KENT STATE.
U N I V E R S I T Y

FACULTY SENATE

TO: Members of the Faculty Senate and Guests   **DATE:** March 4, 2014

FROM: Paul Farrell, Chair of the Faculty Senate

SUBJECT: Agenda and Materials for the March 10, 2014 Faculty Senate Meeting

Attached you will find the agenda and the materials for the March 10th Faculty Senate meeting. As always, we will meet in the Governance Chambers at 3:20 p.m. Please join us, if you can, for a few minutes of informal conversation prior to the meeting.

1. Call to Order
2. Roll Call
3. Provost's Remarks
4. Chair's Remarks
5. Reports
   a. Comments on Review of Responsibility Center Management
   b. Comments on Encouraging and Rewarding Service

6. EPC Items:
   a. Enrollment Management and Student Affairs: Revision of admission requirement for new freshmen to the Kent Campus and for deferred students at a regional campus wishing to enroll at the Kent Campus. Effective Fall 2014. *(Attachment 2)*

   b. College of Arts & Sciences: Establishment of Center of Comparative and Integrative Programs to administer multidisciplinary and interdisciplinary programs that exist outside the traditional academic structure of the college. Programs in the college that are not currently housed within a department will be administered by the center. These programs are the following:

   Bachelor's Degree Majors
   - Integrative Studies within the Bachelor of Integrative Studies degree
   - International Relations major within Bachelor of Arts degree
   - Paralegal Studies major within Bachelor of Arts degree

   Undergraduate Certificate
   - Paralegal Studies certificate

   Undergraduate Courses
   - Arts and Sciences courses
   - Paralegal Studies courses
   - Religion courses
   - Women's Studies courses

   Undergraduate Minors
   - Ancient, Medieval and Renaissance Studies minor
   - Jewish Studies minor
   - Latin American Studies minor
   - Lesbian, Gay, Bisexual and Transgender Studies minor
   - Paralegal Studies minor
   - Religion Studies minor
   - Studies in Globalization, Identity and Space minor
   - Women's Studies minor

   Master's Degree Major
   - Liberal Studies major within Master of Liberal Studies degree

   Effective Spring 2014 (fall 2014 for programs and courses). *(Attachment 3)*

7. Old Business
8. Announcements / Statements for the Record
9. Faculty Senate Meeting Adjournment

RCM AT KENT STATE UNIVERSITY: IDEAS FOR REVIEW

At the November 4, 2013 Faculty Senate meeting a resolution was passed to review how Responsibility Center Management (RCM) has supported and/or hindered the academic mission of the university. The committee given the charge to review RCM has asked for guidance from the university community. This conversation is to provide questions, ideas, and approaches that will help this group conduct a successful review.

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(1)   I would like to know the effect RCM has had on inter-departmental and inter-college cooperation in areas such as spousal hires. RCM creates (in my view) a zero-sum game where helping another unit with a spousal hire may result in that unit losing the ability to pursue their strategic hires. Thus, the university hoses out because strong candidates can't find anywhere for their faculty spouse to work.

Are spousal hires up or down since RCM?

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(2)   I'm sorry that I can't offer any specific suggestions for metrics. However, I will just say that RCM seems to be based on the premise that one can optimize a system by optimizing each piece independently of the others. Of course, this is false.

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(3)   When RCM was pitched to us, we were told that it would make the Deans of the responsibility centers responsible for their budgets and allow for a more "grass roots" approach to budget priorities. However, it seems that in its actual implementation, the Deans are responsible in the sense of being blameworthy when their centers are in the red, but not responsible in the sense of having the autonomy to determine how money will be spent when the centers are in the black. I'd like information concerning the extent to which the Office of the Provost or the Office of the President is micromanaging the budgetary priorities (including faculty lines) of the colleges and campuses, as that seems inconsistent with the whole concept of RCM.

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(4)   I'd be interested in getting detailed information about how the non-responsibility centers that receive "tax" money from the responsibility centers (including upper admin and the sports programs) have spent the money they received each year since RCM was put in place. RCM was supposed to be a transparent process, but it only seems to be transparent in one direction-- from the top down.

> I think this is a very important point. I just received a glossy print-out sent to me in an envelope from an office on campus that receives our 'taxes.' I realized that every faculty member in the university was likely to have received the same thing. I shuddered to think about the amount of money that office must have spent on this (when e-mail would have sufficed). This got me thinking about how we keep tightening our belts in departments, but there are signs of waste in the centers that receive our tax dollars.
>
> > Yes, my impression is that the revenue-generators are being bled dry while the upper administration is maintaining or increasing its level of spending. Perhaps my impressions are incorrect, but the glossy mailers mentioned above certainly reinforce them. Another example is hiring freezes that have prevented departments from replacing retiring faculty, while at the same, whole new upper admin positions are being created.

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(5)   Has RCM affected plans for interdisciplinary programming that involved courses from multiple colleges? If so, how? Or how did the units work within RCM to facilitate the programming?

Have any efforts to develop integrated-skills programming been affected by RCM-related concerns? If so, how? If not; how were budgeting issues addressed?

Has RCM encouraged units to privilege grant funded research projects in an effort to offset costs?

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(6) I don't know how this works in RCM, but some central functions (e.g., RASP) are critical for the mission of the university but not revenue generating. RASP survives (I think) in indirects, but when grants dry up there are not enough indirects and there is diminishing returns for work (more proposals, more foundation proposals with low indirect rates for less funded grants).

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(7) Would be interested in knowing what metrics the Administration was interested in using to track the performance of RCM at KSU. Is our "tax" (whatever it's called) similar to other universities?

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(8) As mentioned at the Faculty Senate meeting, we will try to post some informative links to aid this process. Here is the link to Indiana University's RCM history, overview, and review reports:

http://www.indiana.edu/~obap/rcm-iub.php

> I initially liked the basic principles of RCM because it seemed it would give department's autonomy. To some extent it has achieved this end, especially for departments in good financial shape. But an unintended consequence of the way RCM has been implemented is the complete Balkanization of departments - it is now even harder that it was prior to RCM to work across departments. I believe that RCM discourages inter-disciplinary linkages and connections and I would like to see the review committee come up with solutions to this problem.

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(9) What services is the regional campus fee to the Kent Campus paying for?

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(10) Is there data to support the contention that:

a. RC online classes are pulling revenue from the KC colleges - and specifically, the contention that revenue is being pulled from the College of Arts and Sciences?

b. RC summer classes are pulling enrollment from the fall and spring semester offerings.

2-28-2014

INCREASING FACULTY PARTICIPATION IN SERVICE

Faculty Senate is interested in gathering input regarding the issue of faculty service at Kent State.

The specific issue for discussion: There is a growing perception that faculty are less willing to engage in service-related activities now than in the past. While there is no hard data supporting or refuting that perception, we are interested in your thoughts about faculty service. If you are not comfortable sharing your thoughts on this site, please e-mail them to one of the members of Faculty Senate Executive.

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(1)   Hello, as an FTNTT I have found many ways to serve but they have mostly been within my college and what other committees I am not prevented from being on due to my FTNTT status. I think it is time to examine why FTNTT faculty are excluded from so many service opportunities. Committees relating directly to evaluation of TT are no brainers but what about the others? For example the Faculty Ethics Committee that was discussed at Faculty Senate? It requires TT only. It's also important to note that FTNTT are not required to perform service and many don't because of heavy workloads but also because of the exclusionary nature of so many of the committees.

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(2)   Absolutely there should be recognition for outstanding service at the university.

I wonder if part of the decline in service is related to the increase in the numbers of NTT faculty relative to TT faculty. NTT's on the instructional track have a course load of 15 credit-hours per semester, with no expectation of service. In contrast, TT faculty who are not engaged in research have a course load of 12 hours per semester, with an expectation of service.

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(3)   I think that a disincentive to service is the constant emphasis on the fact that faculty advisory committees are recommendatory and the all too frequent decisions that go against explicit recommendations from faculty committees. Yes, in most cases faculty bodies are purely recommendatory and the administration is ultimately responsible for decision making. However, going against the recommendations of a faculty body should be rare (far rarer than it has been of late at KSU) and should be accompanied by a clear explanation for why the recommendation was not taken.

>   I agree that this is a strong disincentive, although I haven't experienced precisely this first-hand. What I have experienced is being on a departmental committee that spends a lot of time hashing out (possibly controversial) policies, but then the policies are never implemented. In fact, there is no record of them or communication to the rest of the faculty. When the issue comes up a year or two later, everyone has differing recollections of what was decided by the committee.

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(4)   I am doing more service now than ever, but mostly in my department. There are few incentives for service and many disincentives.

For example:

1) Grants are down. Way down. It used to be possible to get NIH funding. Now the funding line is 10% or less, and after Duke/Hopkins/Mayo gets theirs the KSU rate of funding is even lower than 10%. With such a low success rate, everyone who needs grants has had to focus on writing more grants instead of any distraction like service. This is also true nationally--Study Sections at NIH seem to have lost some big names who are on soft-money and must write instead of review.

2) Faculty are down. My department has lost a number of faculty who will not be replaced. The workload of a large department is shouldered by fewer people. The "behavioral economics" cost/reward is skewed toward the Department (or even sub-area of a department) and away from the College and University. Service is more rewarded close to home than farther away. Thus, in my department if I do something I can get merit or smiles on my colleagues faces but if I am involved with the College or University there is no point. For example, I have been on AAUP executive council for a few years and probably shouldn't even admit that in my promotion or merit materials.

3) Morale has suffered. There is not an open collegial relationship between upper administration and the faculty. The Merit procedures in particular seem designed to ruin morale--why should my Department choose a proportion of the faculty to NOT be meritorious? When people feel unappreciated they are less inclined to do service.

Service, by definition, implies working for the common good with less expectation of remuneration. It's a gift, in a way. People are less giving when they feel pressed.

One other thought: a powerful argument for service is necessity. In my department, whether or not people want to serve they are confronted at some point with realities like "well...do you want to have a graduate program?" (or whatever the issue is) and then people rise to the challenge to support the functioning of the department. At the University level, service does not always solve a problem. For example, I was involved in two University level service projects that failed: the clicker demonstration project (adoption is still low) and the textbook affordability taskforce (no change). These kinds of experiences leave one feeling that service didn't matter.

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(5) Take a look at the model used in the College of Nursing. We engaged in retreats, built spaces for creative thinking, and worked together to advance the CON to Center of Excellence status through the National League for Nursing. We spent a good bit of time getting to know each other as people, not as roles, even though we didn't spend a lot of time socializing together. Our faculty and staff--development officer, advancement, secretarial and support staff--contributed a good bit to this effort, and as more and more faculty engaged, our ability to work together and to engage in service expanded.

Reaching out to provide service to others requires that those who would serve work in a context of support AND high expectations. If their primary work is about keeping themselves safe, faculty and staff can't extend a hand very well to others.

The overall university context--a standard of excellence that is at the same time accepting and honest--provides the mandatory backdrop for ongoing efforts on the parts of faculty.

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(6) Many FTT non tenure track faculty would love to do more but are prevented from doing so due to lack of available positions on committees. With the required ratios of TT to non tenure faculty placed on committees, those of us in units with more non tenure track faculty are shut out of full participation on those committees. Of course we may attend as guests but really don't have a say in the running of our units because of this. This discourages participation. We also do not get load for service participation.

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(7) I agree in terms of increasing technology to save RC faculty driving time. Often when technology is used, it isn't effective and you end up being a mere witness to the meeting.

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(8) One thing that might encourage more involvement is making better use of technology to allow regional campus folks to take part.

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(9) I am doing a little less in terms of service than I have done in the past. I coordinate the English program at Salem and East Liverpool (and receive load for that). I serve on one departmental committee and three Salem Campus committees. I no longer engage in national, regional, or state service activities, all of which played a major part in my professional life for about 15 years.

Service should be recognized in the tenure and promotion process. I believe that service is a form of non-traditional scholarship. People serve less because "it doesn't count for very much," as I was told by a department chair years ago. "Don't serve," he told me. "Publish."

It is sometimes difficult for regional campus faculty members to serve on University and department committees because of scheduling conflicts. I recall being elected and appointed to a number of department committees that refused to meet on Fridays or evenings when I could attend.

In my department, I'm seeing younger faculty refusing to serve on time-consuming committees, partly because "it doesn't count" and partly because they don't see service as part of the job. Most of one program's assessment will be done by paid GAs and adjuncts because FT faculty think it too time consuming. It's a shame that faculty, who should know more about the program and its philosophical underpinnings, abrogate their responsibilities.

> I totally agree that people avoid service because it is not rewarded. It's important that TT pre-tenure faculty are excused from service work but there's no reason why tenured - especially full professors - should feel that they don't have do much service. The fact is that most faculty don't do service because they don't have to and because it is not fulfilling and because it is not rewarded/valued. And our current situation deepens inequities because women are more likely to say yes to service work and are more adversely affected when they say no to service. This inequity is evident in national studies and was very much in evidence in the faculty data collected several years at KSU.

> The only way to change this situation is to reward service work - by increasing the merit pool for service - and by changing the culture in administration to make meetings more rewarding. Too many meetings I attend these days seem to involve listening to long reports and being fed information which I could learn much more efficiently from an e-mail. The purpose of a meeting - bringing people together - is to have a conversation, an exchange of views about how to accomplish a goal or contribute to the well-being of our community.

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(10)   As I see things, there are 3 issues:

1) "Committee Overload": We are awash in calls to serve -- university-level, regionals-system-level, campus-level, department-level, AAUP. These calls go out year-round; I seem to get one every couple of weeks. At the same time, with the proliferation of service opportunities, no one seems to know how it all fits (corporations, which I don't think are suitable models, at least have flow-chart diagrams indicating who reports to whom) -- the forest disappears for the trees;

2) "Service Fatigue": The mountains revolve, and all that is born is a little mouse. For how long have we been discussing SSIs? And after years of discussion in committee (I do not recall faculty at large being surveyed), all there is to show is a provostial fellow exploring whether SSIs can or should be put on-line. As an organization we are proving physics wrong: here, inertia is a force;

3) "Transmittal Failure": While we are busy rearranging the deckchairs on the Titanic, the real issues (e.g.: the preparedness of our students for college; the merits of DL and the balance of DL courses in the curriculum; the curriculum itself; the RTP process; and, yes, SSIs) are passing us by. But the problem runs deeper: a standard interview question that we ask is what expertise, qualifications, or interests can the candidate bring to the job -- as if the answer mattered. Ever since I came here, only one colleague (who happens to be on the main campus) has engaged me in an on-going conversation about a few of my interests -- in all other instances, I had to lobby even to get a hearing. Similarly, once I had survived the tenure process, no one ever asked what my impressions of it were. Recently (in November), faculty on this campus were asked whether we had any ideas on how to variegate our academic offerings: I volunteered an answer and said that I would be willing to develop it if I had some kind of mandate to do so, but never received a response.

Perhaps we might begin by periodically asking faculty -- about what is essential, non-negotiable, and core to their teaching and research mission; about what they might want to do beyond these essentials, non-negotiables etc. to enhance the profile of this system; about what is arcane, self-defeating, and Rube-Goldberg-like in the status quo and how these features of the system can either be reformed or discarded. Each of these questions might be accompanied by a kind of guide: if you are interested in issue X, then you should serve on committee Y. The answers, individually, by college, and in the aggregate would be interesting.

As long as the service component in this system is perceived as promoting and rewarding yes-men, or careerists who are reinventing themselves for administrative positions, or entrenched defenders of the status quo, and until you actually start asking faculty what their concerns are, you will find that individual faculty members will prefer to cultivate their own garden.

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(11)   Perhaps if supervisors and managers were properly trained to treat employees in a fair and civil manner and if the administration made it clear bullying behavior will not be tolerated, then maybe employees would feel vested in KSU to give a damn about their employer and their shared governance.

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(12)   I would run for Faculty Senate if the meetings weren't so long.

When I see people get tenured with very little service, the message that sends is that service isn't necessary or valued.

Much of the service work we are asked to do, to do it well, takes hard work and specific skill sets – this isn't acknowledged in our RTP process. In RTP service it seems that service is more seen as just something you do because you are nice, and not something that one could do really well and actually help move the university forward because the skills you bring to the work are valuable. The hierarchy of research, teaching and service does put service last.

I would like to see how service plays out in terms of participation at the university in terms of departments, gender, and rank.

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(13)   One concern is the travelling to and from campuses to attend meetings.

Given the improved technology for e-meetings, particularly with BlackBoard having launched Collaborate to replace Wimba, if more committees would consider conducting virtual meetings, it may spur more folk to become engaged.

Another concern is the declining "influence" faculty have in ebbing the tide of administrator dominance in determining the academic future of our University – although we are not alone out there – many others are suffering the same fate.

Do our principals suggest that it might be different for our faculty in being able to play a legitimate role in governance, other than just operating like deck chairs on the Titanic?

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(14)   For regional campus faculty, pretty much everyone I've ever talked to about service has said, (1) we are already being worked to death (and expected to work without pay in the summer doing service-related activities for the campus), (2) meetings at the department, college, and university level are held exclusively at the Kent campus at times we can't get there, and most importantly, (3) service in itself is not rewarded, and it takes valuable time away from what is rewarded.

There's no mystery here as far as I can see.

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(15)   We pretend that service is something that anyone can do. We also pretend that all "service" is alike.
But, just as not everyone is an equally talented teacher or researcher, not everyone is capable of executing service responsibilities in a competent manner. That is why we hesitate to put certain people on certain committees – we know that they cannot or will not do a credible job.

As well, the word "service" is used to capture everything from low-level committee membership to time-intensive and critical leadership positions. We are able to create metrics to measure the quantity and quality of teaching and research and recognize them accordingly. There is no particular reason that service could not be treated in the same way.

There is also no particular reason that high-level, outstanding service should not be recognized as an integral part of one's job (if, in fact, it is). We treat service as though it is an afterthought and it has little, if any, relationship to tenure/promotion decisions. From that perspective, it is somewhat surprising that any faculty member engages in any service. Were we completely rational, we would engage only in activities that lead directly to tenure/promotion/grant funding/other recognized academic "holy grail" outcomes. Since service does not count toward these outcomes, investment in service activities should come to a grinding halt.

It's a tribute to our faculty colleagues that they do not take this approach – the work of the university goes forward while we continue to pretend that service is the weak link in any academic portfolio.

Interestingly, what faculty call "service" is recognized by our administrative partners as part of their job responsibilities. In this case, administrators have it right – service is a component of all of our jobs, and it should be treated as the demanding component that it is.

2-28-2014

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **26-Jul-13**   Curriculum Bulletin _____

Effective Date   **Fall 2013** Approved by EPC _____

2014

Department	**Admissions/EMSA**
College	**select one**
Proposal	**Revise Policy**
Proposal Name	**New Freshman Admission Policy - Kent campus**

Description of proposal:

This proposal has two separate sections. The first part of the proposal is to revise the admission policy in the current catalog for new freshman to the Kent campus of Kent State University. The second part of the proposal is to clarify the language currently used in the catalog in the Kent Campus Referrals section.

Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need, audience)

This proposal will allow the university to continue to increase the selectivity of the incoming freshman class. The change is an initiative to increase the number of students prepared for college-level coursework, positively impact retention rates, and graduation rates.

Units consulted (other departments, programs or campuses affected by this proposal):

The proposal has been reviewed by the Associate Vice President for Enrollment Management and the Vice President for Enrollment Management and Student Affairs.

REQUIRED ENDORSEMENTS

_____   ___/___/___
Department Chair / School Director

_____   ___/___/___
Campus Dean (for Regional Campuses proposals)

_____   7/28/13
College Dean (or designee)

_____   ___/___/___
Dean of Graduate Studies (for graduate proposals)

_____   ___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)

Revision of New Freshman Admission Policy to the Kent Campus

Subject Specification: To change the admission policy for entering freshmen to the Kent campus and to clarify the language in the Kent Campus Referrals section, regarding new students who are not eligible for admission to the Kent campus.

Background Information: Per President Lefton's directive, for the past three years the Admissions Office has worked on improving the academic quality of the entering freshman class. This process was enacted as a method to positively impact the first-to-second year retention of the new freshmen. We have seen improvements in the academic profile of the entering class each year. We are also aware of the changes from the state of Ohio rewarding colleges and universities based upon retention and graduation rates. The state has also been working on the intiative to reduce the need for remedial coursework at the four-year universities. All of these factors contribute to support the need for a more selective admission policy for the Kent campus. The elements of a selective admission campus include a broad policy which reflects a holistic review of a student's grades, grade trends, coursework, and test scores. The entering class academic profile will be used to guide students to the level of selective admission we are practicing each year.

Alternatives and Consequences:

The current policy is limiting because it includes minimum grade point averages. It limits our ability to attract a top academic students.

Specific Recommendation and Justification: *the preferred action and the rationale that supports that choice*

Timetable and Actions Required:

Seeking approval for the 2013-2014 catalog.

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KENT STATE UNIVERSITY CATALOG 2013

Admission - Undergraduate Student

Students desiring admission to an undergraduate division of the university should submit the appropriate application materials to the Office of Admissions. Students should arrange to have all necessary high school and college transcripts sent directly to the Office of Admissions from each institution previously attended. All credentials submitted for admission become the property of the university and are not returnable or transferable. The university reserves the right to change, without notice, any admissions procedures described in this Catalog.

Freshmen Students: Students who have not attended any other educational institution after graduating from high school should apply to be admitted as freshmen.

Application Procedures: Prospective freshman students can apply by submitting an electronic application form, application fee and required academic credentials to the Office of Admissions. Students can submit an electronic application on the Office of Admissions website, or call the office at 330-672-2444 for a paper form.

The Office of Admissions must receive a non-refundable application fee and a high school transcript before processing the application. A personal interview is not required for admission; however, applicants are encouraged to arrange both an interview with an admissions counselor and a campus visit by contacting the Office of Admissions.

Required Credentials: Freshmen entering Kent State must submit a high school transcript and American College Test (ACT) or Scholastic Assessment Test (SAT) scores. Kent State requires that students take the writing section of the ACT. Students are excused from this test score requirement only if they have been graduated from high school for three or more years or if they are 21 years or older at the time of their first enrollment. These test scores are essential in determining students' admission status and academic aptitudes; assisting in academic advising; and helping to determine scholarship eligibility.

ACT or SAT scores should be reported to Kent State University directly from the testing agency. Students should use the following ACT codes based on the campus to which they plan to be admitted: Ashtabula (3773), East Liverpool (3225), Geauga (3224), Kent (3284/SAT 1367), Salem (3354), Stark (3226), Trumbull (3343), Tuscarawas (3361).

A final high school transcript verifying graduation or a GED certificate/score report is required for both enrollment and financial aid at Kent State University.

Admission Requirements at the Kent Campus: Kent State University's freshman admission policy differentiates among students with varying degrees of preparation for college studies. The students most likely to be admitted and succeed at the Kent Campus are those who will have graduated with at least 16 units of the recommended college preparatory curriculum in high school, who have achieved a minimum high school 2.500 grade point average, and whose composite ACT score is 21 or better (combined SAT score of 980 in critical reading and math).

Students who do not meet the above criteria but who have graduated with a cumulative grade point average of at least 2.200 (on a scale of 4.000) at a chartered or accredited high school or have passed the GED may be admitted. High school course selection, class rank, recommendations and ACT/SAT scores will be closely examined for such students in making admissions decisions.

The university affirmatively strives to provide educational opportunities and access to students with varied backgrounds, those with special talents and adult students who graduated from high school three or more years ago.

Ohio residents and other applicants not offered admission at the Kent Campus may request that the Admissions Office forward their application for consideration at one of the seven Regional Campuses of Kent State University.

Admission Requirements at the Regional Campuses: Admission to the Regional Campuses is handled through the Office of Admissions at any of the seven regional campuses. Admission is open to anyone with a high school diploma or its equivalent. Part-time early admission opportunities are available for qualified high school students in consultation with an advisor. In programs with special admission requirements, admission decisions and judgments are made by the director of the program following normal faculty consultative procedures, and take into account factors such as life experience, level of motivation and concern for under-represented groups in the program, as well as such indicators as GPA or ACT score. Each regional campus has staff members available to discuss admissions, financial aid opportunities and programs with prospective students.

Registration dates, times, procedures and access methods are similar to those of the Kent Campus. Registration information at a particular campus can be obtained from that campus. Because the seven regional campuses and the Kent Campus comprise one university system, access and mobility among the campuses is encouraged and facilitated. Even so, there are some differences between the Kent Campus and the regional campuses in freshman and transfer admission requirements.

Kent Campus Referrals: Freshman admission eligibility at the Kent Campus is based upon an applicant's cumulative high school GPA and, in some cases, standardized test scores and the college preparatory curriculum. Students not meeting the freshman admission criteria for the Kent Campus who wish to enter the Kent State University system must enroll for at least one semester at a regional campus. Enrollment at the regional campuses permits students to take advantage of smaller class sizes, more individualized advising services and a wider range of developmental programs.

For the deferred freshman or transfer student who enrolls at a regional campus to obtain the best possible foundation for academic success, it is recommended that the student complete the following minimum academic achievements before enrolling at the Kent Campus:

1. Successfully complete any remedial/developmental coursework as prescribed by an academic advisor.
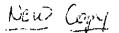2. Successfully complete 12 semester hours of coursework.
3. Achieve a minimum 2.000 cumulative GPA.

Students are strongly encouraged to work closely with their academic advisor in planning for the transition to the Kent Campus.

Selective Admissions: Freshmen must meet specific requirements to enter several academic programs and academic units at Kent State. Individual requirements for these programs are listed under the respective departments in this Catalog. Students interested in these special admission areas should apply one year prior to the date of anticipated enrollment. Even though some of these programs do not have an early application deadline for fall semester, students who apply early will receive priority consideration. Specific questions about these areas can be directed to the Office of Admissions or the individual departments/schools.

New Copy

Changes for Admissions – Undergraduate Student section

Admission Requirements at the Kent Campus: The freshman admission policy at the Kent Campus is selective. Admission decisions are based upon the following: cumulative grade point average, ACT and/or SAT scores, strength of high school college preparatory curriculum and grade trends.

The university affirmatively strives to provide educational opportunities and access to students with varied backgrounds, those with special talents and adult students who graduated from high school three or more years ago.

Students who are not offered admission to the Kent campus may request that the Admissions Office forward their application for consideration at one of the seven Regional Campuses of Kent State University.

Kent Campus Referrals section

For the deferred freshman or transfer student who enrolls at a regional campus to obtain the best possible foundation for academic success, it is recommended that the student complete the following minimum academic achievements before enrolling at the Kent Campus: _must_

1. Successfully complete all developmental coursework as prescribed by placement testing and an academic advisor
2. Successfully complete 12 semester hours of college-level coursework (not including any course work considered developmental)
3. Achieve a minimum cumulative GPA of 2.00

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **10-14-13**   Curriculum Bulletin _____

Effective Date   **Spring 2014**   Approved by EPC _____

Department

College   **AS - Arts and Sciences**

Proposal   **Establish Academic Unit**

Proposal Name   **Establish the Centerl of Comparative and Integrative Programs**

Description of proposal:

The College of Arts and Sciences proposes to establish the Center of Comparative and Integrative Programs. It will be a dependent administrative unit within the College.

Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need, audience)

Programs that are not currently housed within a department will be administered by the Center. New multidisciplinary and interdisciplinary programs will be developed to enhance the offerings provided to students.

Units consulted (other departments, programs or campuses affected by this proposal):
None

REQUIRED ENDORSEMENTS

_____   ___/___/___
Department Chair / School Director

_____   ___/___/___
Campus Dean (for Regional Campuses proposals)

_____   *12/31/13*
College Dean (or designee)

_____   ___/___/___
Dean of Graduate Studies (for graduate proposals)

_____   ___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)

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Proposal Summary to Establish or Revise an Academic Administrative Structure

College of Arts and Sciences Proposes to Establish the Center for Comparative and Integrative Programs

[The following is from 3343-2-03 *University Policy Regarding the Establishment or Revision of Academic Administrative Structures.*]

Preamble
The College of Arts and Sciences currently has several multidisciplinary and interdisciplinary programs that exist outside the traditional academic structure of the College. The departmental structure has historically been discipline-specific. Examples of degree programs which are housed in the College of Arts and Sciences but lack a place within the departmental structure of the College include the International Relations major with over 100 students and the Bachelor of Integrative Studies with 35 students currently (the BIS was recently revised from the Bachelor of General Studies degree and its enrollment will continue to grow as students turn to it as a completer degree). These programs have been successful through the efforts of individual faculty and advisors who direct the students and maintain the curriculum while pursuing other academic activities. Additionally a few multidisciplinary programs are dormant, without leadership to revise and restore them and recruit students. The best example is American Studies, which Office of Global Education indicates is a popular interest of international students.

Further, multidisciplinary and interdisciplinary programs are increasingly common in Colleges of Arts and Sciences (in its many forms) across the country. Examples of these include environmental science, gender studies and comparative culture and religion.

In an attempt to support, foster and serve the students in the current multidisciplinary and interdisciplinary programs, and to develop additional cutting-edge degree programs, the College of Arts and Sciences proposes to establish the Center for Comparative and Integrative Programs. With a director reporting directly to the Dean, the center will become the means to administer and support the growth of existing programs, and to develop and enhance new degree programs within the College.

1. The quality of the faculty, students and programs.

    The existing programs [BA INTL, BIS] to be included in the Center are long-established quality programs which will benefit from the full-time attention of a dedicated director. Other programs, dormant and to be developed, flourish at other institutions.

2. Centrality and coherence to the mission and strategic directions of the university and other academic units.

    The university mission and strategic directions include offering a broad array of academic programs to engage students and focus on the needs of students who seek academic studies which serve their aspirations and prepare them for professions and advanced degree work. The proposed new center will focus on the College's successful

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multidisciplinary programs and will pursue the development of innovative, student-centered, integrated multidisciplinary programs which will expand our students' intellectual horizons.

3. Comparative advantage versus other structures.

There is a need for structured multidisciplinary comparative studies in integrated programs. Such programs thrive with a supporting administrative structure and a director dedicated to their success. A review of Ohio peer institutions reflects the appropriateness of this approach. Single disciplinary administrative units by definition do not meet the same objectives.

4. What makes the unit particularly appropriate for Kent State University.

The College of Arts and Sciences has a history of successful multidisciplinary and interdisciplinary programs. The new administrative unit will build on the strengths of the College. With this unit established, additional programs of study can flourish and serve students' academic aspirations.

5. Demand for the unit and for the graduates of the unit.

The immediate need is to provide a necessary administrative structure to manage and support existing successful unaffiliated degree programs. The demands for graduates in the existing programs are established. The establishment of the Center will further provide for the development of degree programs commonly offered in Colleges of Arts and Sciences, for students attending or attracted to Kent State University, and will serve the institution's admissions and retention aspirations. The demand for graduates of multidisciplinary comparative studies at most universities in the United States is a persistent incentive which drives programmatic needs.

6. Duplication and interrelatedness of the unit's program(s) within the university, state, and region

At Kent State there is no duplication at the College or University levels. The degree programs to be incorporated into the center are standard degree programs offered across the state and the administrative structure proposed here is similar in kind and scope to such programs throughout the state and region. Kent State University is late in the development of these degree programs.

7. Efficiency and effectiveness of the unit in leveraging existing resources and expanding new resources.

The Center will provide better management of existing resources in the administration of successful multidisciplinary programs and the creation of innovative comparative programs. Once established the Center will propose the development of a Bachelor of Arts in Comparative Studies as a mechanism to create new multidisciplinary programs. The Center's administrative model is concerned with the better utilization of existing courses and faculty expertise in the development and management of existing and

new innovative degree programs. This will better utilize existing resources, and provide a platform upon which to attract students through admissions and retention, as well as engage stakeholders in the region who identify with the existing and new multidisciplinary programs.

8. Administrative reporting structure.

The director of the Center will report to the Dean of the College of Arts and Sciences.

9. Space and capital budget needs.

Space for the Center is available within the College. The budgetary needs will be provided by the College as the programs included within it enhance the enrollments of existing disciplinary-based courses.

10. A proposed operating budget with any one-time resource needs.

Personnel costs include an approximate $130,000.00 salary for the Director and $40,000.00 salary for an Administrative Secretary. Benefits would add an approximate $60,000.00 for a total personnel cost of $230,000.00. Additional support staff can be provided from the existing pool within the College, as necessary.

The physical space for the Director and Administrative Secretary exists within the College.

11. Evaluation procedures including academic assessment procedures.

All Centers and Institutes within the College of Arts and Sciences submit an annual report detailing the activities of the unit in the context of its mission. As is consistent with such units, this Center will have a scheduled full review within five years and every five years thereafter. The College uses this information to determine the continuation of every Center and Institute.

The Center will develop an academic quality improvement plan consistent with the College standard. Growth of programs, student success and administrative stability will be the initial evaluation criteria. A metric of success will be determined, e.g. new programs established and/or increased students. If after the initial review period, within three to five years, the Center does not meet its objectives and goals it will be inactivated.

12. A timetable for proposal implementation.

A&S CCC, EPC and Faculty Senate approval – fall 2013/spring 2014.
Board of Trustees approval and establishment – spring 2014.

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INTERDEPARTMENTAL CORRESPONDENCE
College of Arts and Sciences
Undergraduate Office
105 Bowman Hall
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TO: Therese Tillett, Director
            Curriculum Services

FROM: Mary Ann Haley, Associate Dean

DATE: February 10, 2014

SUBJECT: Center for Comparative and Integrative Programs

The College of Arts and Sciences plans to administer the following programs in the proposed Center for Comparative and Integrative Programs:

Baccalaureate Degree Programs
     Economics (BA)
     Integrated Studies (BIS)/General Studies (BGS)
     International Relations (BA)
     Paralegal Studies (BA)

Undergraduate Minors
     Ancient, Medieval and Renaissance Studies
     Jewish Studies
     Latin American Studies
     Lesbian, Gay, Bisexual and Transgender Studies
     Paralegal Studies
     Religion Studies
     Studies in Globalization, Identity and Space
     Women's Studies

Post-Baccalaureate Certificate
     Paralegal Studies

Graduate Degree Programs
     Liberal Studies (LSM)

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Faculty Senate Executive Committee
Minutes of the Meeting

January 22, 2014

Present: Paul Farrell (Chair), Don White (Vice Chair), Vanessa Earp (Secretary), George Garrison (At-Large), Dave Dees (Appointed), Lee Fox-Cardamone (Appointed), Tess Kail (Office Secretary)

Guest: Todd Diacon - Provost and Senior Vice President for Academic Affairs; Grant McGimpsey - Vice President for Research & Sponsored Programs; Dr. Jarrod Tudor, Provost's Fellow

1. Call to Order

    Chair Farrell called the meeting to order at 3:30 p.m. in the Urban Conference Room.

2. Approval of Minutes

    The minutes from the December 16, 2013 Executive Committee Meeting were approved as amended (Fox/Garrison).

3. JAB Nominations

    We need two nominees from the College of Education, Health, and Human Services as well as two nominees from College of the Arts. The Executive Committee discussed possible names of nominees.

4. Discussion with Provost Diacon

    A. Conversation with Vice President for Research and Sponsored Programs, Grant McGimpsey

        1. Faculty members approached the Executive Committee and expressed concerns over the awarding of research awards and the indirect cost rates on grants.

            There are different indirect cost rates: 47.2% if the full rate, 30% is the rate for public service, and 26% is the rate for off-campus research. As part of F&A (facilities and administration), these rates are governed by the terms negotiated in Kent State's agreement with the federal government. The university is preparing to submit a new proposal to the federal government. The Executive Committee asked if these rates are comparable with other institutions. Vice President McGimpsey replied that the F&A rate is, but the others are determined by the universities. Many things are considered when determining indirect costs. HHS and ONR are the two federal agencies that tend to negotiate indirect cost rates. These rates are

written down; Vice President McGimpsey will send the Executive Committee a copy of these contracts. Off campus research is defined as when the research is being conducted in a facility off campus that is not owned by the university and rent is paid for use of the facility, either by direct payment from university or directly from the award itself. Vice President McGimpsey was asked if this off-campus rate included national facilitates, he replied there is no language in the federal guidelines to address this. He stated that the indirect costs of researchers working at federal research facilities is lower. The Executive Committee understands why the rate is higher (47.2%) when the research is being conducted in campus-owned facilities. The Executive Committee asked why some researchers who are researching off campus are being charged at the 47.2% rate. The Provost stated that in the next round of negotiating with the federal government they are going to seek clearer language on costs. If the grant is being billed directly the rate is 26% and if the university is paying the rent it is 47.2% for off campus research.

The Executive Committee asked if, for off campus research, the rate will continue to be 26%. The Provost and Vice President McGimpsey stated that if researchers were charged at the higher rate it was done without their knowledge. The Executive Committee inquired if Vice President McGimpsey had any leeway when assigning rates, he said that he did have some discretion in this matter. There is a form faculty members can fill out to reduce the indirect cost that the university charges.

The Executive Committee asked how the 26% is divided. According to the agreement, 63% goes to RASP , 37% is divided among the college (20%, department (12%), and investigator (5%), however these numbers can be adjusted. Vice President McGimpsey will send the signed agreement that explains this breakdown to the Executive Committee.

The Provost cautioned the Executive Committee not to take one case and make generalizations. He also did not feel the Faculty Senate was the appropriate venue for these types of issues. He stated that the faculty should go through the chair and dean if there are concerns.

2. Another issue that was brought to the Executive Committee was the process for reviewing, selecting awardees, and notifying unsuccessful applicants for various awards.

    Vice President McGimpsey stated that URC is responsible for collecting and reviewing these awards (Summer Research Award, Academic Year Release, small research grants up to $3,500, and $500 travel awards). They make the decisions; Vice President McGimspey stated he just rubber stamps these decisions. The Executive Committee had been told by faculty that applicants that are turned down are not given reasons why. Vice President McGimpsey stated he will talk to the URC and ask them to include their rationale and comments.

3. Post-Doctoral Awards

The one-time money was made available from the President and Provost to quickly help increase external funding. A call for proposals went out to all faculty (TT, NTT, Kent Campus, and Regional Campuses). There are guidelines for creating proposals and metrics are laid out for how proposals will be evaluated. There were 43 proposals submitted in the last year. There were two external reviewers who determined if the proposals should be fully reviewed. Last year, out of the 43 proposals, only 27 went forward to a full review. There were three internal reviewers and one external reviewer. Anonymity of reviewers was guaranteed, and Vice President McGimpsey selected them. The reviewers were active researchers with a breadth of domain knowledge, across a wide range of disciplines. Each reviewer ranked the proposals from 1-27; Vice President McGimpsey averaged all the reviewers' scores and the top nine were funded. Nine proposals were selected due to budget issues. The reviewers' decision was final; Vice President McGimpsey did not take part. The 16 that did not go forward for a full review received feedback from reviewers, the fully reviewed proposals that were not funded also received feedback. This will be the process going forward. Chair Farrell asked what the composition was of departments who applied and those who received awards. Vice President McGimpsey replied that there were 4 colleges and 14 departments. Dr. Dees asked if the metrics could possibly be steering the awards toward certain disciplines.

The Executive Committee asked if this was the process used last year. Vice President McGimpsey replied that last year the money was released late. Due to the shortened time period only external reviewers were used and the proposals were reviewed in a group. There was no feedback collected or given to faculty. The Provost stated that they learned from last year's experience and changed the process. There did not seem to be any accountability for the first year.

4. Distinguished Scholarship Awards

This award is given by URC, however according to Vice President McGimpsey the committee did not seem to be interested in this process for the last two years. This year there seems to be more interest and Vice President McGimpsey has talked with URC about the award. Vice President McGimpsey received comments from faculty who were concerned that the award did not seem to be objective. This year he selected faculty to review the submissions.

B. Associate Degrees

Given the new complete college funding formula, KSU is going to start giving associates degree to students in a bachelor's program when they fulfill all the requirements. This will occur even if students are not pursuing an associate degree. This was a consequence of the changed State Subsidy funding formula, which was drafted by the IUC. Provost Diacon just learned about this on December 10th, but it applies starting this academic year. This needs to be communicated to students. It would show up on transcripts; there is nothing

that the students would have to do. The Executive Committee asked if this could impact students who have left the university but had met the requirements for an associate's degree. The Provost will ask Associate Provost Thomas to check into this.

C.   Bad Debt

Provost's Fellow Tudor explained that the university is allowing students to sign a form if they owe up to $2,500 in bad debt (from fees) stating they will repay. If they have a GPA above 2.5 and they are upper classmen they seem to succeed. If they have a GPA below 2.5 or are freshmen then they are not as successful.

The Executive continued discussions after the Provost and Provost's Fellow Tudor departed.

5.   Appointment of Chairs and Directors

At a recent Dean's Council meeting Provost Diacon stated that he would like only full professors to be appointed as Department Chairs or School Directors. This is troubling to faculty members. The Executive Committee will bring this up to the Provost at our next meeting with him.

6.   Setting the Faculty Senate Meeting Agenda for February 10, 2014

Provost Diacon will address the Faculty Senate at the February meeting.

A report from Dean Bracken will be added to the agenda. The subject will be "Report from the Ad-Hoc Committee on Undergraduate Research and announcement of the Undergraduate Symposium on Research, Scholarship and Creative Activity."

The Executive Committee discussed faculty service participation and how to develop initiatives or incentives to achieve university-wide faculty involvement. This topic will be added to February's meeting agenda as "Old Business", as this subject was initially discussed at the December 2013 Faculty Senate meeting.

The EPC has been having separate meeting dates for Graduate and Undergraduate Councils, so items from EPC were not ready for review at this time. However, the Executive Committee confirmed that, beginning Fall 2014, the EPC will return to having one meeting date for both Graduate and Undergraduate Councils.

February's meeting agenda will be finalized and set at the next Faculty Senate Executive Committee meeting scheduled for January 29.

7.   Dean Reviews

The Executive Committee was informed of the request from Associate Provost Sue Averill stating that a call for nominations from the Committee on Administrative Officers is required per the University's policy on Administrative review of academic officers.

8.   State of the Nominations for Faculty Senate

The current list of candidates was reviewed by the Executive Committee. Ms. Kail will send out reminders prior to the petition due date of January 27 to those eligible to run.

9.   Adjournment
Chair Farrell adjourned the meeting at 6:30 p.m.

Respectfully submitted by Vanessa J. Earp,
Secretary of Faculty Senate

/tlk

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Faculty Senate Executive Committee
Minutes of the Meeting

January 29, 2014

Present: Paul Farrell (Chair), Don White (Vice Chair), George Garrison (At-Large), Dave Dees (Appointed), Lee Fox-Cardamone (Appointed), Tess Kail (Office Secretary)

Not Present: Vanessa Earp (Secretary)

Guests Present: Kathleen Spicer, Outreach Program Mgr., Provost's Office; Patricia Vermeersch, Associate Professor, Nursing; Artem Zvavitch, Associate Professor, Mathematical Science; Cherrie Reger, Admin. Secretary, Recreational Services

1. Call to Order

    Chair Farrell called the meeting to order at 3:35 p.m. in the Faculty Senate conference room, 227 Schwartz Center.

2. Guests Kathleen Spicer, Patricia Vermeersch, Artem Zvavitch, and Cherrie Reger arrived to discuss the 'Closing the Loop' subcommittee of the Advisory Committee on Academic Assessment. Members of the subcommittee came to solicit feedback from members of the Executive Committee about the University's current assessment process and about how best to support a culture of assessment.

3. Meeting Minutes for Approval

    The minutes from the November 25, 2013 Executive Committee Meeting were approved as amended (Fox/Garrison).

    The minutes from the December 9, 2013 Faculty Senate Meeting were approved as amended (Garrison/Dees). The minutes will be presented to the Senate at the February meeting.

4. Committee Updates

    Chair Farrell gave an update on the Joint Appeals Board nominations. The Faculty Ethics Committee and the need to obtain nominations from the College Advisory Committees were also briefly discussed.

5.   EPC Items

The following EPC items were placed on the agenda for the February 10 Faculty Senate meeting:

a.   EPC Ad Hoc Committee for Academic Policies (presented by Associate Provost Melody
     J. Tankersley): Revision of university policy to reduce the minimum number of semester
     credit hours required to graduate with an undergraduate degree from Kent State – from
     121 hours to 120 hours for a bachelor's degree, and from 61 hours to 60 hours for an
     associate degree. Effective Fall 2014.

b.   EPC Ad Hoc Committee for Academic Policies (presented by Associate Provost Melody
     J. Tankersley): Establishment of a policy that requires students placed into any
     developmental (remedial) course to register continuously until they have successfully
     completed the course(s). Students who have a specific required mathematics course in
     their program and are placed into developmental mathematics must begin taking the
     developmental courses in their first semester at Kent State and register continuously
     until they have successfully completed their program's first mathematics requirement. If
     students delay taking developmental mathematics, after more than one semester they
     will be reassessed for placement. Effective Fall 2014.

c.   College of Arts and Sciences (presented by Dean James L. Blank) - Department of
     Modern and Classical Languages: Consolidation of four majors into one major with four
     concentrations. French Translation [FRTR], German Translation [GRTR], Russian
     Translation [RUTR] and Spanish Translation [SPTR] majors within the Bachelor of
     Science [BS] degree – all with suspended admissions since spring 2013 – will become
     concentrations in the new Translation [TRNS] major within the Bachelor of Science [BS]
     degree. Included in the proposal are program revisions that replace subject area
     specialty with the requirement that students declare a departmentally approved minor,
     certificate or second major/degree, among other changes. Minimum total credit hours to
     program completion are unchanged at 121. Effective Fall 2014.

d.   College of Communication and Information (presented by Dean Stanley T. Wearden) -
     School of Journalism and Mass Communication: Revision of major name and course
     requirements, establishment of two concentrations and inactivation of three
     concentrations for the Electronic Media [ELMD] major within the Bachelor of Science
     [BS] degree. The major's name changes to Digital Media Production [DMP]. The two
     new concentrations are Television [TV] and Digital Film [DFM]. The inactivated
     concentrations are Electronic Media Production [ELMP], Electronic Media Management
     [ELMM] and Electronic Media Sport Production [ELMS]. Included in the proposal are
     establishment of five courses and revisions to 29 courses. Minimum total credit hours to
     program completion are unchanged at 124. Effective Fall 2014.

e. <u>College of Arts and Sciences - Department of Sociology</u>: Reactivation, with substantial revisions, of the Justice Studies [JUS] major within the Master of Arts [MA] degree. Revisions include the following:

- Renaming the major Criminology and Criminal Justice [CRCJ];
- Offering full program online only;
- Creating four new concentrations, Policing [POLG], Corrections [CORR], Victimology [VICT] and Global Security [GLSE];
- Removing GRE requirement and decreasing GPA for admission, from 3.200 to 3.000;
- Replacing previous culminating experience of thesis, internship and/or research with a capstone course (JUS 66762); and
- Revising program course requirements, which include establishing nine course and revising 11 existing courses.

Minimum total credit hours to program completion are unchanged at 33. Effective Fall 2014.

The following item was approved by the Faculty Senate Executive Committee:

a. <u>Office of the Provost (presented by Associate Provost Melody J. Tankersley)</u>: Revision of Class Attendance policy in the University Catalog to be aligned with changes approved for 3342-3-01.2 Administrative Policy Regarding Class Attendance and Class Absence as published in the University Policy Register. Effective Fall 2014.

6. Chair Farrell informed the Executive about an email from Associate Provost Averill concerning a letter from AAUP requesting any actions of the Faculty Ethics Committee concerning ethics complaints against administrators. The email requested access to the Faculty Ethics Committee records. The Executive concurred that these were covered by the Ohio Open Records policies.

7. As a follow up to the Faculty Senate discussion on recognizing and encouraging service, David Dees agreed to create a Civic Commons Discussion Board to encourage further input on the topic.

8. The Executive also decided to follow the same procedure for soliciting suggestions on the process and questions for the review of RCM.

9. The Executive reviewed the discussion at the previous Executive meeting with the Provost and Vice-President McGimpsey, and decided to request a list of grants receiving the off-campus rate for overhead.

10. The Executive finalized the February Senate Agenda.

11. Adjournment: Chair Farrell adjourned the meeting at 5:58 p.m.

Respectfully submitted by Tess Kail for
Vanessa J. Earp, Secretary of Faculty Senate