



## MEETING OF THE FACULTY SENATE

### AGENDA

January 21, 2026

**3:00 PM – Student Center Ballroom**

- |       |  |                                |
|-------|--|--------------------------------|
| I.    | Approval of the Agenda for the January 21, 2026 Meeting  | Carol Olszewski                |
| II.   | Approval of the Minutes of the Meeting<br>A. December 3, 2025  | Carol Olszewski                |
| III.  | Report of the Senate President   | Carol Olszewski                |
| IV.   | Report of the President of CSU   | Laura Bloomberg                |
| V.    | Admissions and Standards Committee<br><b><u>Approval Item</u></b> (see attached)<br>B. The Committee has approved the following item, viewing it as a repair of a bookkeeping error. <a href="https://csuohio.curriculog.com/proposal:9830/form">https://csuohio.curriculog.com/proposal:9830/form</a> | Albert F. Smith                |
| VI.   | University Curriculum Committee<br><b><u>Approval Items</u></b> (see attached)<br>C. Consent Agenda<br>D. Proposals submitted by Nursing   | Michele Heath                  |
| VII.  | Budget and Finance Committee   | Judy Ausherman                 |
| VIII. | Ad Hoc Committee on SEI<br><b><u>Approval Item</u></b> (see attached)<br>E. Recommendations on interpretation of the new Course Feedback Survey  | Thijs Heus                     |
| IX.   | Presentation on Enrollment Services and<br>University Marketing and Communication  | Randy Deike and<br>Roy Gifford |
| X.    | Report of the Provost and Chief Academic Officer   | Nigamanth Sridhar              |
| XI.   | Old Business   | Carol Olszewski                |

XII. New Business

Carol Olszewski

XIII. Question Time

Carol Olszewski

XIV. Adjournment

Carol Olszewski

Academic Steering Committee

Judy Ausherman  
Laura Bloomberg  
Sebastian Brockhaus  
Jorge Gatica  
Michele Heath

Carole Heyward  
Thijs Heus  
Emily Jennings  
James J. Marino  
Carol Olszewski, Chair

Linda Quinn  
Emily Rauschert  
Aaron Severson  
José O. Solá  
Albert F. Smith

Nigamanth Sridhar  
Adam Voight  
Rob Whitbred



## MEETING OF THE FACULTY SENATE

### MINUTES

December 3, 2025

**3:00 PM – Student Center Ballroom**

**PRESENT: Faculty Senate Officers** C. Olszewski, A. Voight, and J. Marino; **Faculty Senators** E. Avram, J. Bickel, J. Bolt, S. Brockhaus, B. Browning, M. Buckley, M. Collins, Y. Fu, K. Fuller, P. Gerum, A. Goodsett, T. Greer-Medley, M. Heath, C. Heyward, J. Jenkins, E. Jennings, J. Kahler, W. Kang, S. Kent, K. Pataki, J. Plecnik, L. Quinn, H. Richter, A. Severson, Y. Shen, A. Smith, J. Sola, J. Vitali, R. Whitbred, B. Yusko, and N. Zawahri; **Administrative and Corresponding Members** L. Bloomberg, N. Sridhar, R. Carnell, R. Schoephoerster, S. Zachariah, and A. Syed; **Ex Officio Limited Members** J. Ausherman and T. Heus.

### OTHERS

**PRESENT:** Zoom indicated a peak of 49 participants.

**Called to order at 3:04**

I. Approval of the Agenda for the December 3, 2025 Meeting  
**Approved.**

II. Approval of the Minutes of the Meeting of October 29, 2025  
**Approved**

II. Report of the Senate President

Dr. Olszewski began by encouraging self-care to faculty, especially at end of the semester.

She highlighted recipients of the Golden Apple Awards, faculty members who organize events for students, and those faculty who participate in outreach and recruitment efforts at local schools.

She reported that the Board of Trustees approved SB1 policies, and that some faculty comments were incorporated in final versions of policies.

She highlighted CSU's new anonymous reporting system instituted through the Office of Compliance to allow anonymity for complainants who don't feel safe.

III. Report of the President of CSU

Dr. Bloomberg echoed Dr. Olzsewski's exhortation to self-care.

She recommended the book "Psychology of Mattering"

Dr. Bloomberg spoke about the recent untimely death of two students and how faculty supported the grieving families.

She reported on fund-raising goals for the new Biomedical Discovery Complex and recent gifts totaling \$6.4 million to support student success initiatives.

Dr. Bloomberg reported on new and increased community partnerships, including one with MetroHealth.

The University's Technology Transformation rollout is approaching and will launch in January, 2026 (HR, payroll, and finance).

In closing, Dr. Bloomberg thanked faculty, in advance, for participating in the December commencement. **(Report No. 16, 2025-2026)**

#### V. Admissions and Standards Committee

B. ARTICULATION AGREEMENT Between CUYAHOGA COMMUNITY COLLEGE And CLEVELAND STATE UNIVERSITY For the BACHELOR OF SCIENCE IN CONSTRUCTION MANAGEMENT from THE ASSOCIATE OF APPLIED SCIENCE IN CONSTRUCTION ENGINEERING TECHNOLOGY (New Articulation Agreement)

**Approved by unanimous consent**

C. Counseling, Clinical Mental Health, M.Ed. - 1140 - Fall 25 (GRAD Program Change)—removal of GRE as a required element for admission

**Approved by unanimous consent**

D. Counseling, School, M.Ed. - 1140 - Fall 25 (GRAD Program Change)--removal of GRE as a required element for admission

**Approved by unanimous consent**

E. Mathematics, MS - 1170 - Fall 26 (GRAD Program Change)--reduction, for admission, of minimum GPA from 3.00 to 2.75 and expansion of the list of specified permissible undergraduate majors

**Approved by unanimous consent**

#### VI. University Curriculum Committee

F. Consent Agenda **(Report No. 17, 2025-2026)**

Removal of "American Regime" from consent agenda

### **Consent agenda approved**

- Accelerated BA/MA in English - 1170 - Fall 26
- Chemistry, B.S. - 1170 - Fall 26
- History, Accelerated Master's BA/MA - 1140 - Fall 25
- Special Education (with licensure), M.Ed. - 1170 - Fall 26
- Genocide Studies Certificate - 1170 - Fall 26
- Chemical Engineering, MS - 1110 - Fall 24
- Communication Sciences and Disorders, MA - 1140 - Fall 25
- Prefix Changes of all TESOL courses - School of Education and Counseling
- Psychology, B.A. - 1140 - Fall 25

Discussion on the proposed course, the “American Regime”

Senator J. Sola asks that the word “regime” in the title be tweaked

Discussion follows.

Friendly amendment to approve the course with recommendation to reconsider the title. Amendment passes

**Course is approved**

### **VII. UFAC**

Committee Chair Dr. Thijs Heus

G. Proposed Revisions to Policy 3344-13-03 Standing Committees **(Report No. 18, 2025-2026) Second Reading--Approved unanimously**

H. AY 2026-2027 Faculty Apportionment **(Report No. 19, 2025-2026)**

### **VIII. Budget and Finance Committee**

Committee Chair Dr. Ausherman discusses process and increasing understanding of PFAC’s role

Reports on first-quarter budget and need to emphasize enrollment  
**(Report No. 20, 2025-2026)**

### **IX. Student Government Report**

SGA President Alysha Siad provided an introduction, updates and reports on recent SGA initiatives.

### **X. Report of the Provost and Chief Academic Officer**

Provost Sridhar provided updates about new campus construction, emphasizing renovation of Rhodes Tower.

NSF program called “regional innovation engines”; CSU is part of local bid, made one of the fifteen finalists

Provost Sridhar discussed recent communication about how decisions about campus closures are made

Changes to Title II compliance (making all web presence ADA-compliant) coming over next four months

He encouraged faculty participation at the upcoming commencement, and wished faculty a happy and restful holiday season and winter break.

### XIII. Question Time

- Discussion of guidelines for new policies, including annual review policies

- Request that Senate create a student-complaint procedure parallel to grade-complaint procedures

- Discussion of elevator maintenance

### XIV. Meeting was adjourned at 4:49pm

Respectfully submitted,

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James J. Marino, Faculty Senate Secretary

## Admissions & Standards Committee

### Graduate Assistantships - Terms - College of Graduate Studies Ad Hoc Proposal

B. The Committee has approved the following item, viewing it as a repair of a bookkeeping error. <https://csuohio.curriculum.com/proposal:9830/form>

In the Terms of Assistantships section, part 3b, of <https://catalog.csuohio.edu/content.php?catoid=47&navoid=4015&hl=%22assistantships%22&returnto=search> change "For supervision of GA's with **Research** responsibilities the faculty research supervisor must have Level 1 graduate faculty status." to "For supervision of GA's with **Research** responsibilities the faculty research supervisor must have Level 1 graduate faculty status to supervise a PhD student and Level 2 to supervise a master's student."

This is the rationale:

The proposed change aligns the graduate faculty status requirement for the supervision of GA's with the graduate faculty powers listed in the Bylaws of the Faculty of the Graduate College: <https://graduate-studies.csuohio.edu/graduate-faculty/bylaws-faculty-graduate-college#8.4.3>.

Currently those with level 1 graduate faculty status can direct PhD dissertations and Masters theses and supervise PhD and Masters students. However, those with level 2 graduate faculty status can direct Masters theses but not supervise Masters students. The proposed change will allow those with level 2 graduate faculty status to supervise Masters students.

**UCC Consent Agenda**  
**Faculty Senate January 21, 2026**

NOTE: The yellow highlighted items need Senate approval to move forward. The other items are for your information as approved by the UCC.

- ART - 350 - Women in Art: Update for new WAC criteria
- American Studies Certificate - 1140 - Fall 25: Certification deactivation
- Business Analytics, B.B.A. - 1170 - Fall 26: The number of credit hours in the Information Systems Major Core has been changed from 27 credit hours to 24 credit hours. Approved Major Electives have increased from 9 credit-hours to 12 credit-hours. Several IST courses and ECN 322 have been placed in the Approved Electives section.
- Business Economics, B.B.A. - 1170 - Fall 26: Adding ECN 382 to the list of Economics electives for the Business Economics B.B.A.
- Business Studies, B.A. - 1170 - Fall 26: The Business Studies major will remove the On-Campus Track Program from the program. The program will become Business Studies Online Program.
- Corporate Communication, Graduate Certificate - 1140 - Fall 25: The School of Communication has suspended admissions to our Masters program. Thus, this needs to be deactivated as it no longer exists.
- Counseling, Clinical Mental Health, M.Ed. - 1140 - Fall 25: To remove the GRE from the program's admission criteria.
- Counseling, School, M.Ed. - 1140 - Fall 25: To remove the GRE from the program's admission criteria.
- MTH - 496 - Senior Project: MTH496 previously carried WAC nomination in GeEd08. We would like to renew that (for those remaining students who will complete their general education requirements under GenEd08) and also have MTH496 carry WAC nomination in the ICC.
- Mathematics, MS - 1170 - Fall 26: change admission requirements; change total number of credits; change required/elective courses
- Economics Minor - 1170 - Fall 26: Adding ECN 382 to the list of Economics electives for the Economics minor.
- Electronics Engineering Technology, B.S.E.E.T. - 1170 - Fall 26: Add Honor's requirements to the BSEET
- Mechanical Engineering Technology, B.S.M.E.T. - 1170 - Fall 26: Add Honor's requirements to the BSMET

- ENG - 150 - Creative Writing, Reading, and Thinking (Pass/Fail): We are proposing to have ENG 150, Creative Reading, Writing and Thinking, as an Inquiry Launch course within the Core Curriculum program.
- General Business Minor - 1170 - Fall 26: The general business minor has not been updated in over 10 years, and the current program does not support non-business majors who seek general exposure to primary basic business education.
- General Business, B.B.A. - 1170 - Fall 26: The General Business major program is being changed to require completion a major core and elective core for a total of 33 credit hours. The major core of 24 credit hours will require selection of one course from seven primary areas of business, including accounting, economics, finance, information systems, human resources, marketing, and supply chain and selection of 9 credit hours of 300/400 level business major electives from any discipline.
- PSC - 317 - Political Parties and Elections: Updating WAC status to be compliant with the new core curriculum
- English, B.A. - 1170 - Fall 26: This is a proposal to revise the creative writing track within the English BA major program.
- Art, B.A. - 1170 - Fall 26: 26-27 UGRD Major, Certificate, Endorsement or Licensure Change
- Business, MBA - 1140 - Fall 25: 26-27 GRAD Program Change
- Physics, MS - 1140 - Fall 25 Form: 25-26 GRAD Program Change

### **Proposal Submitted by the Nursing Department 1/14/2026**

- NUR – 462 & 462H - Precepted Immersion with Evidence-Based Practice Project Nursing, B.S.N. - 1170 - Fall 26 - 4 credit hour course. Requesting 4 credit exemption
- 26-27 UGRD Major, Certificate, Endorsement or Licensure Change - Full curriculum revision proposal.
- Gerontological Studies, Graduate Certificate - 1170 - Fall 26 26-27 GRAD Program Change- Change in courses and change in exit requirements for a certificate program.
- School Social Work, Graduate Certificate - 1140 - Fall 25 -26-27 GRAD Program Discontinuation - The School Social Work Certificate has been discontinued.
- Music Therapy, B.S. - 1170 - Fall 26 26-27 UGRD Major, Certificate, Endorsement or Licensure Change- Change credit hours of program and change courses
- Health Sciences, B.S. - 1170 - Fall 26 26-27 UGRD Major, Certificate, Endorsement or Licensure - Change Add/delete courses to the program
- Health Sciences, Accelerated Master's BS/MS - 1170 - Fall 26 26-27 UGRD Major, Certificate, Endorsement or Licensure Change -Add/delete courses to the program
- Health Sciences, Accelerated Master's BS/MPH - 1170 - Fall 26 26-27 UGRD Major, Certificate, Endorsement or Licensure Change - Add/delete courses to the program
- Health Sciences to Exercise Science, Accelerated Master's BS/M.Ed. - 1170 - Fall 26 -Add/delete courses to the program
- Exercise Science, Accelerated Master's BS/MS - 1170 - Fall 26 26-27 GRAD Program Change Add 4+1 track - New 4+1 accelerated program with Bachelor of Science in Exercise Science and the Master of Science in Exercise Science

# Recommendations on interpretation of the new Course Feedback Survey

January 5<sup>th</sup>, 2026

Last year, the Senate approved a new instrument for student evaluation of instruction. With the addition of several questions as mandated by Ohio SB1, the ad-hoc committee has developed some recommendations for how to best interpret the Course Feedback Survey.

One of the challenges in interpreting the Survey is that it is intended to be both a formative and a summative instrument, and research shows that the summative use quickly tends to dominate over the formative intent. The new instrument tries to mitigate that and to let instructors focus on how they can improve in their work. We therefore recommend that any quantitative representation of the Survey be used only where necessary by law (i.e., for the annual assessment of faculty to meet expectations on teaching outlined in SB1). For other use cases, such as tenure and promotion dossiers, merit raises, and internal awards, we strongly recommend retaining a narrative use, as stated in the May 2025 Senate report. For these purposes, we recommend using only the Senate approved questions (not the SB1 mandated questions) for tenure and promotion dossiers, merit raises, and internal awards as these questions were developed as a result of a collaborative process with students, faculty, and administrators and guidance from experts and the literature.

We suggest the following approach for the use of the Course Feedback Survey (CFS) in the annual assessment of faculty:

- In general, we believe that the best possible use of the Survey in the annual assessment is to create a specific plan of continuous improvement, in collaboration between the instructor and their chair/director. The CFS component of such a plan could focus on a specific mark (e.g., reducing the percent of students noting concerns in Question 2 regarding timeliness and quality in feedback). (Questions 1 and 2 of the new Survey are included below.)
- Absent specific goals, Questions 1 and 2 will give the best generic assessment of the quality of instruction. Typically, we expect a majority of the remarks to be positive (part of Question 1).
- Several possible options in Questions 1 and 2 are not about the instructor, but about the general educational environment in which the student finds themselves. These options should be filtered out when assessing the instructor (see below).

- The median is generally a better representation of the Survey result than the mean, and we strongly recommend using the median for calculating the ratio of positive comments (Question 1) relative to comments that indicate a need for instructor improvement (Question 2) per class as well as the overall assessment over all the classes taught.
- We recommend filtering out low response rate classes from the overall assessment.
- Under no circumstance should an instructor be held against a relative standard, such as the average of all faculty within a unit.
- We welcome the students' perspectives on bias in the classroom and viewpoint diversity. These are broad topics, and it may not always be obvious what the students mean. To that end, we would like to add a textbox after those two questions where students can express specific examples of any bias and (lack of) viewpoint diversity in the classroom. This feedback can be used to help the instructor improve this perception in the future.

### Relevant options in Q1/Q2 for on-campus 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 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
- 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 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

Relevant options in Q1/Q2 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 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
- 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 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
- Other: