dash boards.

Debbie explained that they are working through data governance and Provost Sridhar referred to John Holcomb.

Fac. Rep. to the BOT, Linda Quinn commented on the report from the budget and finance committee, that multiple requests have been made to get the bottom line for the 6 buckets shown on the PFAC report, and the cuts. President Bloomberg referred to the target from the EY report.

Senate President Olszewski announced Giving Day, and encouraged giving, even a few dollars, and suggested picking your favorite thing, noting music therapy is an option. She noted the importance of showing the participation of the community.

XII.   Adjournment
        Senate President Olszewski adjourned the meeting at 4:43 pm. (**Report No. 44, 2024-2025--**Full meeting slide deck.)

Respectfully submitted,

Jacqueline Jenkins
Faculty Senate Secretary

Faculty Senate Consent Agenda

March 26, 2025

NOTES:
• <mark>The yellow highlighted items</mark> need Senate approval to move forward. The other items are for your information as approved by the UCC.

- HIS - 455 - Power, Knowledge & Gender: I am updating the WAC status of this course to comply with the Inquiry Core Curriculum. I am updating the title for this course to "Power, Knowledge, and Gender" to better reflect the gender history content and remove the European history specific geographic focus. Approved

- HIS - 243H - Disease and Public Health in Premodern Europe: Updating course to reflect new Core Curriculum requirements. Also updating course title. Approved

- MTH - 181 - Calculus I: Supplementing information for new Core Curriculum in Quantitative and Formal Reasoning. Change description to refer to Quantitative and Formal Reasoning from quantitative literacy. Approved

- MTH - 182 - Calculus II: Supplementing information for new Core Curriculum in Quantitative and Formal Reasoning. Change description to refer to Quantitative and Formal Reasonng from Quantitative Literacy. Approved

- HSC - 180 - Introduction to Gerontology: Aligning with core curriculum content standards and adding required components to syllabus/assignments. Update course description at core curriculum committee's request. Approved

- MCE - 260 – Kinematics: Making changes to MCE 260 to make it a WAC course. Approved

- MCE - 450 - Design Project I: Making changes to MCE 450 to make it a WAC course. Approved

- <mark>Construction Management, B.S. - 1140 - Fall 25: The changes made to the program will bring the program into compliance with Core Curriculum</mark>

- ENG - 203 - Creative Writing, Creative Storytelling. Updating ENG 203: Creative Writing: Forms and Techniques for Core Curriculum, Human Culture and Creativity requirement. Approved

- <mark>Urban Education, Ph.D. - 1140 - Fall 25: For the Urban Education: Counseling Psychology doctoral program. We are proposing these changes in response to feedback from our accrediting body (American Psychological Association) and from our students and alumni to streamline our course content, improve our research training, and provide more focused attention on social and cultural dynamics in mental health. Approved</mark>

- PHY - 103 - The Flying Circus of Physics Laboratory: Course updated to meet the new Inquiry Core Curriculum. This is a re-submission based on updates made in response to the previous review. Approved.

- PHY - 201 - Astronomy: Stars and Galaxies: Course updated to meet the requirements of the Inquiry Core Curriculum. This is a follow up submission in which the issues raised in the previous submission have been addressed. Approved.

- PHY - 202 - Astronomy: Planets, Asteroids and Comets: Course updated to meet the new Inquiry Core Curriculum. Approved.

- PHY - 203 - Astronomy Laboratory: Course updated to meet the new Inquiry Core Curriculum. Approved.

- Biology, MS - 1140 - Fall 25: The proposed change will (1) add a Computational Biology concentration to the MS BIO program as required by the JobsOhio award to CSU. Approved

- CHM - 156 - Chemistry Around Us Laboratory: Course documentation is being updated to meet the requirements for the new inquiry core. Core curriculum worksheet, syllabus, and signature assignment. Approved

- COH - 250 - Pathways to Health and Healing: COH 250 Pathways to Health and Healing is an elective course that focuses on holistic health care and complementary modalities. It features an experiential approach, allowing students to actively engage in the modalities. There are no prerequisites, and it can be taken independently of other courses. Rationale, support and syllabus. Approved.

- Computer Engineering, B.C.E. - 1140 - Fall 25: 1. Delete Gen Ed course, ESC 100 that will no longer be available. Delete ESC 120. Add new core course INQ 170, which replaces both ESC 120 and ESC 100. Combined degree map and catalog changes. Approved.

- THE - 211 - History of The Theatre I: The Department of World Languages, Literatures & Cultures proposes to transition from five separate programs to a single unified major for the department, the World Languages and Cultures major. Approved.

- THE - 111 - Introduction to Theatre: To meet the new core guidelines, we are changing the syllabus of THE111: Introduction to Theatre to include the updated outcomes of Critical Thinking, collaboration and written communication. Signature assignment, syllabus, and core worksheet (no logo on syllabus). Approved.

- WLC - 204 - World Literature: Qualify this course for Inquiry Core for Global Human Perspectives, so that it can count as such when offered in AY 25-26. Signature assignments, syllabus, and core worksheet. Approved.

- Mechanical Engineering Technology, B.S.M.E.T. - 1140 - Fall 25: This proposal replaces the old general education courses with the new core curriculum courses and adds a pathway for completing co-op. Degree map and curriculum proposal. Explain and provide rationale for program specialization. Approved.

Admissions and Standards Committee   **Michael Wiitala**

Full proposal information in Modern Campus Curriculum—follow the links

Concise summary:

Update the Undergraduate Catalog Grade Dispute policy to better align with the Graduate Catalog Grade Dispute policy. The main change is to add two additional criteria (#2 and #4 below) on which a grade dispute can be built. These additional criteria are already included in the Graduate Catalog policy.

Other changes include clarifying the role of the Admissions and Standards Committee in the grade dispute process and making sure that at whatever stage the process concludes, both the student and faculty member are informed.

The proposed change allows for these four reasons for a grade dispute (#2 and #4 added from the Graduate Catalog policy):

In disputing a course grade, the burden is on the student to demonstrate that one or more of the following applies:

1.   An error has occurred in calculation of the grade.
2.   The instructor has failed to inform students of the basis for calculation of grades.*
3.   A non-uniform standard was applied in the assignment of the course grade and/or the student, through no fault of their own, was not provided with the same opportunity to complete the requirements for the course as the other students.
4.   A grading decision was based on a substantial and unreasonable departure from previously articulated criteria or standards within the course.

*As outlined in the syllabus template approved by Faculty Senate, course assignments and weights, and the basis for assigning grades must be clearly stated in the syllabus.

The proposal also provides a 45-day limit as to when a grade dispute can be filed.

Concise summary:

Clarify the role of the Admissions and Standards Committee in the grade dispute process and make sure that at whatever stage the process concludes, both the student and faculty member are informed. Other minor corrections and clarifications are also made.

3.

Concise summary:

- Currently, the Graduate Catalog does not reflect Admission Criteria that have been in practice since admitting students for Spring 2020 for the following master's degree programs:
  - Master of Information System
  - Master of Computer Science
  - Master of Science in Software Engineering
  - Master of Science in Electrical Engineering
  - Master of Science in Civil Engineering
  - Master of Science in Mechanical Engineering

This proposal updates catalog language to reflect admission criteria agreed to by the university and respective departments at that time.

Some degree programs explicitly listed the requirements for demonstration of English language competence if their degree was from an international university. The verbiage in this regard has been removed from the individual programs because the graduate catalog, in its section on Admission Requirements for International Students and Permanent Residents, states in one location the different ways a student can demonstrate English Language Proficiency. (This is information on IELTS scores, etc.)

Where appropriate, this proposal spells out in codified language potential prerequisite coursework that may be required for both domestic and international students with or without an undergraduate degree in the area of interest.

4.

Concise Summary:

This proposal establishes a policy for reviewing program dismissals at the grad college level. The proposal develops a process to review adherence to program policies for non-academic dismissals and ensure due process for students. The detailed policy is provided in the attachments.

Final Course Feedback Survey report

March 2025

Based on the Fact-Finding Report presented to Senate in February 2024 and further responses thereon, the Ad-Hoc committee on the Course Feedback Survey has now compiled a draft Course Feedback Survey (CFS). Our new instrument follows the best practices of the [ACUE Student Evaluations of Teaching](#). (The next section of this report is organized according to the ACUE recommendations.)

Instruction is a vital part of a course, but it is part of a larger environment that defines whether a student may succeed. Further, this notion should be reflected in the name of the Course Feedback Survey (cf. *Student Evaluation of Instruction*).

In this report, we present 1) a summarized rationale, 2) the proposed sets of questions for in-person and for online classes, 3) some recommendations for dissemination of the CFS in assessment of teaching, including tenure, promotion, and merit applications, and 4) the original Fact-Finding report from February 2024. The questions used in the pilot survey can be found in the meeting materials for the October 9, 2024 Faculty Senate meeting.

1. Rationale

ACUE Recommendation #1: Ensure that instruments are not biased against particular groups of faculty.

1) The new Course Feedback Survey (CFS) recognizes that a student survey is a qualitative tool and best used as such. Therefore, the focus is shifted away from quantitative results with dubious meaning toward an invitation to students to express which particular aspects of the class were helpful and which ones were not.

2) A pilot survey in the Fall of 2024 confirmed that the ratio of positive and negative comments showed, compared to the SEIQ, a reduced relationship (see section 4) with instructor demographics (including race, gender, and tenure status) and class characteristics (including class size, modality, and level). We believe that the proposed new set up and the new phrasing of the questions mitigates the known biases in CFEs. This will have to be demonstrated before full implementation.

3) The pilot study revealed that a preamble statement about possible biases reduced the actual bias in the results, in agreement with the literature.

ACUE Recommendation #2: Items should be written with the student in mind.

1) A key barrier to students filling out the current survey is its length. In a small pilot over the summer, the average time to fill out the new CFS was about 2 minutes, compared with 10 minutes for the current survey.

2) A student can often give expert feedback on well-defined individual aspects of the course (e.g., was the instructor's feedback timely and helpful), while other broader questions are harder to judge or more open to interpretation (e.g., the instructor's expertise in the field). The recommended questions are more framed as the former.

ACUE Recommendation #3: Student Evaluations of Teaching (SET)s should have a clear purpose and be connected to outcomes of interest.

3) The focus of the new CFSis more on feedback for improvement of classes, and not just on the assessment of teaching for the benefit of tenure, promotion, and merit.The instructor must then use the results of the CFS to make their case for tenure, promotion, or merit as with the other components of the assessment of instruction (self-assessment, peer review, peer observation).

4) The proposed new CFS acknowledges that the instructor is a crucial part of the student's course experience, but not the only one. Students are invited to mention other factors that contributed to their learning as well, including support services, class schedule, and their own contributions to their learning.

5) The new CFS is designed to be adaptable to classes that are not the traditional on-campus lecture. By design, not all options in Questions 1 and 2 need to be applicable to all courses, so it is easy to add some that are more valid for online, lab, or internship courses. This is a work in progress, and not yet fully reflected in the current survey draft. We anticipate that these options in Questions 1 and 2 will evolve over the first few years, based on suggestions by instructors and students. Additional questions for specific sub-groups may also be more easily added.

6) To evaluate the instruction and the teaching environment, it is important to take a long term view across multiple courses and multiple semesters. We recommend that at least a condensed overview of responses to Questions 1 and 2 be provided

for the instructor to use as they see fit in their case for promotion, tenure, and other teaching evaluations.

2. The list of questions

Course Feedback Survey for <Course Name>
Cleveland State University recognizes that student evaluations of teaching are often influenced by students' unconscious and unintentional biases about the race and gender of the instructor. Women and instructors of color are systematically rated lower in their teaching evaluations than white men, even when there are no actual differences in the instruction or in what students have learned.

 As you fill out the course feedback survey please keep this in mind and make an effort to resist stereotypes about professors. Focus on your opinions about the content of the

course (the assignments, the textbook, the in-class material) and not unrelated matters (e.g., the instructor's appearance).

This survey is anonymous. Only your written comments and aggregate information will be presented to the instructor, and only after the course is completed and grades are made available.

1. For On-Campus Lecture classes:

Q1 What was **particularly helpful** for your learning in <Course Name> ? Check all that apply.

- How I was treated with courtesy and respect by the instructor
- Clarity on how to do well in the course
- Availability of the instructor for assistance and consultation
- The in-class activities
- Opportunities to collaborate with classmates
- The homework assignments
- The required course material (books, courseware, etc).
- The affordability of the required course material (books, courseware, etc).
- The use of online tools (e.g., Blackboard, online courseware, homework environment, etc)
- Quality of feedback on assignments
- Timeliness of feedback on assignments
- Preparedness of the instructor
- The way course material was presented by the instructor
- Support services such as tutoring, advising, and disability services
- The relation of course material to my previous knowledge
- My own time management skills
- Other:

Q2 If applicable, which of the following **could be changed to improve** your learning in ----? Check all that apply.

- To be treated with more courtesy and respect by the instructor
- Clarity on how to do well in the course.
- Availability of the instructor for assistance and consultation.
- The in-class activities.

- Opportunities to collaborate with classmates

- The homework assignments.
- The required course material (books, courseware, etc).
- The affordability of the required course material (books, courseware, etc).
- The use of online tools (Blackboard, online courseware, homework environment, etc.)
- Quality of feedback on assignments
- Timeliness of feedback on assignments
- Preparedness of the instructor
- The way course material was presented by the instructor
- Support services such as tutoring, advising, and disability services.
- The relation of course material to my previous knowledge.
- My own time management skills.
- My other responsibilities unrelated to this class
- Other:

Q3 How many of the class sessions did you attend for <Course Name> ?

- All (1)
- Almost all (90% or more) (2)
- Most (50%-90%) (3)
- Some (less than 50%) (4)
- None (5)

Q4 What percentage of the assignments required for the course (e.g., exams, problem sets, other assignments) did you complete and submit?

- All (1)
- Almost all (90% or more) (2)
- Most (50%-90%) (3)
- Some (less than 50%) (4)
- None (5)

Q5 According to the Ohio Department of Education, you are supposed to spend ${e://Field/Work%20time} hours per week on average on a ${e://Field/Credit%20Hour} credit hour course like this, including class time and homework. How much time did you spend on <Course Name> in a typical week?

- Much more (over 150% of that time) (1)
- Somewhat more (110%-150% of that time) (2)
- About that amount (90%-110% of that time) (3)
- Somewhat less (50%-90% of that time) (4)
- Much less (less than 50% of that time) (5)

Q6 Do you have specific points of constructive feedback for <Course Name> ?

2. For Asynchronous Online classes:

Q1 What was particularly **helpful** for your learning in <Course Name> ? Check all that apply. Optionally, write specific examples in the text boxes.

- How welcoming the course environment was
- Clarity on how to do well in the course
- The interactive online experience (discussions, online learning community, etc)
- Availability of the instructor for assistance and consultation.
- The quality of the assignments
- The flexibility of an online course
- The required course material (books, courseware, etc).
- The affordability of the required course material (books, courseware, etc).
- The use of online tools (e.g., Blackboard, online courseware, homework environment)
- Quality of feedback on assignments
- Timeliness of feedback on assignments
- Preparedness of the instructor
- The way course material was presented by the instructor

- Support services such as tutoring, advising, and disability services.
- The relation of course material to my previous knowledge.

- Other:

Q2 If applicable, which of the following **could be changed to improve** your learning in <Course Name> ? Check all that apply. Optionally, write specific examples in the text boxes.

- How welcoming the course environment was
- Clarity on how to do well in the course
- The interactive online experience (discussions, online learning community, etc)
- Availability of the instructor for assistance and consultation.
- The quality of the assignments
- The flexibility of an online course
- The required course material (books, courseware, etc).
- The affordability of the required course material (books, courseware, etc).
- The use of online tools (e.g., Blackboard, online courseware, homework environment)
- Quality of feedback on assignments
- Timeliness of feedback on assignments
- Preparedness of the instructor
- The way course material was presented by the instructor
- Support services such as tutoring, advising, and disability services.
- The relation of course material to my previous knowledge.
- My own time management skills.
- My other responsibilities unrelated to this class
- Other:

Q3 What percentage of the assignments required for the course (e.g., exams, problem sets, other assignments) did you complete and submit?

- All (1)
- Almost all (90% or more) (2)
- Most (50%-90%) (3)
- Some (less than 50%) (4)
- None (5)

Q4 According to the Ohio Department of Education, you are supposed to spend ${e://Field/Work%20time} hours per week on average on a ${e://Field/Credit%20Hour} credit hour course like this, including class time and assignments. How much time did you spend on ${e://Field/Course%20Name} in a typical week?

- Much more (over 150% of that time) (1)
- Somewhat more (110%-150% of that time) (2)
- About that amount (90%-110% of that time) (3)
- Somewhat less (50%-90% of that time) (4)
- Much less (less than 50% of that time) (5)

Q5 Do you have specific points of constructive feedback for ${e://Field/Course%20Name}?

3. Dissemination of the CFS for assessment purposes

The proposed CFS emphasizes the dual intent of the survey for both formative evaluation and for summative evaluation. It purposefully does *not* provide a single quasi-quantitative number, because that leads to ignoring the feedback in the entire document. Nevertheless, it is important that the CFS can be used effectively in summative evaluations as well, including tenure and promotion dossiers.

For any evaluation, we recommendtaking a longitudinal view of multiple CFSs, and not focusing on positive or negative results in individual classes.

We recommend refleting on which options in Questions 1 and 2 were typically emphasized positively or negatively, as well as those for which there was llittle explicit feedback. This can be done in some graphical way, or in a descriptive manner.

As a potential example, the graphs below show the frequency of occurrence for all the options (rows) in several (fictitious) classes (columns); darker colors are more common comments. This means that darker rows are common answers across the courses; bright columns were outlier classes.

In these figures, the columns represent courses and the rows represent options available for selection in Questions 1 and 2. The numbers in the cells represent proportions of students who selected that response, with darker cells indicating higher percentages. For example, in the first figure the proportions of students who indicted that clarity on how to do well in the course was indicated as helpful by 0.45, 0.62, and 0.45 of students in courses 215, 434, and 55, respectively.

Answers to Q1

	215	434	55	298	201	30	29	214	31	261
Clarity on how to do well in the course	0.45	0.62	0.45	0.32	0.39	0.48	0.48	0.41	0.46	0.56
Availability of the instructor for assistance and consultation	0.34	0.48	0.45	0.21	0.33	0.21	0.21	0.33	0.31	0.31
The in-class activities	0.55	0.69	0.35	0.21	0.00	0.21	0.21	0.19	0.15	0.69
The required course material (books, courseware, etc)	0.28	0.31	0.40	0.32	0.33	0.28	0.28	0.19	0.31	0.19
The use of online tools (e.g., Blackboard, online courseware, homework environment, etc)	0.59	0.62	0.45	0.26	0.50	0.59	0.59	0.33	0.46	0.31
Quality of feedback on assignments	0.34	0.38	0.35	0.11	0.17	0.17	0.17	0.15	0.15	0.19
The preparedness of the instructor	0.62	0.72	0.45	0.53	0.44	0.48	0.48	0.33	0.31	0.69
The way course material was presented by the instructor	0.48	0.59	0.30	0.58	0.44	0.48	0.48	0.48	0.54	0.62
Support services such as tutoring, advising, and disability services	0.21	0.28	0.45	0.11	0.33	0.24	0.24	0.11	0.08	0.06
The relation of course material to my previous knowledge	0.38	0.38	0.45	0.32	0.39	0.34	0.34	0.37	0.38	0.50
The inclusiveness of the course environment	0.31	0.45	0.35	0.37	0.11	0.24	0.24	0.37	0.15	0.38

Answers to Q2

	215	434	55	298	201	30	29	214	31	261
The inclusiveness of the course environment	0.07	0.07	0.10	0.05	0.33	0.10	0.10	0.07	0.15	0.00
Clarity on how to do well in this course	0.07	0.07	0.25	0.16	0.39	0.17	0.17	0.11	0.23	0.00
Availability of the instructor for assistance and consultation	0.03	0.07	0.20	0.11	0.17	0.03	0.03	0.07	0.08	0.00
The in-class activities	0.14	0.03	0.15	0.11	0.44	0.31	0.31	0.11	0.23	0.12
The homework assignments	0.10	0.10	0.25	0.16	0.33	0.14	0.14	0.11	0.23	0.06
The use of online tools (Blackboard, online courseware, homework environment, etc.)	0.00	0.03	0.10	0.11	0.11	0.21	0.21	0.07	0.00	0.00
Quality of feedback on assignments	0.07	0.10	0.20	0.11	0.22	0.17	0.17	0.11	0.31	0.12
The preparedness of the instructor	0.00	0.03	0.10	0.11	0.28	0.17	0.17	0.04	0.31	0.00
The way course material was presented by the instructor	0.07	0.07	0.35	0.05	0.44	0.24	0.24	0.04	0.38	0.06
Support services such as tutoring, advising, and disability services	0.14	0.07	0.05	0.11	0.22	0.03	0.03	0.15	0.08	0.06
The relation of course material to my previous knowledge	0.07	0.03	0.25	0.11	0.11	0.07	0.07	0.07	0.08	0.00

We do not see much value in evaluating the total number of positive and negative comments at the level of individual instructors, other than perhaps ensuring that the negative comments do not outnumber the positive ones. Any comparison of the number of positive and negative comments between instructors is a meaningless distraction from the purpose of the CFS.

To summarize the written comments, we recommend publishing word clouds when the number of comments is too large to be individually presented. We explored the use of an AI sentiment checker, but these seem not to be very reliable yet.

4. SEI report – fact finding report

As presented in Faculty Senate in April 2024

Executive Summary

Based on a review of the literature, consultations with Dr. Regan Gurung (Oregon State University), an analysis of the current CSU SEI data, and surveys of students, faculty, and administrators, the committee comes to the following findings:

1. Our current SEI system suffers from several biases, some of which strongly impact minoritized groups or instructors of large classes. We recommend several actions to mitigate these biases (Sections 4, 5.1.1, 5.3.1, 5.3.2, 5.4.3, 5.4.5)
2. Almost all questions on the current SEI strongly correlate with each other, suggesting that we obtain little independent information, and could do with a much shorter SEI (Sections 4, 5.1.2)
3. The response rate has gone down to 27% since the move from paper to online forms, which immediately disqualifies the SEI as a valid instrument. Several efforts are recommended to improve the response rate (Sections 5.1.2, 5.2)
4. The current instrument and process results in a mostly summative assessment of teaching with little, if any, attention to formative assessment to improve teaching. We recommend a more holistic approach, which should include (in addition to other possibilities) mid-semester SEIs,and more formalized peer observations and self-reflections. (Sections 5.1.3, 5.1.5, 5.4.1, 5.4.2, 5.4.4)
5. The SEI is often used as a shorthand for quality of instruction, while numerous studies find that the correlation is weak at best. This needs to be reckoned with and addressed when presenting and using the data for reappointment, tenure, promotion, and merit decisions. (Sections 5.3, 5.4)

As a next step, the committee will work on implementing these findings in an improved instrument, and on evaluating the technical constraints and needs in this instrument.

Committee Charge and background

In the spring of 2023, **s**ix faculty and two administrators were appointed to review the Student Evaluation of Instruction instrument and make recommendations to improve the measure. Over the course of the last year this group has reviewed the literature, met with

stakeholders associated with the BLUE data collection platform, consulted with an expert in SEI and invited him to CSU for a faculty-wide presentation, conducted a factor analysis of CSU's current instrument, performed statistical tests to assess for bias in CSU's current instrument and surveyed faculty, students, as well as PRC representatives, chairs, deans' and the Provost's office regarding their views and use of SEI.

Background on CSU's Student Evaluation of Instruction

Student evaluations are referenced in the CBA (12.10 C(6)) as one possible piece of evidence that may demonstrate exceptional achievement as a teacher. Similarly, the Electronic Faculty Annual Activity Report (eFAAR) instructions indicate faculty must record the SEIQ mean scores for the instructor and the course and upload the SEIQ reports for each course taught. Various college and departmental guidelines for promotion mandate the reporting of SEIQ scores. Some units indicate a specific minimum mean score that is required for promotion.

 The 'Memorandum on Dossiers and Reappointment, Promotions, and Tenure Reviews' from the Office of the Provost indicates data from student evaluations are "expected." The same memo indicates, faculty "should consider" including, "summaries of student evaluations for all courses taught", further stipulating it is "helpful for college or department means to be included to provide further context for the SEI scores. One would normally expect scores at or above the department mean, and one would also normally expect to see improvement over time." Faculty are recommended to "present summary table presenting the summary statistics for each course you have taught (average ratings, comparison averages, response rates, etc.)". The SEIQ is governed by the Student Evaluation Policy (see Appendix 1), which states the guiding principles, the way the SEI is administered, and how the SEI is reported to faculty, chairs, and directors. According to the 2023 Contract Implementation Committee memo on Merit Awards, the suggested documentation for merit for teaching (which is 1/3 of all merit awards) includes "Student evaluations. Primarily this could be assessed by consistently above average scores on standardized student evaluations."

Literature review and consultation of external expert

Student Evaluations of Instruction are a common topic of discussion in higher education. University administrators want to know about students' classroom experiences and faculty want to know that their materials and methods result in positive learning outcomes. In short, a survey of students alone will not provide the answers we're looking for, but in concert with peer evaluations and self-reflection, it can inform the process.

We also found several institutions currently using best practices to inform a holistic assessment of academic courses. To that end, we contracted Dr. Regan Gurung, a widely regarded expert in the field of SEI to provide individualized guidance to the SEI committee and to present to the wider CSU faculty community about SEI. Some main takeaways from his presentation are summarized here.

Effective teaching cannot be established by only one of indicator, but instead requires multiple measures including peer evaluation (reviewing course materials such as a syllabus, or online materials), peer observation (which should consist of pre-observation meeting, an observation of a teaching session, and a post-observation feedback meeting) instructor self-reflection (read evaluations and demonstrate the instructor has reflected on what might need to change), and student evaluation (these are prone to bias due to gender, race, rank, and discipline), Dr. Gurung urged that universities not rely just on a number from a student evaluation since they are more biased than other forms of evaluation. Peer observers need training to reduce bias in peer observation.

Dr. Gurung suggests instructors may opt to use formative evaluation questions on student surveys such as: What is the teacher doing to help me learn? What am I doing to help me learn? What is the teacher doing that is not helping me learn? What am I doing that will not help me learn?

Meeting with our current SEI vendor

To better understand the functionality of BLUE SEIQ survey platform, members of the committee met with the vendor in Fall 2023. The vendor has some potentially valuable tools on offer that we currently do not employ. For instance, they showcased an automated dashboard that allows for slicing through data on a multi-year level, grouped by instructor or unit, and with different options for comparison data. They also showcased an AI summarizer of open comments, permitting quickly focusing on general sentiment and filtering out inappropriate comments, or.

Statistical analysis of CSU SEI data

To empirically evaluate the number of factors present in the current SEIQ questions, and also to investigate possible indicators of bias in the current SEIQ instrument, we performed 1) a correlation, 2) a multi-variable regression analysis, and 3) a factor analysis on the SEIQs and course & instructor properties between Fall 2021 and Spring 2023. While the data below is based on the undergraduate classes only; a qualitatively similar picture arises from the graduate courses; however, graduate data is harder to interpret due to the prevalence of small project-based courses.

Based on the correlation and factor analysis, we observe that there is a strong (>0.7) correlation between all SEIQ questions, and little underlying information. A factor analysis confirmed that 70% of the variance can be explained by a single factor, and 80% by two.
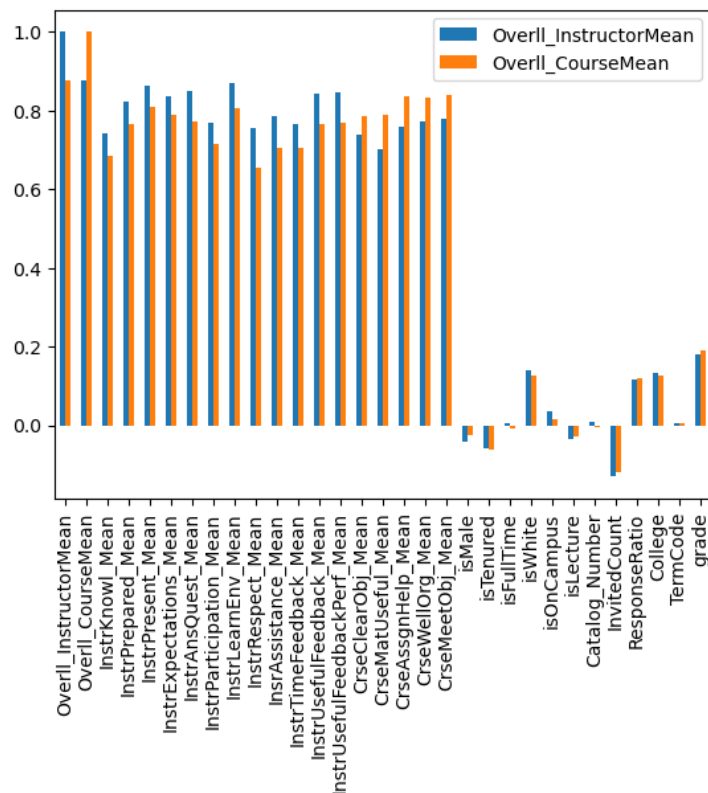
Analysis was also conducted to assess if the following demographic, course-related, or student factors revealed indicators of bias. Characteristics that were non-significant for biases in our current instrument include gender (0.0042 difference in score; $p=0.77$), and whether a class is online or on campus (0.017; $p=0.42$). With an R-squared of 0.09, only a limited part of the overall SEIQ score may be explained solely by instructor and class properties, suggesting that the SEIQ does contain information about other things, such as quality of instruction. Nevertheless, these impacts are strong enough that they may affect individual tenure, promotion, and merit cases. The table below shows how each factor impacts SEIQ scores.

Factor	Impact
If …. Is true…	…scores are lowered by … points
College	0.33 between highest and lowest College
Race=non-white	0.27
Not a Lecture class	0.19
Part time	0.13
Has Tenure	0.08
First year class (vs 4th year)	0.06

Low grade	0.06 per GPA point
Large class	0.4 per 100 extra students

Surveys of CSU Constituents

In the Fall of 2023, we performed 3 surveys to gather input from students, instructors, and evaluators (PRC members and administrators).

Student Survey

795 students completed a brief survey about their experience with CSU's SEIQ instrument and process. 21% of respondents indicated they never fill out the SEIQ, while most respondents (31%) fill it out sometimes. Most respondents (47%) spend 2-5 minutes filling out the survey, with another 35% spending 5-15 minutes filling out the survey for each course. When asked what CSU could do to make filling out the SEIQ easier, the most frequent response was having clearer questions (31%) followed by better announcements (23%) and fewer questions (22%). When queried on possible strategies to increase the chance they would fill out the SEI, 35% desired grade improvement, 23% desired class time to fill out the survey, and 22% desired an in-class reminder and explanation of the SEI.

Faculty Survey

A survey was distributed to full time and part time instructors in the fall of 2023. Among the 170 instructors who completed the survey, only 37% of faculty agree the current questions on the SEI help to improve their teaching, and only 23% of faculty agree the current SEI questions are a valid evaluation of their teaching.

The following SEIQ questions were considered the most useful to instructors (% of respondents that rated this question very useful)

- o   The instructor makes course expectations clear (60%)
- o   The instructor presents the course materials clearly (57%)
- o   The instructor is well prepared (54%)
- o   The instructor treats students with courtesy and respect (53%)
- o   The instructor is available for assistance and consultation (50%)

The questions that were considered the least useful by faculty include:

(valid % of respondents who rated this question not useful or harmful)

- o   The instructor is knowledgeable in the subject matter (35%)

- o What is your overall evaluation of this instructor (31%)
- o The instructor fosters and effective learning environment (27%)
- o Comments about the instructor (31%)

6.3 Survey of PRC representatives, chairs, deans' and the provost office

Also in the fall of 2023, a survey was sent to chairs/directors, representatives from the Dean/Provost office and faculty from the College and University PRCs. A total of

33 individuals responded to questions about their use and perceptions of the SEIQ.

- The majority (85%) use the SEI scores as one of several factors in their decision-making process for tenure and promotion.
- Most (94%) give SEI scores a little or a moderate amount of weight.
- Most (88%) review the results of SEI scores "always" or "most of the time" when making promotion decisions.
- When asked to consider the average score under which the respondents would find the SEI score a serious concern to promotion or reappointment using the following scale (1=Poor, 2=Below Average, 3=Average, 4=Above Average, 5=Excellent) the answer was 2.5, which indicates a score midway between "below average" and "average." No respondents thought the cut off score should exceed 3.75 which is just below the qualitative rating of "above average."
- When asked about which circumstances might incline the respondent to discount the SEI data, a majority of respondents indicated properties of the course (88%), the percent of students who filled out the SEI (85%), faculty race/ethnicity (55%), faculty gender (55%), and whether English is faculty's native language (52%).
- Only 36% of respondents somewhat agree or strongly agree SEI scores accurately reflect the quality of teaching and instruction.
- The following questions were considered the most relevant in the promotion decision making process (% of respondents that rated this question very important):
  - o The instructor is well prepared. (52%)
  - o The instructor treats students with courtesy and respect. (42%)
  - o The instructor makes course expectations clear. (40%)
  - o The instructor is available for student assistance and consultation. (40%)
  - o The instructor presents the course material clearly. (33%)
- The following questions were considered the least relevant in the promotion decision making process (% of respondents that rated this question of low importance or least important):
  - o The instructor is knowledgeable in the subject matter (21%)
  - o The course meets its state objectives (24%)

- The required course materials are useful (21%)
- The assignments help me to learn the course material (18%)
- The instructor fosters student participation. (15%)
- The instructor provides useful feedback on my performance in the course (15%)

When asked for suggestions to improve SEI, the following qualitative themes emerged most frequently.

1. Reduce the number of questions:
2. Mandate student completion of SEI or take other steps to improve response rates such as offering student incentive, allocating class time. The belief is that this would address the issue of biased results and increase the overall response rates.
3. Change how CSU uses SEI data.
4. Improve the quality of questions to make them more reasonable and meaningful.

General Findings

Taking of this data together, some important points emerge.

First and most importantly, the SEIQs at CSU show biases based on college, race of the instructor, type of class, full time status, and class size. It is imperative to reduce those biases and develop safeguards so that these biases do not propagate into the decision making process on reappointment, promotion, tenure, and merit. While a majority of PRC and administrators indicate they might be inclined to discount the SEI data based on properties of the course, not everyone does, and it is not clear how any adjustments are made in a way that is consistent over time and between different committees and administrators.

For the SEIQ to be a valid instrument, it is imperative to have a much better response rate than the current 27%. With such low response rates, it increases the chances that classes do not meet the required minimum to be reported to the instructor and their chair. It also increases the risk of a bias response, in that only the students with a very strong opinion about the class may fill out the survey, thus missing the insights from the majority of the students. Several measures are described below that may help improve the response rate.

The emphasis on SEI mean scores is further devalued given that only about a third of PRC members and administrators agree SEI scores accurately reflect the quality of teaching and instruction and nearly all give SEI scores little or moderate weight. Indeed, an average SEI

score would need to be below 2.75 before PRC members and administrators would find an SEI score low enough to be a serious concern for promotion or reappointment.

The existing literature and the external expert suggest using SEI as one small imperfect measure of teaching quality. Efforts need to be made to decrease the bias inherent in the SEI and balance the SEI scores with other indicators of teaching quality for promotion, reappointment and merit.

Change to the SEI instrument and process is also desired by students who want clearer questions, more visible (including in class) announcements about SEIQ availability, fewer questions, a grade incentive for filling out the survey, and class time to fill out the survey.

Suggestions to improve the SEI instrument

1. **A value statement to help reduce biases**
   Based on the literature, a clear but short value statement in the header of the survey can help reduce bias. This should be tailored to the situation at CSU. As an example, the following statement has been used at Iowa State University:

   "Student evaluations of teaching play an important role in the review of faculty. Your opinions influence the review of instructors that takes place every year. Iowa State University recognizes that student evaluations of teaching are often influenced by students' **unconscious** *and* **unintentional** *biases about the race and gender of the instructor. Women and instructors of color are systematically rated lower in their teaching evaluations than white men, even when there are no actual differences in the instruction or in what students have learned.*
   As you fill out the course evaluation please keep this in mind and make an effort to resist stereotypes about professors. Focus on your opinions about the content of the course (the assignments, the textbook, the in-class material) and not unrelated matters (the instructor's appearance)."

   (https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0216241)

2. **Limit the number of questions.**
   A data analysis showed that the number of independent factors in our current SEI is very low, close to just 1. This turns out to be common in many SEIQs. However, we also found a clear desire to ask a wider variety of questions in the SEI. The role that these questions might play is as a statement of what CSU values in good instruction, thus anchoring the summary questions. Many questions in the current SEI are focused on the instructorrather than being student centered. The current instrument has 18 questions, all measuring effectively a single factor, with most questions other than the summary questions about the instructor and the course—and maybe not even the summary question about the course—even looked at by instructors, PRCs, and

administrators. A shorter survey (5-10 questions at the most) may increase the chance that students will fill it out.

In comparing the survey responses of administrators/PRC members and faculty there was exact agreement on the top five most valuable questions (although they were in different ranked order) suggesting the following five questions should be given extra consideration for being retained in the proposed changes to the SEI:

1) The instructor makes course expectations clear
2) The instructor presents the course materials clearly
3) The instructor is well prepared
4) The instructor treats students with courtesy and respect
5) The instructor is available for assistance and consultation

There was also agreement about two questions that were the least valued between these two groups. These two questions may be considered as the first questions that are subject to elimination in a proposed revision to the SEI instrument.

1) The instructor is knowledgeable in the subject matter (21%)
2) The instructor provides useful feedback on my performance in the course (15%)

3. **Make optional mid semester formative evaluation more readily available.**
   Currently, the SEI is predominantly used and seen as an evaluation tool, i.e., a summative assessment. Instructors report little use for the SEI to improve their teaching. To foster a culture of ever-improving teaching, a mid-semester formative assessment would be helpful. The results of this survey should not be used to evaluate the instructor ~~for evaluation,~~ so should be solely distributed to the instructor..

4. **The faculty survey yielded mixed responses to open questions**.

   On the one hand, open questions allow students to give more fine-grained comments, appropriate to a particular class. On the other hand, this section is hard to summarize in an evaluation report, and particularly open to biased comments. A screening of these comments could be useful here, for instance through an (AI) summarization tool.

5. **More flexibility in SEI questions**

   It is currently rare for units or instructors to add questions to the SEI, perhaps since few people know about the possibility. Altering questions to the SEI comes at the cost of decreased comparability between courses, and adding questions has the cost of longer

time to fill out the survey, resulting in lower response rate. We recommend that for the end-of-semester survey, questions should generally be consistent throughout the courses, with question-sets being developed for subsets of classes (e.g., lectures, projects, internships, online classes). Based on our research, the answers to the questions tend to strongly correlate with each other, so having a fine-tuned list of questions may yield less information than expected. For a mid-semester survey, a default set of questions may be more liberally fine-tuned to the needs of the individual instructor.

1. **Consistent scaling of all quantitative questions.**
   Currently, some questions are scaled between 1 and 5, some questions are scaled between 1 and 4, which is confusing. We recommend to scale all questions between 1 and 5.

5.2 Suggestions to improve the SEI process

Since the switch to an online SEIQ, student response rate has dropped to a median of 27%. To improve this number we have found the following suggestions:

1. **Allow students to fill out the SEI in class.**
   Per the current guidelines, instructors are not allowed to be in the same class room while giving students such time, but leaving the class means that students use the timeslot for other things (chatting, leaving early). We did not find strong evidence in the literature that having the instructor in the classroom creates a bias in the evaluations.

2. **Make the SEI more findable.**
   Many students reported that the survey was hard to find, only in the few emails that came to an (oft-unread) CSU email account. Having the link posted more clearly in Blackboard should help, along with a "reminder message" when logging in to Bb during the course evaluation time period; having reminders by text and the ability to quickly fill out the survey in a mobile interface may also improve response rates.

3. **Longer period of response**.
   Currently, the SEI closes before the last week of classes, which many students and faculty found too early. Extending this window until the last day of classes could be beneficial. The external expert cautions against allowing the SEI period to extend beyond the last day of class and suggests it should not be extended into exam week.

4. **Opt-out messages in Blackboard.**
   Some universities report success with a hold on transcripts until the student opts out from filling out the SEI. Such a method may have some unforeseen side effects,

but having a required assignment in Blackboard to either do the SEI or opt out of it may help, especially in online classes. As per the current policy, this is not allowed.

5. **Clarity on allowed boosters.**
The most commonly suggested incentive to fill out the SEI was extra credit. The committee is mixed over the appropriateness of such an incentive, but a CSU-wide guideline could be useful here (e.g., *a response-rate based incentive of up to X percent is allowable*).

5.3 Suggestions to improve the presentation of SEI data

1. Acknowledge the inherent uncertainty of the SEI

It can be hard to properly interpret any central moment in surveys, especially when the sample size tends to be small. We recommend that the SEI presentation acknowledges this, by reducing the focus on the mean score, which is not a valid aggregation method for categorical data, and can be particularly sensitive to outliers. For instance, we could consider reporting different central moments (mode, median), or including the standard deviation and sampling error in the report as well.

2. **Adjust the comparison data**.
The nature of the current reporting system ensures that evaluation focuses on single-term, single-class headline number, without much explicit context regarding the class setting. A better approach would be to look at a multi-semester longitudinal dashboard, grouping classes based on a range of properties. Further, it seems dubious that a direct comparison with any group of peers would reveal much meaningful information, but a comparison with the department and college mean leaves room for a particularly large set of interpretation issues. The current comparison of instructor mean scores to a departmental/college mean gives the suggestion that all instructors are supposed to be above this mean – a mathematical impossibility. Instead, evaluation of a SEIQ score should be oriented to what the scores actually mean (1=Poor, 2=Below Average, 3=Average, 4=Above Average, 5=Excellent). We propose to account for factors known to influence scores such as (College, type of class such as lecture, level of class, class size) by comparing with classes of similar type instead of simply with classes from the same department. Further corrections can be considered, for instance to correct for biases against minoritized subgroups. We also find that the current comparison against the mean drives the suggestion that all instructors should be above average, a clear impossibility.

3. **Allow for easy download of the SEI scores for analysis for Reappointment, Tenure, Promotion, and Merit.**

Instructors are often asked to do some data analysis on their SEI data in their tenure and promotion packages. Currently, this data has to be manually scraped from the reported PDF files, and comparison data (for instance, disaggregated by class type) is not available. We recommend ensuring that our SEI system is able to do so in an efficient way.

4. **Filter harmful content**
   Open ended questions were a divisive issue according to the Instructor Survey. On the one hand, answers may be more specific and more useful in improving quality of instruction. On the other hand, the answers are the most common places for harmful and inappropriate responses. We recommend exploring a filtering mechanism, for instance through an AI system, or through human intervention by a designated person, such as the department Chair. Such a system would initially hide any harmful content, but can make it available if the instructor chooses to.

5. **Better aggregate small, cross-listed, lab, and team-taught classes.**
   For cross-listed classes, the course related information is aggregated, but the instructor related information is not, which includes the most consequential question on the SEI. This makes it awkward if not impossible to aggregate for P&T purposes, and becomes a more serious problem if certain cross-listed section do not make the required minimum of 5 respondents, resulting in a lack of report. For some practical classes, individual sections never make the required minimum, and as a result instructors never receive any feedback. Sensible aggregation, for instance across multiple sections, courses, or even semesters may be necessary.

6. **Release the SEI results quickly after the end of the semester**
   Currently the SEI results are often disseminated several weeks after the end of the semester, well into the next Spring for the Fall semester. It is well known from the pedagogical literature that quick feedback cycles are better for improvement. It also means that feedback often comes too late to adjust in the consecutive semester. We recommend automating the system as much as possible and striving for release of the data shortly after the end of the semester.

5.4 Suggestions to improve the use of SEI data

Many of the flaws of the SEIQ are inherent, and not easily fixed by an improved tool. However, they can be mitigated by acknowledging that the SEIQ is not directly measuring quality of instruction, but that it is measuring student opinion and satisfaction. As such, we recommend a more thorough review of the use of SEI. This is beyond the immediate scope

of this committee, but based on our efforts we would like to make the following suggestions:

1. **Use SEI only in combination with other tools of evaluation of instruction for purposes of reappointment, tenure, promotion, and merit.**

   Student evaluations of instruction should only be one of several forms of evaluations of instruction. Based on the literature, discussions with Dr. Gurung, and valuations of SEIs in our surveys. A more holistic approach, including formative assessments, peer observations, and peer evaluations of the entire course, and a structured self-reflection is often recommended. To have such an holistic approach work, it is important that evaluations peer review committees formally include and acknowledge all these modes of evaluation.

2. **Use multiple modes of evidence to establish teaching competence.**
   Encourage peer evaluation that provides instructors with a second method to establish excellence based on the indicators that are being measured based on the SEI. For example, during the evaluation process, the instructor can share the course resources to establish if the instructor makes course expectations clear, if the instructor presents the course materials clearly, and if the instructor is well prepared. Peer review instruments should also explicitly focus on whether the instructor treats students with courtesy and respect, and evidence that indicates if the instructor is available for assistance and consultation.

3. **Faculty should have a mechanism to demonstrate the SEI are not valid**

   If it is established through objective data that a course evaluation is not valid, the SEI scores should be erased. If there is a consistent trend of inaccurate student reporting on the SEI this should be noted in the report. In cases where the instructor is a consistent victim of biases in the system, the SEI should be ignored altogether, without the need for the instructor to justify this on a case-by-case basis.

4. **The focus of SEI should be on assisting instructors to improve their teaching, not on comparing instructors**.
   Instructors should be encouraged to examine longitudinal trends and qualitative feedback (that is consistently received) to make changes as needed to their teaching. Qualitative feedback that is not consistent should be given less weight.

5. **A short training course on common biases and how to interpret SEIQ data**
   The survey showed mixed results in how evaluators include biases in their interpretation Most administrators have little formal training in statistical

interpretation of these surveys, let alone the PRC members who rotate on a year-by-year basis. We recommend a quick reminder on what the current biases in the instrument are, and how to mitigate their impacts.

APPENDIX 1

STUDENT EVALUATION POLICY

Student Evaluation of Instruction (SEI) Principles and Policies (April 1, 2016; revised and reaffirmed Nov. 29, 2017, with addition of final two paragraphs)

Principles

1. The overarching goal of the SEI process is continuous improvement of education at CSU.
2. More specifically, the SEI process is intended to provide faculty feedback from students for evaluating, improving, and refining their methods of instruction.
3. Accordingly, personnel action (promotion, denial of promotion, renewal, non-renewal, merit awards, discipline, or sanction) should not be undertaken solely on the basis of SEI data. The SEI should not be construed as the sole or primary evidence of competence or excellence in teaching. Rather, the SEI is part of a constellation of materials that document teaching performance, including, but not limited to, peer observations, teaching portfolios, and student outcomes.

Administration of the SEI

1. Each semester, the SEI will be opened for students at the beginning of the twelfth week of classes and close at the end of the fourteenth week of classes. Courses whose opening and closing dates do not fit the semester schedule will have the evaluation window scaled appropriately.
2. At the opening of the evaluation window, faculty will supplement the reminders delivered by the on-line software by reading the following statement of purpose and guarantee of anonymity to the students: "You are about to complete an electronic student evaluation of your instructor. The purpose of this evaluation is for the

student to provide constructive feedback to improve the learning experience at Cleveland State University. Please do not identify yourself in your responses. Responses will be kept anonymous. The course instructor will not see the results of this evaluation until after final grades are submitted and posted."

3. While faculty may remind students to complete evaluations, they should take care not to provide any individualized incentives or disincentives, whether explicit or implied, to affect the students' responses to the SEI. If the faculty member provides time in class for completion of the SEI, she or he must be absent from the classroom during such time.

4. In order to ensure adequate student participation, faculty may use the following practices to motivate students:
    - Remind students that their evaluation data helps other students choose their instructors, using the "courseeval" site.
    - Set aside class time for students to complete the SEI, as long as the instructor is not present.
    - Offer a reward for the entire class if a certain threshold of participation is reached. (For example, the instructor might offer a modest amount of extra credit if 90% of students fill out the SEI by a certain date.)
    - Send email reminders to the class.
    - Post reminders and a link to the SEI page on the course Blackboard page.

Reporting of SEI Data to Faculty

1. SEI reports to faculty will incorporate the following standard calculations provided by the software for each SEI question: mean, mode, median, along with distribution bar graphs.

2. The comparators in such reports will be the current department and college means for each question.

3. Aggregate reports of SEI data will be sent to chairs and deans. In addition, chairs or their designees will have access to the individual reports of each faculty member, including both the quantitative and qualitative responses.

Campus Access to SEI Data

1. In order to inform students as to their peers' assessment of courses and instructors, the Faculty Senate is committed to sharing SEI data with students in accordance with the following principles.
    1. All access must pass through appropriate secure authentication.
    2. Resources permitting, Institutional Research will work with appropriate faculty and student governance mechanisms, including UFAC, Faculty Senate, and Student Government Association, to determine the data to be shared and the implementation method for sharing it.

3. These governance and administrative units will monitor the data to ensure its validity and determine when a sufficient data set has been gathered for that data to be statistically reliable.

2. Faculty will have the same access to this data as students.

3. Requests for reports upon or analysis of SEI data should be directed to the Chair of the University Faculty Affairs Committee and Director of Institutional Research; requesters must provide a rationale for the request.

Inclusions and Exclusions for SEI Data Collection

1. Unless an exemption is deemed necessary by a College/School, all academic activities with a course number will be evaluated using the SEI process. Where Blue cannot perform evaluations for a particular academic activity due to current technical limitations, an alternative method will be used in a manner appropriate to that activity as determined by the unit's Dean's office and College/School Faculty Affairs Committee. The goal is for Blue, ultimately, to be able to capture all evaluation data.

1. College/School Faculty Affairs Committees will be responsible for determining the evaluation needs and parameters, if any, for their College or School; this determination is expected to be stable over time. The Committee will determine which courses, if any, are to be excluded from the evaluation process. For example, some Committees may determine not to include thesis or independent study courses in the evaluation process.

2. A representative for the College or School will work with Institutional Research to implement changes consistent with the capabilities of the Blue software.

 2. A course enrolling fewer than 5 students will be excluded from reports, to ensure student anonymity, except in the case of combined   or cross listed courses. For those courses data will be reported in aggregate.

3. Data for non-grade-earning students, e.g., Project60 students, may be collected but only data for grade-earning students will be reported

Alternative methods of evaluation of teaching effectiveness for low-enrollment classes

Given the important role of student evaluations in an instructor's dossier for reappointment, promotion and tenure, it is important to recognize that some faculty members may primarily teach either low enrollment courses or low enrollment sections of a course. This results in student evaluations not being made available to the instructor for reasons of preserving student anonymity. Academic units should devise alternative methods of evaluating teaching effectiveness in such cases. Alternative methods could include, for example, peer evaluations of those sections.

For SEI Report to Chairs/ Directors

This language will be included at the top of SEI reports from Institutional Research to chairs and School Directors.

Department Chairs/School Directors: Please note that the SEI report you receive includes individual faculty reports of courses with fewer than five respondents. In an effort to protect student anonymity, a faculty senate approved policy states that these reports must not be made available to faculty; therefore, they should not be used to evaluate faculty performance. Please adhere to this policy. Due to limitations with the Blue system, the report to chairs/directors cannot be changed to remedy this issue.

National Survey of Student Engagement

March 2025

National Survey of Student Engagement

- Based on research on good practices in undergraduate education

- Evaluates students' engagement with faculty, participation in extra-curricular activities, school and work practices, and other experiences

- Evaluates behaviors by students and colleges associated with positive outcomes
  - Time and effort students put into studies and other educationally purposeful activities
  - How institution deploys resources and organizes curriculum and other learning opportunities

CSU Sample

- Administered spring semester 2024

- All first-year and seniors were eligible to participate

- Response rate:
  - First-year: 28%
  - Seniors: 29%

- This response rate is similar to previous response rates at CSU and higher than other Ohio public schools and our urban peers

- Years administered at CSU: 2024, 2021, 2020, 2018, 2015, 2012, 2009, 2006

NSSE Top...

- **Topics**
  - Engagement Indic...
  - High-Impact Prac...
  - First-Year & Senio...

- **Summary of the re...**

Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...

	%				
4b. Applying facts, theories, or methods to practical problems or new situations	68	-7	-3	-3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	65	-6	-5	-5
4d. Evaluating a point of view, decision, or information source	65	-3	-6	-5
4e. Forming a new idea or understanding from various pieces of information	68	-5	-3	-4

Reflective & Integrative Learning

Percentage of students who responded that they "Very often" or "Often"...

2a. Combined ideas from different courses when completing assignments	52	-10	-2	-2
2b. Connected your learning to societal problems or issues	51	-1	-2	-1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52	-2	-5	-2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	-3	-1	-1
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	68	-6	-5	-3
2f. Learned something that changed the way you understand an issue or concept	68	-1	-0	-0
2g. Connected ideas from your courses to your prior experiences and knowledge	74	-7	-3	-4

Learning Strategies

Percentage of students who responded that they "Very often" or "Often"...

9a. Identified key information from reading assignments	73	+2	-1	-1
9b. Reviewed your notes after class	70	+3	+5	+3
9c. Summarized what you learned in class or from course materials	69	+2	+4	+3

Quantitative Reasoning

Percentage of students who responded that they "Very often" or "Often"...

6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	57	-0	+2	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	-1	+0	+1

Peer Institutions

Ohio Public	Urban Schools	All NSSE 2023 & 2024
Bowling Green	Georgia State University (Atlanta)	706 institutions across the US
Kent State	Indiana University-Purdue University (Indianapolis)	
Miami University	Portland State University (Portland)	
Ohio University	Texas Tech University (Lubbock)	
University of Akron	University of Illinois Chicago (Chicago)	
University of Cincinnati	University of Memphis (Memphis)	
University of Toledo	University of North Carolina at Charlotte (Charlotte)	
Wright State	University of Wisconsin-Milwaukee (Milwaukee)	
Youngstown State	Virginia Commonwealth University (Richmond)	

Engagement Indicators

Theme	Engagement Indicators
Academic Challenge	higher-order learning reflective & integrated learning learning strategies quantitative reasoning
Learning with Peers	collaborative learning discussions with diverse others
Experiences with Faculty	student-faculty interactions effective teaching practices
Campus Environment	quality of interactions supportive environment

Peer Comparison: Engagement Indicators

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Ohio Public	Your first-year students compared with Urban Peers	Your first-year students compared with NSSE 2023 & 2024
Academic Challenge	Higher-Order Learning	▽	▽	▽
	Reflective & Integrative Learning	▽	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	▽	--	--
	Discussions with Diverse Others	--	--	△
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	▽	--	▽
	Supportive Environment	--	--	--

Seniors

Theme	Engagement Indicator	Your seniors compared with Ohio Public	Your seniors compared with Urban Peers	Your seniors compared with NSSE 2023 & 2024
Academic Challenge	Higher-Order Learning	--	--	▽
	Reflective & Integrative Learning	▽	▽	▽
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	▽	▽	--
	Discussions with Diverse Others	--	▽	--
Experiences with Faculty	Student-Faculty Interaction	▽	--	▽
	Effective Teaching Practices	▽	▽	▽
Campus Environment	Quality of Interactions	--	--	▽
	Supportive Environment	--	--	--

Key Facts: Academic Challenge

- **Strengths:**
  - More seniors than first-year students report using higher-order learning in their courses
  - Students spend 13-14 hours a week studying (similar to peer institutions)

- **Weaknesses:**
  - Quantitative reasoning is the lowest indicator, although in line with peer institutions
  - Only 37% of first-year students say courses highly challenge them to do their best work, compared to 44% at other Ohio universities

Key Facts: Learning with Peers

- **Strengths:**
  - Discussion with Diverse others
    - 58% frequently had discussions with people with different political views
    - 71% frequently had discussions with people from different economic backgrounds
    - 74% frequently had discussions with people from different races or ethnicities

- **Weaknesses:**
  - Collaboration
    - 51% of FY students and 56% of seniors frequently work with classmates on course projects and assignments (lower than peer institutions)
    - Lowest indicator was explaining course material to other students

Key Facts: Experiences with Faculty

- **Strengths**
  - FY students report slightly higher use of effective teaching practices than peer institutions
    - Clearly explaining course concepts, taught in organized way, provided timely feedback
- **Weaknesses**
  - Senior students report significantly less use of effective teaching practices than peer institutions
  - Faculty use examples or illustrations to explain difficult concepts less frequently than peer institutions

Key Facts: Campus Environment

- Strengths:
  - Both FY (59%) and seniors (49%) rate quality of interactions with advisors as high, which is higher than peer institutions
  - Both FY (74%) and seniors (67%) say they are encouraged/made aware of using learning supports such as tutoring center

- Weaknesses:
  - Both FY (47%) and seniors (45%) rate quality of interactions with faculty high, which is 5-10% lower than peer institutions
  - Both FY (43%) and seniors (52%) rate quality of interactions with students high, which is 5-10% lower than peer institutions
  - Providing opportunities for students socially

High Impact Practices

Theme	Description	FY %	Senior %
Service Learning	Courses that included a community-based project	47%	53%
Learning Community	Formal programs where groups of students take 2 or more classes together	8%	20%
Research with Faculty	Work with a faculty member on research	9%	16%
Internship or Field Experience	Internship, co-op, field experience, student teaching, or clinical placement		46%
Study Abroad			5%
Culminating Senior Experience	Capstone course, senior project or thesis, portfolio, recital, comprehensive exams		48%

Peer Comparison: High Impact Practices

Your students' participation compared with:

First-year	CSU %	Ohio Public Difference		ES	Urban Peers Difference		ES	NSSE 2023 & 2024 Difference		ES
Service-Learning	47		-9 ***	-.18		-5 *	-.10		-6 *	-.12
Learning Community	8		-21 ***	-.58		-5 ***	-.16		-4 **	-.13
Research with Faculty	9	+2		.08	+3	*	.13	+3	*	.11
Participated in at least one	50		-17 ***	-.34		-8 **	-.15		-8 **	-.15
Participated in two or more	9		-13 ***	-.36		-1	-.03		-1	-.03
Senior										
Service-Learning	53		-5 **	-.10		-6 **	-.11		-7 ***	-.14
Learning Community	20		-14 ***	-.32		-2	-.05		-3	-.07
Research with Faculty	16		-7 ***	-.18		-5 ***	-.12		-7 ***	-.18
Internship or Field Exp.	46		-15 ***	-.30	+2		.05		-2	-.05
Study Abroad	5		-8 ***	-.28		-4 ***	-.15		-6 ***	-.22
Culminating Senior Exp.	48		-3	-.07	+5	**	.10	+2		.05
Participated in at least one	81		-8 ***	-.23		-1	-.04		-4 **	-.11
Participated in two or more	54		-15 ***	-.31		-1	-.02		-5 **	-.11

FY Experiences and Senior Transitions

- Add-on module that asks about:
  - Student behaviors around studying and extra-curricular activities for FY
  - Future plans and overall experience for seniors

- CSU students report similar experiences to comparison universities on items that have comparisons

Key Facts: FY Experiences

- 49% of FY students asked their professor for help when they didn't understand an assignment

- 15% of FY students said it was very difficult to learn the course material

- 31% of FY students said it is difficult to manage their time

- 24% of FY students often used learning supports like the tutoring center

Key Facts: FY Experiences

- **29% of FY students seriously considered leaving CSU**
  - 43% personal reasons
  - 41% financial reasons
  - 26% campus location and/or climate
  - 21% academics too difficult
  - 21% to change career options
  - 21% difficulty managing school and work
  - 19% not enough opportunities to socialize and have fun
  - 19% experiences with other students

Key Facts: Senior Transitions

- 59% of seniors had a job for after graduation at the time of the survey
  - 24% would start a new job
  - 35% would continue with a job they already had
- 24% of seniors said they would like to start their own business one day

Key Facts: Senior Transitions

- Seniors feel confident with a variety of skills:
  - Critical thinking and analysis, research skills, writing skills, leadership skills

- Seniors feel less confident with some skills:
  - Technology, financial and business management skills, entrepreneurship skills, networking and relationship building

Centralized Computer Refresh

The Division of Information Services & Technology

CSU | Cleveland State University

Call to action

Initiated to meet the Faculty Technology Committee's request for

timely replacement periods, and

improved minimum specifications

Refined by consultation with the Dean's Council and Provost

CSU | Cleveland State University

Additional Considerations

Microsoft's support for Windows 10 ends October 14, 2025.

Our primary focus as we begin

Process includes consideration for Secondary devices

**Lack of standard budget, security and support processes**

Easy request process with no account needed

Secure and seamless protection and restoration of data

Quick restoration of access to new or replacement device

Costs

Centralization and standardization is projected to exceed $100,000 in savings annually

CSU | Cleveland State University

Computer Refresh Update
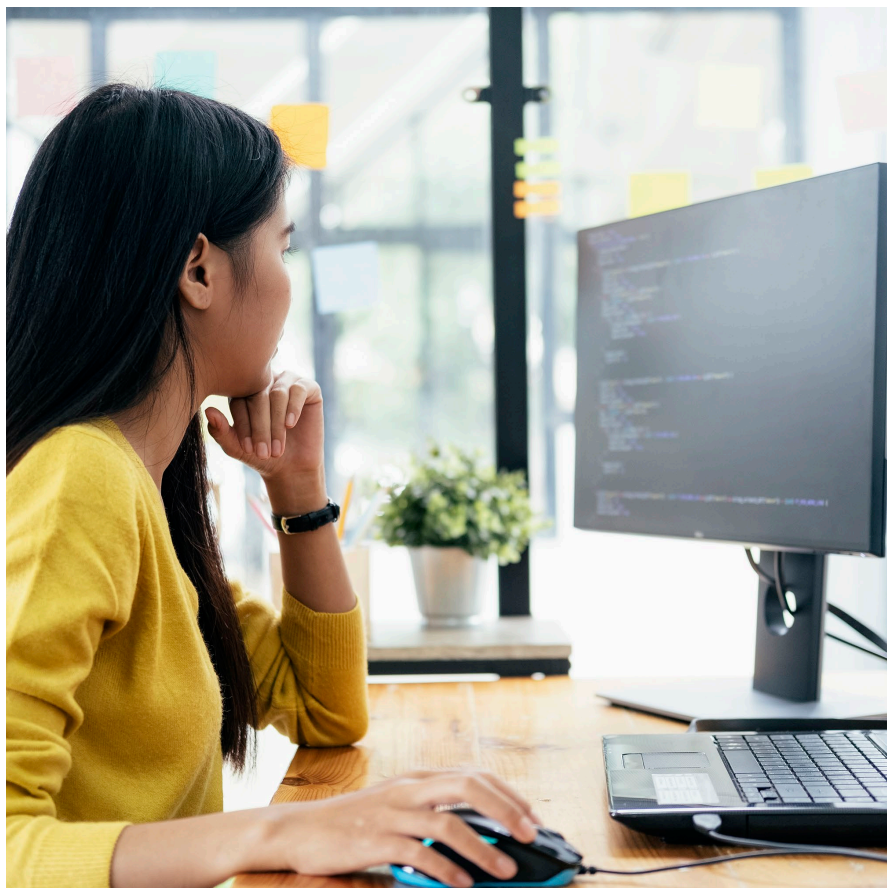
- **Phase 1 thru 3 completed**
  - Replacement of macOS Server with Addigy and Microsoft SCCM with InTune – 8/1
  - Consultation with Dean's Council and Provost on approach – 8/21
  - Standardization and parity of configurations on macOS and Windows – 11/1
  - Full Disk Encryption, OneDrive Backups, Local Admin Passwords, Remote assist – 11/1

- **Phase 4 wrapping up**
  - Incorporation of Center for Information Security best practices and benchmarks – 3/1
  - Consultation with Microsoft on remaining advanced configurations – 3/14
  - Initial / partial budget allocated for first 100 devices – 3/19
  - Finalizing advanced configurations – 3/31

- **Phase 5 scheduled**
  - Final Microsoft review, critique, and optimization of configurations – 4/15
  - Final testing of Windows 11 and new configurations – 4/1-4/30
  - Begin deployments of devices with new configuration and Windows 11 – 4/30

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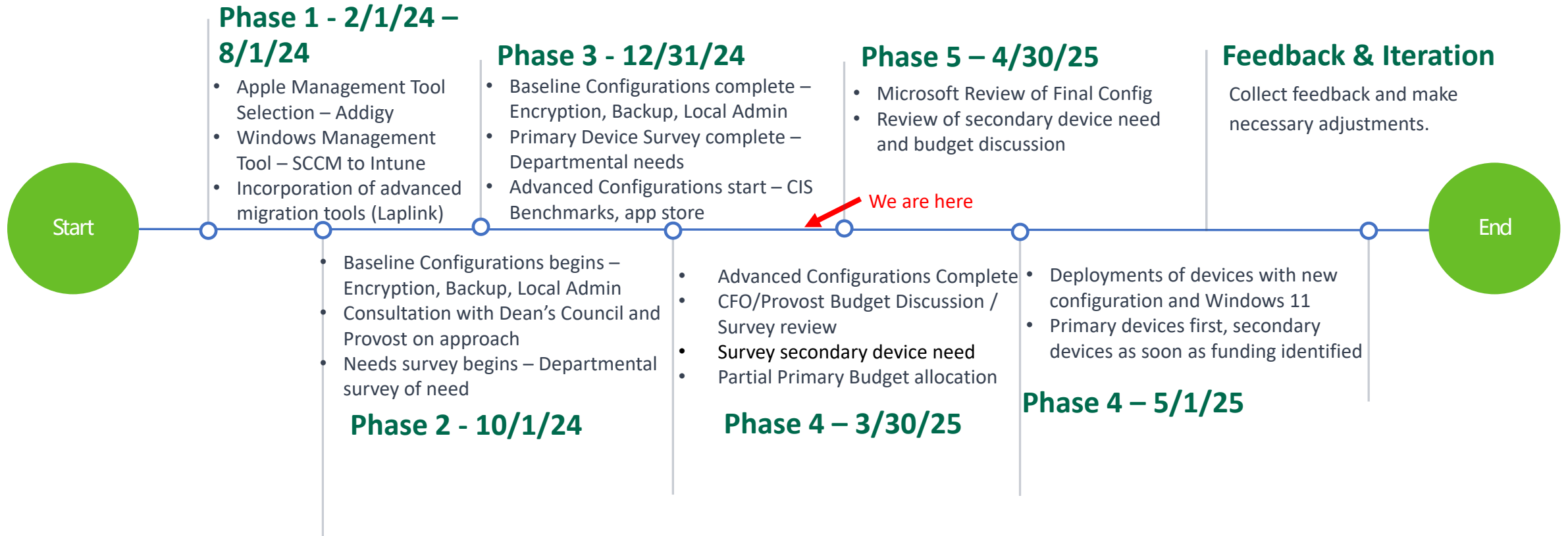
Next Steps

Review Final Configuration with Microsoft

Significant enhancements in security, usability, redundancy and convenience need to be validated and final acceptance testing performed

Go-live of new, simplified Computer Request Workflow

Deployment of new Windows 11

Starting with those unable to update to Windows 11

Secondary Devices Budget Finalized

Provost and Deans working to finalize and fund secondary devices unable to be updated to Windows 11
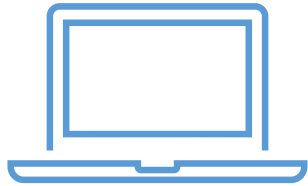
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Additional Information

- Website with frequently asked questions can be found at: https://csuohio.edu/ist/computer-requests

- If you have any questions, please contact CSU Desktop Support at 216-687-9356 or email easy@csuohio.edu
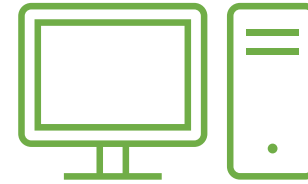
Backup Slides

Computer Types

Primary

1-device (5 years or newer) per employee

- M4 (Apple) or Core Ultra 5 (PC) processor, 16GB RAM, 512GB storage
- USB-C Hub Monitor, Wireless Keyboard/Mouse, Webcam

Secondary

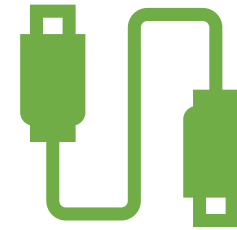Devices used for research, student workers, desktops, labs, etc.

Require Provost funding approval

CSU | Cleveland State University

Draft Policy

Computer Replacement and Refresh Policy
Draft Policy for IS&T Desktop Support
February 29, 2024

Title

Computer Replacement and Refresh Policy

Purpose

The purpose of this policy is to outline the process by which Cleveland State University (CSU) acquires, replaces, and disposes of computer hardware equipment as well as the purchasing of desktop computers and laptops for faculty and staff.

Scope

This policy applies to all staff and faculty part-time and full-time employees of Cleveland State University.

Policy

All computer equipment requests must be submitted through the service portal system before purchase to ensure that all procedures and standards are consistent with CSU's policies.

1. Standard Computer Configurations
   - IS&T establishes a standard configuration annually or more frequently if needed. Any upgrades to the hardware configuration beyond the scope of the standard configuration will be charged to the requesting department's identified funding source.
   - Staff and faculty may choose either a PC or Macs based on the established standard configuration. Exceptions will require justification and approval by the Department Head and the CIO (or the CIO's designee).
   - Any upgrades to the hardware configuration beyond the scope of the standard configuration will be charged to another funding source identified by the department (for example, departmental operating, grant, or seed funds).
   - All computer equipment must be returned to IS&T as a part of CSU's offboarding process.
2. Standard Device Package:
   - Standard configurations for PCs and Macs include a computer, monitor, keyboard, and mouse.
     i. Optional: A standard web camera may also be requested.
     ii. Optional: Other minor peripherals may be provided by IS&T (USB-A to USB-C adapters, ethernet adapters, additional cables, etc.)
3. Computer Replacement Cycle:

- Full-time faculty and staff positions will be assigned one primary computer. The computer assigned to a user as their primary system will be the machine covered under the Computer Replacement Cycle. Non-primary computers must be upgraded with departmental funds.
- The general guideline for replacing primary systems is five years from the date of purchase unless the machine can no longer be supported by IS&T (end-of-life, warranty expiration, security concerns, etc.).
4. Disposal of Computers and Peripherals:
   - Computer equipment that can no longer be supported by IS&T or is no longer supported by the manufacturer must be returned to IS&T for proper disposal. IS&T will work with users to save the data, provide an upgraded machine, and ensure data is cleared off the PC or Mac. The machine will be disposed of through Property Control.

Policy Implementation

IS&T is responsible for coordinating this policy's implementation and guiding the interpretation of specific policy requirements.

Definitions

IS&T: Information Systems & Technology

Primary Computer: The main computer device assigned to full-time faculty and staff positions. This is the computer covered under the university's Computer Replacement Cycle, designated for regular updates and replacements as per policy guidelines.

Service portal system: The online platform or system through which all requests for computer equipment must be submitted. This ensures that all requests are processed in a manner consistent with university policies and procedures. Reachable via **https://easy.csuohio.edu**

History

Policy Effective: July 1, 2024
Supersedes: N/A

[Full Document](#)

Cleveland State University

Cleveland State University
Academic Technology Committee of the Faculty Senate

11/29/2021

RE: Faculty Recommendation for Faculty Computer Replacement Guidelines

To: President of the Faculty Senate

This letter is from a standing faculty senate committee with a recommendation for guidelines related to any proposed faculty computer replacement program. The committee respectfully submits these recommendations for consideration to ensure the faculty opinion is included with the appropriate conversations and negotiations.

History
In 2019 the *ad hoc* Faculty Computer Replacement Taskforce had conducted a detailed study for developing policy recommendations for the faculty computer replacement program. The task force undertook systematic research about three components: comparative study of computer replacement policies at peer institutions; hardware configuration; and faculty input from a campus-wide survey. The task force gave two major recommendations/proposals to the provost: the replacement period for faculty computers; and the minimum specification/configuration for the computer hardware.

Recommendations
The Academic Technology Committee has consulted with the IS&T leadership on these recommendations. Our committee supports the major findings of the report and submits these updates to guide future conversations.

Computer replacement period
In 2021, this Academic Technology Committee currently recommends that the replacement period for computers coincides with the maximum years of warranty included with new computers purchased (typically between 3 – 5 years) due to rapid advances in technology and increased need for remote instruction. We find that faculty members working with older computers that do not meet the hardware configurations mentioned in Table 1 (below) are facing difficulties that are negatively influencing teaching and advising outcomes. Thus, there is an immediate need to replace all faculty computers that do not meet the minimum configuration. We would like to promote a laptop culture where applicable, however realize that some departments will have different computer needs and encourage having a continued process for custom computer orders as needed. These custom computers may need to be excluded from the regular refresh cycle guidelines. This refresh recommendation does not include accessories (monitor, keyboard, docking station, mouse, etc.), which can be reused with

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subsequent computers or purchased separately through the IS&T self-service portal if replacement is needed.

Hardware recommendations
On the specification/configuration of the computers purchased for faculty, the 2019 task force recommended that the university must procure computers that meet the prevailing industry standard for instruction at the college level (see Table 1 below). Its recommendations on the configuration for the hardware presented to the provost have acquired increased salience. The COVID-19 pandemic has increased the university's reliance on optimal hardware for remote instruction and advising needs. We should be expecting increased reliance on information technology and current hardware configuration with all the digital transformations that the pandemic has accelerated. There will likely be more remote/online instruction (hybrid, synchronous, and asynchronous) moving forward. Thus, our committee encourages a laptop culture amongst all academic units where applicable.

Thus, the Academic Technology Committee recommends that the taskforce's hardware table be updated to reflect current minimum requirements for distance and hybrid teaching. The committee recommends the configurations in Table 1 be accepted as the minimum specification/configuration for all computers procured for instruction needs moving forward. Like in the past, there may be a specific need for more powerful computers in some cases and we recommend flexibility in the guidelines that allows such justified purchases.

1 - Base Laptop – PC	**HP EliteBook 850 G8,** 15.6 in, i5-1135G7 quad-core Processor, 16GB RAM, 256 GB SSD	$1463.00
2 - Base Laptop – Mac	**MacBook Air**, 13 in, M1 with 8-core CPU, 16GB RAM, 256 GB SSD, 4-Year AppleCare+ for Schools	$1308.00
3 - Convertible Laptop – PC	**HP EliteBook x360 1030 G8,** 13.3 in touchscreen, i5-1135G7, 16GB RAM, 256GB SSD	$1678.00

Table 1 Recommended Standard Hardware Configurations from the Faculty Computer Replacement Proposal updated (2021)

Respectfully Submitted,

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Chair, Academic Technology Committee

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