



KENT STATE UNIVERSITY

FACULTY SENATE

TO: Members of the Faculty Senate and Guests **DATE:** May 6, 2014

FROM: Paul Farrell, Chair of the Faculty Senate

SUBJECT: Agenda and Materials for the May 12, 2014 Faculty Senate Meeting

Attached you will find the agenda and the materials for the May 12th 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. Approval of the Faculty Senate Meeting Minutes of April 14, 2014
4. President's Remarks *(to be delivered later in the meeting)*
5. Chair's Remarks *(Faculty Senate Executive has requested that this be at least one hour long.)*
6. Elections:
 - a. Faculty Ethics Committee
 - b. Committee on Administrative Officers
 - c. Ohio Faculty Council
7. EPC Action Items:
 - a. From the April Meeting: EPC Ad Hoc Committee for Academic Policies: Revision Credit Testing Eligibility policy to remove a credit-hour restriction of Advanced Placement (AP), Credit by Examination (CBE) and College Level Examination Program (CLEP) combined—maximum 30 hours for bachelor's degree students, 15 hours for associate degrees and 50 percent for certificates. Effective Fall 2014.
 - b. From the April Meeting: Associate and Assistant Deans Committee: Revision of Transient Work at Another University policy to eliminate the 18-credit restriction and require students to be in good academic standing for eligibility, among other changes. Effective Fall 2014.
 - c. From the April Meeting: Undergraduate Studies: Revision of undergraduate Dismissal policy to include statement that the provost will not dismiss a student who earned a 2.000 term GPA (unadjusted for the recalculation provisions in the course repeat policy). This statement inadvertently was removed the last time the policy was revised. Effective Fall 2014.
 - d. Division of Graduate Studies (presented by Dean Mary Ann P. Stephens): Establishment of Change in Program of Study policy to provide guidance for graduate students transferring from one graduate program to another within the university. Effective Fall 2014.

- e. Division of Graduate Studies (presented by Dean Mary Ann P. Stephens): Revision of Combined Bachelor's/Master's Degree Programs policy to adhere to credit-hour guidelines specified by the Ohio Board of Regents; to specify student status (undergraduate/ graduate) for purposes of tuition, financial aid, etc.; and to distinguish between formal (university approved) and informal combined degree programs. Effective Fall 2014.
- f. Division of Graduate Studies (presented by Dean Mary Ann P. Stephens): Revision of Leave of Absence policy. Language is added regarding students' financial obligations to the university; and the timeframe is extended, from one calendar year to three consecutive semesters (e.g., fall, spring, summer) with allowance for one extension for maximum one additional semester. Effective Fall 2014.
- g. Approval of Additional Course for the Kent Core for Fall 2014 PH 10002 Introduction to Global Health (3) College of Public Health

8. New Business

Action Items:

- a. Resolution on the Procedural Failures in the Presidential Search
- b. Motion Supporting the School of Journalism and Mass Communication - Faculty's letter concerning the release of Public records concerning the Presidential search.

Information Items:

- c. University Policy 3342-5-16 regarding Unlawful Discrimination and Harassment
- d. Kent State University Campus Completion Plan

9. Announcements / Statements for the Record

10. Faculty Senate Meeting Adjournment



FACULTY SENATE

Minutes of the Meeting

April 14, 2014

Senators Present: Patti Baller, David Dees, Vanessa Earp, Paul Farrell, Rick Feinberg, Steve Fountain, Lee Fox-Cardamone, Kimberly Garchar, George Garrison, Mack Hassler, Min He, Jay Jahangiri, Thomas Janson, Robert Kairis, Mary Kellerman, Deborah Knapp, Tracy Laux, Stephen Minnick, Oana Mocioalca, Linda Piccirillo-Smith, David Riccio, Daniel Roland, Mary Beth Rollick, Susan Roxburgh, Edith Scarletto, Vilma Seeberg, Deborah Smith, Fred Smith, John Stoker, Terrence Uber, Roberto Uribe-Rendon, Robin Vande Zande, Susan Weaver, Donald White, Linda Williams

Senators Not Present: Ann Abraham, Brian Baer, Madhav Bhatta, Mary Ferranto, Willie Harrell, Susan Iverson, Richard Mangrum, Jayne Moneysmith, Beatrice Turkoski, Will Ward, Christopher Was, Kim Winebrenner

Senators-Elect Present: Ed Dauterich, Cynthia Kristof, Anne Morrison

Ex-Officio Members Present: Provost & Senior V.P. for Academic Affairs Todd Diacon; Vice Presidents: Iris Harvey, Greg Jarvie; Deans: Sonia Alemagno, James Blank, James Bracken, Barbara Broome, John Crawford, Donald Palmer, Eboni Pringle, Robert Sines, Deborah Spake, Mary Ann Stephens, Wanda Thomas, Catherine Hackney for Daniel Mahony, Bill Willoughby for Douglas Steidl, LuEtt Hanson for Stanley Wearden

Ex-Officio Members Not Present: President Lester Lefton; Vice Presidents: Grant McGimpsey, Alfreda Brown, Gene Finn, Gregg Floyd, Ed Mahon, Willis Walker; Executive Director Deborah Huntsman; Director Robert Walker

Observers Present: Michael Allen (GSS), Jerry Feezel

Observers Not Present: Michelle Crisler (USS), Larry Osher (Podiatric Medicine)

Guests Present: Sue Averill, Nancy Dellavecchia, Julie Gabella, Dave Garcia, Mary Ann Haley, Vincent Heatherington, Tess Kail, Greg Jarvie, Jennifer Kellogg, Doug Kubinski, Ralph Lorenz, Francoise Massardier-Kenny, Richard Meindl, Rebecca Murphy, Emily Myers, David Ochmann, Said Sewell, Melody Tankersley, Therese Tillett, Jarrod Tudor

1. Call to Order

Chair Farrell called the meeting to order at 3:20 p.m. in the Governance Chambers, second floor, Kent Student Center.

2. Roll Call

Secretary Earp called the roll.

3. Approval of the Faculty Senate Meeting Minutes

a. February 10, 2014

Chair Farrell called for corrections to the meeting minutes. Senator Laux moved to approve the meeting minutes; Senator Garrison seconded. The minutes of the February 10, 2014 meeting were approved as amended.

b. March 10, 2014

Chair Farrell called for corrections to the meeting minutes. Senator Williams moved to approve the meeting minutes; that was seconded. The minutes of the March 10, 2013 meeting were approved as amended.

4. Provost's Remarks

Provost Diacon began his remarks by congratulating the president of the Graduate Student Association, Michael Allen, who earned a tenure track job as a geography faculty member at Old Dominion University. The Provost welcomed, Dean Barbara Broome, the new Dean of the College of Nursing. Dean Broome earned her Bachelor's degree and Master's degree at Kent State. According to Provost Diacon, April is the best month to be a Provost because he is invited to many events that showcase the outstanding students and faculty of Kent State. He attended a presentation at the Cuyahoga Valley National Park given by Dr. Ken Bendis, chair of the history department, on the Civilian Conservation Corps. Dr. Bendis spoke about his new book and three graduate students who contributed to the book also spoke. Provost Diacon had the extraordinary opportunity of dining with Ted Kooser, former U.S. Poet Laureate. The Provost also welcomed participants in the Africa in the Atlantic World Conference, a wonderful conference put on by the Pan African Studies program.

The Provost provided details on the events taking place during Faculty Appreciation Week, and encouraged faculty to participate. Provost Diacon thanked Interim Dean of Undergraduate Studies, Eboni Pringle, for coordinating the Undergraduate Research Conference on short notice. There were over 100 entries from undergraduate students and the event went marvelously well.

The Provost stated that after the incident on April 2 there was a cabinet debriefing and Student Affairs, University Media Relations, and Facilities and Administration all provided a report. All in all, everything went smoothly and everyone responded well; however, there is room for improvement. For example while all of the residence halls have automatic locking mechanisms and can be locked down immediately, very few of the academic buildings have automated locking mechanisms. Currently, to lock down an academic building, the maintenance workers have to lock the building manually, which can put them in front of glass doors and make them a potential target. The university is looking into putting automated locking mechanisms into the academic buildings; however, it is very expensive. Media Relations did a very good job, despite the fact that the areas where they normally would hold press conferences were under lockdown.

The Provost provided an update on the awarding of associate degrees. Apparently there was some confusion at the state level on how Complete College Ohio was going to financially impact universities. At last week's IUC (Inter-University Council) Provost meeting it was made clear that Kent's decision to award associate degrees from the Kent Campus was allowed under Complete College Ohio. However, to avoid confusion and ill will amongst other universities, the Ohio Board of Regents (OBR) will not approve any requests for new campuses to award associate degrees until after the current fiscal year. The Provost went on to say that in the fall he would officially present a proposal on the awarding of associate degrees at the Kent Campus through the Educational Policies Council (EPC) and Faculty Senate.

Another issue addressed by the Provost was the tracking of attendance for financial aid purposes. More than one third of the students on the Kent Campus receive Pell Grants, and approximately 45% of students throughout the Kent State system receive Pell Grants. Due to the large number of students who receive these grants, it is very important to track the attendance. If a student received a Pell Grant or other federal funds and either does not complete the semester or drops out, the student is responsible for paying back those funds. If the student fails to repay those

funds, then the university is responsible for paying back the funds. Kent State needs to create some sort of system for tracking these students and the system needs to know the students' attendance approximately four weeks into the semester. The university would like a system that will track students and communicate with the faculty about student attendance. This early warning will allow the university to stop the disbursement of financial aid. For online classes, the student's attendance would be measured by their participation in online forums and assignments. This is also important because if we award financial aid to students who never attend, the university could be audited and face federal penalties. This is something that the university will start to work on in the fall.

Academic Affairs conducted a trial using Infosylum to schedule classes for the fall 2014 semester. Overall, the scheduling went well; however, there were some problems. The main problem is that a majority of the classes are scheduled for only two days a week (either MW or TR) between 11:00a.m. and 2:00p.m. This time has been referred to as the "sweet spot." This is problematic because it causes conflicts for students who need to take certain classes and also because there are not enough classrooms available at this time. This problem can be alleviated if approximately one quarter of the classes move to a MWF schedule. The Provost's Office is asking all chairs and timetablers to move a quarter of the classes they have scheduled during this time to a MWF schedule.

Provost Diacon concluded his remarks by updating Faculty Senate on mandatory advising. The university now requires all freshmen and sophomores to obtain academic advising before they can register for courses. Mandatory advising will be put in place for juniors beginning in the fall 2014 semester. Faculty members who are engaged in academic advising, not professional advising, will be able to remove the registration hold from the students record. However, they will be required to go through a four hour advising seminar to make sure they have a thorough understanding of the current general education requirements. This training session will also include information on the new Pathfinder system. At this time, Interim Dean of Undergraduate Studies Eboni Pringle addressed Faculty Senate. Interim Dean Pringle thanked faculty for taking an active role in advising students and stated that the session would focus on the what, how, and why of required advising. It would also introduce faculty to different university systems like Pathfinder and Web Scheduler (this software allows the university to keep track of conversations with students). It is also important to review the FERPA guidelines. Two meetings dates have been arranged, April 30th and May 1st; invitations have already been sent.

Questions:

Senator Williams stated that the two research symposiums were fantastic. It was her understanding that for the undergraduate symposium, the awards were going to be based on departments. This did not occur and some of the departments were grouped together, for example, humanities/social sciences. Provost Diacon replied that sometimes the line between the disciplines is blurry. Interim Dean Pringle stated that they were attempting to create competition and did not want students to feel that they were a defacto award winner because there were only one or two entries in a discipline. Ideally, in hindsight, they learned that maybe there should be 10 entries in each discipline to have discipline specific awards. The committee would like to sit down with faculty and talk about more participation. Interim Dean Pringle stated that perhaps the committee was optimistic about having awards based on departments. Senator Garcher stated how disheartened her students were that they were lumped in with the social sciences and that the rubric they were given showed that. Giving that information to the faculty to share with the students would have been helpful. The Provost as a "humanist" does not have a problem with putting the humanities and social sciences together but it should have been communicated better.

Senator Uribe-Rendon stated that the faculty are never given a due date ahead of time to submit changes to the schedule. Then they get an email that says the deadline is due. Why can this not

be more organized? Scheduling due dates should be posted well before time. The faculty and departments don't want to have to rush through the schedule making changes at the last moment. Associate Provost Tankersley agreed that there should be more time. The spring semester for 2015 will be released tomorrow. Moving the classes with two class meetings to three class meetings will allow them to offer four more classes during the time frame (sweet spot), this is due to the number of available classrooms.

Senator Uribe-Rendon mentioned that he does academic advising every semester. He does not feel that the faculty need a course on how to advise students in their specific areas, they only need training on the changes to the Kent Core and advising tools. He believes that a four-hour workshop is too long. Provost Diacon replied that the training is very important and faculty need to keep up to date on the changes and tools.

Chair Farrell inquired if people who want to keep their class to two days a week could just move the class out of the "sweet spot." Associate Provost Tankersley replied that technically yes, but if other classes are moved to a MWF schedule, then some classes can stay in the "sweet spot." If there is a pedagogical reason to keep the class scheduled at that time, then the department needs to discuss this issue. Faculty were asked to not move the time just to keep their class to two days a week, because that will cause those times to bottle neck. All programs should do this equitably; all programs are being asked to look at this issue and figure out which classes can be offered MWF.

Senator-Elect Morrison stated that WF classes cause the same problems; the university needs to utilize the MWF schedule because the classes are shorter and they have more room availability. Associate Provost Tankersley did agree that there are problems with classroom availability, and that this problem will only grow with classrooms going off line due to buildings undergoing construction.

Senator Williams replied that it is difficult to get students to take MWF classes. Freshmen will take those classes in the fall but then they realize that TR or MW classes are available and will not take MWF classes in the spring. Associate Provost Tankersley stated that this could only be changed if all departments start making classes MWF classes. She also pointed out that more students are willing to take MWF classes because they are staying in Kent for the weekend.

5. Chair's Remarks [Attachment]

Chair Farrell's remarks are attached.

6. Election of Faculty Senate Officers

The election of Faculty Senate Officers took place throughout the meeting. Senator Riccio and Tess Kail collected and counted the ballots.

Candidates for Chair: Paul Farrell and Lee Fox-Cardamone (Dees/Roxburgh)
The winner of the election was Lee Fox-Cardamone.

Candidates for Vice-Chair: David Dees and Deborah Smith (Hassler/Earp)
The winner of the election was Deborah Smith.

Candidates for Secretary: Vanessa Earp and Tom Janson (Dees/Garrison)
The winner of the election was Tom Janson.

Candidates for At-Large: George Garrison, Fred Smith, Ann Morrison (nomination from the floor) (Fox-Cardamone/Dees)
The winner of the election was Fred Smith

7. Reports

- a. University Research Council (URC) Report (Francoise Massardier-Kenney, Chair of the University Research Council)

The University Research Council is a faculty group that reviews internal grant applications in several categories. In the last few years the group has become very interested in ways to promote research activities and to make submitting internal proposals easier.

The URC looks at proposals that can be used to support publication, such as paying publication fees for open access publishing, travel that supports research, and paying interdisciplinary speaker support. This type of funding is over \$500. Proposals for these awards are reviewed monthly. In addition, the URC also reviews all of the summer and academic year research proposals and the Farris proposals for pre-tenured faculty in the spring.

Members of the Council (Francoise Massardier-Kenney, Ann Jacobson, and Josefina Grau) worked on revising all of the forms so that they can be submitted electronically. The URC also revised the existing evaluation rubrics and created new rubrics for discipline specific clusters.

Dr. Massardier-Kenney provided statistical information on the number of awards. Last year 64% of the undergraduate research proposals were funded. The numbers for this year are not yet available because a large number of requests are received in April and May. This year 43 pre-tenured faculty were awarded Farris faculty awards. There were 17 nominations for outstanding scholar awards and three were funded.

Faculty Senate was reminded that they nominate people to serve on URC and it would be very helpful if the faculty they nominate have an interest in research and have an active research agenda/program. Faculty who are actively engaged in research are better able to evaluate research proposals and provide guidance.

Questions:

Senator Garrison asked how URC is funded. He also pointed out that the budget for the awards (travel and the \$500 research scholarly award) have not been increased since 1985. Provost Diacon replied that this is an issue his office can look into. He also stated that he just finished reviewing tenure and promotion files and he is a little concerned that the faculty are applying too often and relying too heavily on these internal funds. Provost Diacon does not feel these funds provide a boost to their tenure and promotion files. Dr. Massardier-Kenney stated that one of the changes the URC has made to the rubrics is to include a section that looks at the applicant's past performance and if they have sought outside funding for their project(s).

Senator Garrison inquired if a comparison study had been done with similar universities to see how Kent State measures up. Dr. Massardier-Kenney replied that no official comparison had been conducted. However, anecdotally Kent State is very generous compared to other institutions, especially in the area of granting research leave. Senator Garrison stated that a culture of support for research needs to be fostered and that many faculty members do not apply for internal awards because only a small percent of proposals are funded. Dr. Massardier-Kenney replied that it is good that only a small percentage is funded. She stated if all of the proposals were funded, then URC is doing something wrong, it should be a competitive process.

Senator Fred Smith stated that it is very important for faculty to seek funding from outside of the university; however, for certain disciplines there is little outside funding available. The URC funding, even in a small amount, is very helpful for the faculty.

Vice President for Research, Grant McGimpsey, congratulated the URC for all of their hard work over the past year. They did a great job streamlining the process and injecting stringent criteria and asking for reports on previous funding. The URC funding comes from RASP (Research and Sponsored Programs), which is funded from indirect cost recovery. Vice President McGimpsey stated that the amount of money provided to URC is defined in the Collective Bargaining Agreement.

Senator Vande Zande stated that she was told the travel funds were depleted in January. Dr. Massardier-Kenney replied that they were actually all used by mid-December. Senator Vande Zande pointed out that the policy states you cannot apply for travel funding more than three months in advance, so theoretically if you have a conference in April you are out of luck with travel funds because by the time you are allowed to apply for funding the money is all gone. Dr. Massardier-Kenney acknowledged that this is a problem. Two possible solutions to the problem are to allow faculty to apply for travel funding at any time or to divide the money by semester.

Chair Farrell encouraged the administration to change the funding model. If the university is serious about research it should not only be serious about funded research. It should care about all research.

b. Faculty Professional Development Center Re-design Steering Committee Report
(David Dees, Interim Director of the Faculty Development Center)

Senator Dees provided a handout with recommendations from the Faculty Professional Development Center Re-design Steering Committee. There were two specific recommendations that Senator Dees brought to the Faculty Senate's attention.

First is that while there appears to be a lot of faculty development occurring, it is very decentralized. At this time, Senator Dees shared a visual representation that showed where the faculty development was occurring across the university. Most of it happens under the Provost; however, even within Academic Affairs it is housed in different areas. The committee's first recommendation is that the university create a portal where faculty can go to find out who they need to talk to about specific issues.

Secondly, the committee realized that there appears to be a clear gap on a focused teaching and learning center. Over the years the FPDC has focused on issues of teaching and learning, but that has not been its primary mission. The committee recommends taking the FPDC and turning it into a "real" teaching and learning center. If the portal is done well, it will provide links and resources to help answer the faculty's questions on issues such as research support, work life balance, etc. That would allow the FPDC to focus on researching student learning, researching pedagogical practices, and helping new faculty with teaching issues.

Realizing that funding is limited, the committee has put forward ways to think about collaborative staffing for the FPDC. The issue of staffing is addressed in recommendation 5 on the list distributed to senators.

8. EPC Items from the Educational Policies Council

- a. Tabled from the March Meeting: 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.

Vice President for Enrollment Management and Student Affairs, Greg Jarvie, presented this proposal. This draft policy removes the criteria of students having a certain GPA and ACT score. The administration feels that by removing these items, they will have more flexibility in shaping the demographics of the entering classes. Vice President Jarvie apologized for not being present at the March Faculty Senate meeting when this proposal was originally brought forward and stated that the changes recommended by the Senate had been incorporated into the policy.

Senator Deborah Smith indicated that the old policy stated if a student had a 2.5 GPA they were likely to be admitted and if the student had a 2.2 GPA they may be admitted. The administration's explanation of the removal of specific GPA requirements in the new policy is that we will be able to attract higher quality students, but it seems to be lowering our standards. Vice President Jarvie replied that we are not lowering our standards and that we currently have the strongest freshman class ready to enter in the fall. Removing the GPA requirement allows the university to better shape the class while also protecting access to education, which is very important to the university. If we list a GPA, the question then becomes what should the GPA be, 2.5, 3.0, etc. This would put parameters on who could attend and at this time the administration does not want to automatically restrict anyone. David Garcia, Associate Vice President for Enrollment Management, explained that the university utilizes a holistic approach to admissions and listing a specific GPA would limit their ability to admit students. Senator Smith asked why listing a GPA was an issue since it was the minimum GPA, and not a guarantee of admission to students. Vice President Jarvie replied that sometimes students did not understand that having the minimum GPA did not guarantee acceptance and that other universities across the country are moving away from publishing required GPAs. Nancy Dellavecchia, Director of Admissions, informed Senate that if prospective students wanted to see what type of GPA was needed for admission they could view that information on the university's website under the profile of the current class. The profile of the current class contains pertinent information, such as GPA, about the students.

Provost Diacon commented that by not having any numbers listed the university has maximum flexibility. This will allow the university to continue to increase the quality of the incoming classes without abandoning the mission of teaching first generation college students who might not have the listed GPA or ACT score. Vice President Jarvie mentioned that not listing specific GPA or ACT scores also allows the university to maintain their commitment to diversity.

Senator Garrison replied that he was very concerned about the diversity of the student body. Predictability factors relative to things like ACT scores and even sometimes GPAs is not very accurate when it comes to all students. He went on to say that if at a state institution the percentages relative to demographics of the state population are not reflected at the university, then there is a problem.

Senator Stoker asked why there was a requirement of a 2.0 GPA if the student was matriculating from a regional campus. Vice President Jarvie replied that if students come to Kent State, we do have a minimum requirement, and for students from the regional campuses that it is a 2.0 GPA. David Garcia, Associate Vice President for Enrollment Management, explained that students at the regional campuses may have taken remedial courses and they want to make sure that they can maintain a 2.0 GPA in non-remedial courses.

Senator Feinberg commented that the new policy does not mean we are ignoring GPA or that we are ignoring test scores, but rather that we are not inevitably bound by them in every case and that the university's objective is to bring in the strongest possible students and the best possible mix of students. In particular cases we may find a student whose GPA is abysmal, but for reasons that are explicable, the university is willing to take the risk that the student will blossom in the context of our campus.

The motion passed.

- b. College of Applied Engineering, Sustainability and Technology: Revision of college name, from College of Applied Engineering, Sustainability and Technology to the College of Aeronautics, Applied Engineering and Construction Management. Effective 1 July 2014 (Fall 2014).

Provost Diacon spoke in favor of this motion. The current name of the college does not reflect the makeup of the college, while the proposed new name accurately reflects the college. The proposed name is a much better representation to prospective students and parents. Interim Dean Sines agreed with Provost Diacon and mentioned that the alumni from the aeronautics program have felt disenfranchised due to the name of the college. He feels that the new name will be good for the college in terms of fund raising and recruitment of new students.

Senator Deborah Smith pointed out that Faculty Senate approved the current name in 2012 and at that time voiced concerns over the use of the word sustainability in the name. It is frustrating that the administration did not pay attention to that concern in 2012 and is now proposing a new name that does not include sustainability.

Senator Janson informed Senate that the new name was amended at the Educational Policies Council (EPC) by changing Construction to Construction Management.

The motion passed.

- c. EPC Ad Hoc Committee for Academic Policies: Revision of Credit-Hour Requirement for Graduation policy to (a) include Ohio Board of Regents mandate that associate degree programs contain a minimum 15 semester hours of the Ohio Transfer Module (Kent Core); and (b) allow undergraduate students who have had courses or credits waived to graduate from their program when they earn fewer than the minimum credit hours stated for that program in the Catalog provided that they fulfill all requirements for the program and meet the university minimum credits hours—120 for bachelor's and 60 for associate—for graduation. Effective Fall 2014.

Associate Provost Tankersley presented this proposal. This new policy would allow students who enter the university with transferred hours or have had credits waived, to graduate having met the program requirements as well as the minimum credit hour requirement. For example, under the current policy, if a student enters a program that states 125 credit hours must be completed within the program, but the student brought 12 credit hours with them to the university, they would still have to complete 125 hours at Kent. The new policy would allow students who bring in those credits, many of which are post secondary credits, to graduate with less than the credit hours required by the program if they have met all of the program requirements.

Senator Rollick asked why there was a reference to the 120 credit hours at the bottom of page three, but not a reference to the 60 credit hours. Associate Provost Tankersley said that the latter reference would be added.

The motion passed.

- d. EPC Ad Hoc Committee for Academic Policies: Establishment of Retroactive Credit policy to allow students to earn credit for designated lower level course(s) by successfully completing a designated advanced course in the same subject. Effective Fall 2014.

Associate Provost Tankersley explained that this policy would allow students to earn credit for designated lower level courses when they successfully complete the advanced course in the same subject. The academic departments would choose to which courses this would apply. The departments of Mathematics, English, and Modern and Classical Languages have already been in conversation about this. For example, a student who successfully passes Elementary Chinese 2 could get credit for Elementary Chinese 1.

Senator Williams stated that this has been an issue for a long time and she was under the impression that these credit hours were seen as elective hours for the student rather than retroactively giving those credit hours to them. Provost Diacon replied that today's academic world is more expensive and we want to maintain accessibility. In an era when the state support for higher education is dropping and therefore our tuition is becoming more expensive, we want to be mindful of the impact of that on students. While he agrees with Senator Williams that it would be nice if students took the time to explore more courses, we want to help students obtain their bachelor's degree in as short amount of time as possible consistent with maintaining academic quality. If this policy passes, they are being awarded credit for a competency that they have demonstrated.

Mary Ann Haley mentioned that this began in the Department of Modern and Classical Language Studies, where they were encountering a lot of false beginners. These are students who are competent at the Elementary 1 and 2 levels; however, enroll in Elementary 1 to earn the credit hours. This complicates the instruction for the entire class. This is an incentive for students to start where they should start.

Senator Fred Smith commented that he understands not putting students in classes where they should not be; however, he finds it very questionable to give credit hours to someone who has not taken a course. What would stop a student from coming to Kent State, taking and passing a series of tests, only having to take two courses at Kent State and still graduating with a degree from here? He agreed that a student should be able to have a course requirement waived, but why should they get credit for something they have not taken. Provost Diacon referred to his earlier comments. He also stated that in certain disciplines such as foreign language and math, there is logic to awarding credit for competencies. This may be different in a subject such as art, where students would need to develop a skill set over time. The Provost especially likes that this proposal is driven by the departments; only courses approved by the departments would be included on the list. It would not be up to the administration, but to the departments and faculty members which courses a student could earn credit for.

Senator Rollick asked what would stop a student from enrolling in an upper division course, that they may not be prepared for, because they believe it is an easy way to earn extra credits? Provost Diacon responded that there is nothing to stop a student from doing that; however, placement procedures are in place that should help prevent that from happening.

Senator Feinberg commented that he would vote for this proposal but only reluctantly. He feels that the university is caught between a rock and a hard place, and that higher education in the United States to a large extent is also caught between a rock and a hard place. We do have to be concerned about the ability of students to cover their costs with the ever-increasing rates of tuition and fees. But he is afraid that this is working in the direction of cheapening the academic value of the degrees the students are eventually awarded. He hopes that departments take these actions only with the utmost caution.

The motion passed.

- e. EPC Ad Hoc Committee for Academic Policies: Revision Credit Testing Eligibility policy to remove a credit-hour restriction of Advanced Placement (AP), Credit by Examination (CBE) and College Level Examination Program (CLEP) combined—maximum 30 hours for bachelor's degree students, 15 hours for associate degrees and 50 percent for certificates. Effective Fall 2014.

Associate Provost Tankersley presented this proposal. Due to the large number of well prepared students entering the university the committee recommends the removal of the credit hour restriction.

Senator Williams found it worrisome that freshmen students could enter the university with more than 30 credit hours received from CLEP or AP testing.

Senator Roxburgh asked why the committee recommended this change. Senator Williams responded that it makes the university more attractive and a lot of students have taken AP courses in high school. Provost Diacon replied that the faculty have control over the credit by examination option of this proposal.

Chair Farrell inquired if the university had an estimate of the number of students who might be eligible to use this policy. Therese Tillett, Director of Curriculum Services, responded that between 2008 and 2013, a total of 158 students had earned more than 30 credit hours, which is a little under three percent. Ms. Tillett provided a random example of eight students on the last page of the proposal, most of whom were in highly intensive BS MD programs.

Senator Williams asked if there is a way to amend the policy to lift the restriction from students who had AP credits, but keep the restriction in place for CLEP.

Senator Vande Zande asked if it would be up to each unit what AP courses, CLEP, or CBE hours they would accept. Provost Diacon replied that the units would only have a say over the CBE, not AP or CLEP.

Provost Diacon commented that this policy change actually promotes the enrollment of the type of students the university wants. The students who bring a lot of AP credits are the cream of the crop and this change makes Kent State more competitive.

At this point Senator Mocioalca made a point of order and asked if there was still a quorum. It was stated that according to Robert's Rules a quorum is 50% plus 1. After a count, it was determined that there was not a quorum.

9. Adjournment

Since there was not a quorum present, Chair Farrell adjourned the meeting at 6:25 p.m.

Respectfully Submitted,
Vanessa J. Earp, Secretary Faculty Senate

attachment

Faculty Senate Meeting of April 14, 2014

Chair's Remarks

Welcome to the third meeting of the Spring 2014 semester.

Today's meeting is a full one including the election of new officers, reports from the University Research Council and Faculty Professional Development Center Re-design Steering Committee, as well as 7 items from EPC.

The last month has been an active one for the Senate office and executive and also in some matters at the state level.

The results for the 2014 Faculty Senate elections were mailed out on March 20th. Over 550 ballots were fed into the computer program used by Faculty Senate to determine the newly-elected senators and alternates. I will include the full results in the written version of my remarks.

I would like to thank all those who were willing to stand on behalf of the faculty and the University. I would like to take this opportunity to welcome back those who have been re-elected or are returning to the Senate after a hiatus, such as George Garrison, Roberto Uribe-Rendon, Terrence Uber, Donald White, Kathryn Wilson, Cynthia Kristof, Jay Jahangiri, John Stoker, Anne Morrison and Edward Dauterich; and to welcome those of you who are embarking on your first term on Senate including Christopher Fenk, Kathy Kerns, David Smeltzer, Jeffrey Child, Darci Kracht. I would also like to especially welcome Lawrence Osher as the first elected Senator from the College of Podiatric Medicine. By serving on Senate ye fulfil an important role in making the faculty voice heard and I strongly encourage you to play an active role in the proceedings of Senate and of its subcommittees.

The results of the Faculty Ethics Committee and Joint Appeals Board constituencies, which had elections were also mailed out .

Faculty Ethics Committee ~ Unit 2 (College of Arts & Sciences)

Elected: Stephanie Libbon

Alternate: Michael Byron

Faculty Ethics Committee ~ Unit 5 (College of Education, Health & Human Services)

Elected: Kim Peer

Alternate: Jane Cox

Joint Appeals Board ~ Unit 3 (College of Education, Health & Human Services)

Elected: Natasha Levinson

Alternate: Davison Mupinga

Joint Appeals Board ~ Unit 4 (College of Arch & Env Design, College of Comm & Info, and College of the Arts)

Elected: Linda Walker

Alternate: Paul O'Keeffe

No election for the Faculty Ethics Committee seat from the College of Communication and Information was conducted, since nominations from the College Advisory Committee were not received from the Dean.

At the May meeting, we will conduct elections for Senators to serve on the Faculty Ethics Committee. Nominations for this committee are from and by Faculty Senate. So far Susan Roxburgh, Min He, and Jay Jahangiri have been nominated. If you are interested in standing or in nominating another Senator please notify Tess Kail and me in the next two weeks.

At the May meeting, we will also elect a member and alternate to serve on the Ohio Faculty Council. All faculty are eligible to stand. Nominations for this committee are also from and by Faculty Senate, so again if you are interested in standing or in nominating another Senator or non-Senator please notify Tess and me in the next two weeks.

Finally at the May meeting, we will elect a Senator and non-Senator to serve on the Committee on Administrative Officers. Nominations for these positions are made by the outgoing Executive. The outgoing members are George Garrison and Mark Kretovcis. If you are particularly interested in serving or wish to suggest the name of someone else please let me and Tess know.

I would also like to take this opportunity to thank the nominating committee for the Executive, Dave Riccio, Mary Kellerman, and Edith Scarletto. They were particularly successful this year in achieving a full slate of candidates for each position on Executive.

The Faculty Senate survey on interest in service on committees is continuing until Wednesday April 16. Those who completed it in previous years were first e-mailed with personalized links on Thursday April 3rd, and then the entire faculty with Don White's more intriguing message on Monday April 7th with a follow up on Thursday April 10th. The first message elicited 76 replies, the second 99 and the last 77 in the first day, giving a grand total of 262. My main reason in reporting this is to emphasize that, if one wants a good response rate to surveys, it is important to make them as easy as possible to complete, and to send multiple message to encourage participation.

I should also take this opportunity to remind you of the traditional reception for Faculty Senate, which due to the imminent departure of President Lefton will be on Monday, April 28, 2014 in the Schwebel Room from 5:30 p.m. - 7:00 p.m., instead of in the President's house after the May meeting.

In addition to the discussion on awarding of Associate Degree and the role in SSI which you heard about at previous meetings, there were two motions passed at Ohio Faculty Council last Friday, which I have circulated, and which are appended to the written copy of these remarks.

One addresses the proposal in Ohio HB 484, which although different from past rejected proposals that called for increased workloads for university faculty, asks schools to report their policies on the topic and create a plan to increase aggregate workload by 10% in the combined areas of instruction, advising and research by the end of FY 2017. IUC President Bruce Johnson presented to House Finance: Higher Education Subcommittee on Tuesday

April 1. Much of his presentation emphasized the role of faculty in Service both institutional and professional. The Chairman Rep. Cliff Rosenburger (R-Clarksville) of the committee said the omnibus amendment the committee has prepared - which will go before the full Finance Committee for adoption into the bill - would remove the requirement for a 10% increase plan. The changes will also call for faculty to be included in the production of the workload report, he said.

A further motion from OFC addresses the College Credit Plus proposal in HB 487 and calls for the inclusion of a faculty member nominated by OFC on the College Credit Plus advisory council.

As we contemplate the arrival of a new President, it is perhaps timely to reflect on the past few years. The period from 2008-11 was characterized by a level of disruption and conflict at Senate unrivalled since I joined Faculty Senate. It resulted in faculty trust and confidence in the administration falling rapidly due to actions of senior administrators. It can also be remarked that, of the Vice-Presidents in place when President Lefton came, only one is still in place today, and that the number of external hires as Deans is also at an all time high. All this led to an ethos of impatience which was closer to chaos than to the calm and considered ethos that should prevail at a place dedicated to intellectual pursuits.

The 2011-12 session was a transitional one, due to the departure of Provost Frank, and arrival of Provost Diacon. The following year 2012-13 was a year, where we attempted to define a newer and more collaborative and effective/beneficial interaction with the Office of the Provost, and sought to reverse many of the mistakes of the previous 3 years. That effort continued in the last year and has been characterized by a level of openness and willingness to listen to diverse opinions, and to proceed with due deliberation and forethought, which has been absent or at least less evident in the past. One obvious manifestation of this was the more substantial and meaningful discussion at EPC resulting in better proposals being laid before Senate. That is not to say that I or other Senators have agreed with all the actions of the administration in the last year, but rather that a level of respect has evolved leading to a recognition that all involved have good intentions.

The last year was dominated in many ways by the Presidential search and the discussions surrounding it. As is often the case the imminent departure of a President led to the postponement of a number of appointments at the senior administrative level, the deferral of reviews and the appointment of interim deans.

Given the recent articles in the Stater and the Akron Beacon Journal on the Presidential Search, and requests from faculty, I feel it incumbent on me to supply Senate with some further information on the search process.

All the members of the search committee were required to sign a Search Committee Code of Conduct, consisting of seven articles. The articles included the obvious issues of ensuring that search committee members would not be candidates, have a conflict of interest or engage in bias, and act in a fair, accurate, honest and responsible manner. In addition they specified that and I quote

- "I acknowledge that only the Search Chair is authorized to speak to the media on behalf of the institution.
- I will follow the principles below for the management of information about the work of the committee. This work includes what is developed and received about prospects, candidates, and their employing institutions. I understand this effort is necessary to attract excellent candidates, to avoid putting their current positions in jeopardy, and to maintain my institution's professional image. Specifically, I will adhere to the following code of responsibility, accuracy, and integrity:
 - I pledge to respect the absolute confidentiality of all prospects and candidates. It will not reveal the name of or any information about any prospects or candidates before or after the committee completes its work. "

We were given to understand that continued membership on the committee required us to sign this undertaking. It is this which has limited us in our statements publicly and to the press. I do not believe that signing this conflicted with the carefully crafted motion passed by Senate.¹

As far as I recall, the search firm identified in excess of 30 prospects, in addition to those who had formally applied. These were individuals, who had not necessarily been contacted about this search, but whom the search firm felt were a good match for the qualities specified by the search committee. The search committee met 4 times to refine these criteria, review prospects and candidates, and prepare for the interviews. As was stated in the Kent Stater article, 12 of these were invited to be interviewed in Cleveland. The process described in the Stater for the interviews was factually correct.

I believe that the search process was conducted in a manner which was professional and involved significant faculty input and a broad range of consensus on the suitability of the prospects.

Recall that the University Policy only requires to quote:

"The search committee, at the end of its deliberations and through a method worked out by itself, shall produce a slate of no fewer than three and no more than five acceptable candidates for the position, arranged not necessarily but possibly in order of preference. The committee shall maintain in reserve a second slate of up to five acceptable candidates that may be drawn upon to fill out the complement of the first slate in the event that at any time there remain fewer than three candidates actively interested in the post.

In the case of a search for the president, the search committee shall submit its final slate directly to the board."

¹ "Whereas, Faculty Senate is cognizant of the need for confidentiality in the early stages of a Presidential search, ...

Be it resolved, that Faculty Senate calls on the search committee and the Board of Trustees to ensure that the candidates, on the short list of finalists that will eventually be developed, meet with the Faculty Senate Committee on Administrative Officers, as required by University policy, and that an opportunity be afforded to the Committee on Administrative Officers, and the faculty and staff, in general, to provide input on the candidates before the search committee makes a final recommendation to the Board of Trustees. "

In this case, the search committee did fulfill its obligations by supplying a list of between three and five to the board. I was less satisfied with the process at and after this stage in that, as Tom Janson also said, there was less time than I would have liked to consider the recommendations after the interview. At that stage, immediately following the second day of interviews, the search committee indicated approximately 8 to 10 individuals, that it would suggest getting further information on. There was one subsequent meeting on December 2, at which the number was further reduced to 3 to 5 to be considered as primary prospects, and also suggested further references and information to acquire. A subsequent meeting scheduled for December 10 was cancelled. I, and I believe other members of the search committee, expected that the search committee would be supplied with the additional information requested and hopefully acquired, and consulted again and its recommendation sought and obtained before a final decision was made by the board of trustees.

I was surprised to learn from Sunday's Akron Beacon journal of the interview by the Board of two or three leading candidates at an executive session before its meeting at the Ohio College of Podiatric Medicine on December 4.

The search committee was not consulted further after that point until it was summoned on the night of January 7 and introduced to the Board's choice for President, Dr. Beverly Warren.

As Vice-Chair White indicated, the Committee on Administrative Officers was also e-mailed to meet at 8:30am on January 8. At this meeting they were introduced to the Board's choice for President, and copies of her application were made available.

It was at this latter stage that I feel the process was very much at variance with what the University policy requires and with the wishes of Senate and the faculty, staff and students. There are those who might argue that the letter of the policy was complied with in that it states:

"The committee on administrative officers will have an opportunity to interview all candidates on the final slate of candidates, and all materials on the candidates qualifications will be made available."

However even the letter of the policy, and certainly the spirit, would require that the CAO would have been given the opportunity of meeting with more than one candidate and that the CAO be given an opportunity to provide its feedback to the search committee and/or the board of trustees before the final decision was made. This aspect disturbed me, and, I believe from comments received, offended many of the CAO and was perceived as showing disrespect for the CAO and for the faculty in general.

I know that the Kent Stater and the Akron Beacon Journal have diligently pursued further information about the search and particularly the list of applicants. I know some faculty have expressed their disdain or disgust with me and the executive for not pursuing the names of the persons considered. However I note that the Senate resolution did not require this, and, in fact stated that

"Faculty Senate is cognizant of the need for confidentiality in the early stages of a Presidential search"

Consequently although I would have wished that the process would have been more consultative and inclusive in its final stages, I do not necessarily feel that any real and worthwhile purpose would be achieved by the outing at this stage of the names of those

considered by the search committee, particularly given that they had some reason to believe that their names and information would be kept confidential.

Nonetheless, speaking for myself personally, I respect the Kent Stater and the Akron Beacon desires to elicit this information and their desire to pursue the matter in the hope that a court decision in this case would ensure a more open and inclusive process in future searches. I believe without such a decision ensuring an even playing field for all Ohio universities, the process will be similarly unacceptable to many faculty in the future.

I also wish to pay tribute to the student reporters of the Kent Stater and their faculty advisors for their journalistic integrity and diligence in the pursuit of information I respect the journalistic integrity involved, while reserving my right to act in a manner I consider consistent with my given undertaking and thus my personal honor and integrity. I feel that Kent State should be proud of the Stater and the persistence and integrity of its reporters and editorial staff. Similarly, their coverage of the shooting incident on Wednesday April 2, which identified areas that need to be improved in the response to such incidents, particularly related to the text alerts, was also thorough and thoughtful.

To return to the issue of the Presidential search, most importantly at this point, I would assert that we, as faculty, should show the balance and maturity to distinguish the complaints that we have about the selection process from the issue of the suitability of the final candidate chosen, Dr. Beverly Warren, who I believe was unanimously endorsed by the search committee. We should not penalize Dr. Warren for the actions of others in the selection process but rather judge her on her actions and interactions and the manner in which she addresses the shortcomings that were identified with her predecessor, and equally our judgement should be based on the manner in which she recognizes and respects the role and dedication of the Kent State community, both faculty and staff, to quality education, research and service to the community.

I would encourage you and ask you to encourage your colleagues to engage in meaningful dialogue with President Warren in an effort to create an atmosphere of trust and respect between the administration and the faculty in the year and years ahead. There are clearly going to be many challenging issues to be addressed both in response to actions at the state level, and to initiatives which the Board has identified. One very significant one among these will be the role of the regional campuses and the relationship with the Kent campus. This was repeatedly emphasized during the search process and will be one that will require a complex and lengthy consultative process involving not only the Kent State community but the local communities, which in many cases depend on their local regional campus.

In previous years, the Chair has often summarized the actions of Senate over the past year. Since I have already been talking too long, and we have a full agenda today, I will not do so.

I would, however, like to thank you all as Senators for the quality and thoughtfulness of your input and comments throughout the year.

I think the volume of work we undertook, and the fact that we met until 6pm on more than one occasion shows the extent to which you take the role of Senate seriously, and the depth of

your commitment. In many cases the policies enacted were significantly improved by your comments.

I would also like to take this opportunity to thank the members of the Faculty Senate Executive. We acted as a true cabinet, coming from diverse backgrounds, bringing our individual expertise and opinions to the table to aid in arriving at decisions, which in many cases were by consensus. As you may recall my saying in the past, I do not see the role of the Chair or of the Executive as setting or driving policy decisions of Faculty Senate, but rather as being the servants of Faculty Senate, and as such bringing before Senate proposals with the necessary background information to make informed decisions.

It has been important to me to bring a style to the position of Chair with a strong emphasis on encouraging thoughtful discussion of issues at Senate.

As you know I am again a candidate for Chair. I was more than somewhat hesitant in standing again this year for a fourth term, since I was reluctant to stand in the way of others who might like to serve Senate in this capacity. Even more so, since I strongly encouraged Lee to stand, and believe that she will make an effective Chair. Nonetheless I was forced to concede, that with a new President arriving, there might be advantages in having continuity in the office. As always I am willing and happy to serve Faculty Senate in any capacity for which I am chosen, and so I was persuaded that it was inconsistent with that belief to refuse to offer Senate the opportunity to vote on whether I should continue as Chair. I would remark that this will certainly be my last year, since like many other faculty, I am considering whether to retire in 2015.

Today's agenda includes the election of the Executive, and reports on the activities of the University Research Council by Francoise Massardier-Kenney, Outgoing Chair of the University Research Council, and on the Faculty Professional Development Center Re-design Steering Committee by David Dees, Interim Director of the Faculty Development Center.

The motions from EPC on our agenda today include the item from Enrollment Management and Student Affairs tabled at the March meeting, an item to rename the College of Applied Engineering, Sustainability and Technology to the College of Aeronautics, Applied Engineering and Construction Management; 3 items from the EPC Ad Hoc Committee for Academic Policies on Revision of the Credit-Hour Requirement for Graduation policy, Establishment of a Retroactive Credit policy, and Revision of the Credit Testing Eligibility policy; an item from the Associate and Assistant Deans Committee on Revision of Transient Work at Another University policy; and an item from Undergraduate Studies on Revision of the undergraduate Dismissal policy. The full list will be included in the written copy of my remarks.

- a. Tabled from the March Meeting: 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.

- b. College of Applied Engineering, Sustainability and Technology: Revision of college name, from College of Applied Engineering, Sustainability and Technology to the College of Aeronautics, Applied Engineering and Construction Management. Effective 1 July 2014 (Fall 2014).
- c. EPC Ad Hoc Committee for Academic Policies: Revision of Credit-Hour Requirement for Graduation policy to (a) include Ohio Board of Regents mandate that associate degree programs contain a minimum 15 semester hours of the Ohio Transfer Module (Kent Core); and (b) allow undergraduate students who have had courses or credits waived to graduate from their program when they earn fewer than the minimum credit hours stated for that program in the Catalog provided that they fulfill all requirements for the program and meet the university minimum credits hours—120 for bachelor's and 60 for associate—for graduation. Effective Fall 2014.
- d. EPC Ad Hoc Committee for Academic Policies: Establishment of Retroactive Credit policy to allow students to earn credit for designated lower level course(s) by successfully completing a designated advanced course in the same subject. Effective Fall 2014.
- e. EPC Ad Hoc Committee for Academic Policies: Revision Credit Testing Eligibility policy to remove a credit-hour restriction of Advanced Placement (AP), Credit by Examination (CBE) and College Level Examination Program (CLEP) combined—maximum 30 hours for bachelor's degree students, 15 hours for associate degrees and 50 percent for certificates. Effective Fall 2014.
- f. Associate and Assistant Deans Committee: Revision of Transient Work at Another University policy to eliminate the 18-credit restriction and require students to be in good academic standing for eligibility, among other changes. Effective Fall 2014.
- g. Undergraduate Studies: Revision of undergraduate Dismissal policy to include statement that the provost will not dismiss a student who earned a 2.000 term GPA (unadjusted for the recalculation provisions in the course repeat policy). This statement inadvertently was removed the last time the policy was revised. Effective Fall 2014.

Faculty Senate Election Results

At-Large:

George Garrison (Pan-African Studies, Kent Campus)

Christopher Fenk (Chemistry & Biochemistry, Tuscarawas Campus)

Kathy Kerns (Psychology, Kent Campus)

At-Large Alternates:

Richard Feinberg (Anthropology, Kent Campus)

Thomas Norton-Smith (Philosophy, Stark Campus)

Jennifer Cunningham (English, Stark Campus)

Terri Kent (Theatre & Dance, Kent Campus)

Robin Vande Zande (Art Education, Kent Campus)

E. Sue Wamsley (History, Salem Campus)

College of Applied Engineering, Sustainability & Technology:

Roberto Uribe-Rendon (Applied Engineering)

AEST Alternates: None

College of Architecture & Environmental Design:

Terrence Uber

AED Alternates: None

College of Arts & Sciences:

Donald White (Mathematical Sciences)

A&S Alternates:

Stephen Fountain (Psychology)

Satyendra Kumar (Physics)

College of Business Administration:

Kathryn Wilson (Economics)

Bus. Admin. Alternate:

Deborah Knapp (Management & Information Systems)

College of Communication & Information:

David Smeltzer (Journalism & Mass Communication)

Jeffrey Child (Communication Studies)

Comm. & Info. Alternates:

Karl Idsvoog (Journalism & Mass Communication)

Bill Sledzik (Journalism & Mass Communication)

College of Podiatric Medicine:

Lawrence Osher (Podiatric Medicine)

Pod. Med. Alternate:

Jeffrey Whitaker (CPM Surgery)

University Libraries:

Cynthia Kristof

Univ. Libraries Alternate:

Paul Fehrmann

Geauga Campus:

Jay Jahangiri (Mathematical Sciences)

Geauga Campus Alternate:

Renate Prescott (English)

Non-Tenure-Track:

John Stoker (English, Ashtabula Campus)

Anne Morrison (Lifespan Dev & Educ Sciences, Kent Campus)

Edward Dauterich (English, Kent Campus)

Darci Kracht (Mathematical Sciences, Kent Campus)

NTT Alternates:

Richard Mangrum (Aeronautics Technology, Kent Campus)

Rozell Duncan (Communication Studies, Kent Campus)

Harriet McLeod (Fashion School, Kent Campus)

Details of some other Presidential Searches

University of Akron	The full <u>Board of Trustees</u> is serving as the presidential search committee	<p><u>Presidential Advisory and Screening Committee</u> consists of four voting Trustees.</p> <p>Each of the constituency-advisory groups will be provided an opportunity to meet with each finalist and, through a representative, to provide input to the search committee. The search committee has not established any set number of finalist candidates.</p>
Youngstown State	The Board of Trustees will serve as the search committee	Final candidates for the position will visit campus, meet with various groups and hold open forums
Ohio State	The search committee will be composed of two subgroups: a selection subcommittee that ultimately will recommend a new president, and an advisory subcommittee made up of faculty members, student leaders, staff and senior administrators.	
Penn State	The Presidential Selection council consists of 13 Trustees and the chair of <i>For the Future: The Campaign for Penn State Students</i> . Search committee composed of nine faculty members; one staff member; two academic deans; one vice president; two undergraduate students and one graduate student; and one representative each from the Department of Intercollegiate Athletics and the Alumni Association.	The presidential search is a confidential process, and there is no public resolution or posting of a short list of potential candidates, nor is the number of potential candidates revealed. It has been shown over and over that a confidential search process for an executive position attracts the best and most qualified and desirable candidates. This process was agreed to by the full board of Trustees before the search commenced.
Michigan State	The search committee was four faculty, a dean and two associate deans. The committee is advisory in nature and will consult with the eight-member Board of Regents, made up of six elected Democrats and two Republicans	The search is occurring behind closed doors because state law allows regents to keep presidential searches secret.

OHIO FACULTY COUNCIL (OFC) WORKLOAD RESOLUTION

Whereas: the Ohio Faculty Council (OFC) is recognized by the Chancellor and the Ohio Board of Regents and represents the faculty at all of the four-year public universities in the State of Ohio;

And, whereas: the OFC espouses strong and consistent faculty influence at the state level on issues and policies related to higher education and addresses concerns common to faculty members of the four-year public universities and issues crucial to citizens of Ohio related to higher education;

And, whereas: the OFC is charged with presenting a faculty perspective on major issues affecting higher education to the Chancellor, the Ohio Board of Regents, officials of the State of Ohio, the administrations of four-year institutions of higher education and the general public;

And, whereas: language proposed by Ohio HB 484 to be included in the state's mid-biennium review (MBR) bill would mandate that state universities evaluate their workload policies by the end of this calendar year, and that state universities would increase aggregate faculty workload by ten per cent in the combined areas of instruction, advising and research by the end of Fiscal Year 2017;

And, whereas: evaluations of workload policies and current practices are needed to determine the most appropriate means of allocating faculty resources so as to provide high quality and value higher education to the citizens of Ohio;

And, whereas: changes in faculty workload made in the absence of such evaluations are likely to have substantial negative effects on the reputations of universities and colleges in Ohio due to the diminished ability to recruit top faculty with substantial research, grant and contract abilities and teaching records, and diminished faculty participation in community activities;

And, whereas faculty have had no opportunity to participate in the evaluation or development of policies regarding workload changes in a manner consistent with the accepted principle of "shared governance";

Therefore: Be it resolved, that the Ohio Faculty Council supports the proposition that universities embark upon a careful evaluation of their workload policies in the spirit of the accepted principle of "shared governance";

And, Be it further resolved, that the Ohio Faculty Council is deeply concerned about the implementation of an arbitrary increase in aggregate faculty workload by ten percent in the combined areas of instruction, advising and research in the absence of the determination of specific strategic needs and/or advantages;

And, Be it further resolved, that institutions of higher education should adhere to following principles when developing workload policies or changes to current workload policies:

1. Workload policies be consistent, based on written, transparent rules;
2. That base workloads be established for each department or unit based on mission, and that reasons for workload increase or decrease from that base be clearly stated in writing and the need for such a change;
3. That formal and consistent mechanisms be established that allow individual faculty to request adjustment in their workload to engage in institutionally appropriate activities;
4. That workload policies and changes be consistent with the department/unit, college and institution's established guidelines for: faculty retention, tenure, and promotion; guidelines for merit raises; collectively bargained and contractual employment clauses; and all other guidelines for faculty evaluation;
5. That faculty participate in the development of workload policies and changes from the initial stage of development through implementation and that faculty have the ability to evaluate the effects of implementation; and
6. That faculty participation in the development of workload policies and changes be through recognized faculty governance bodies such as faculty or academic senates, or, where appropriate, through faculty unions; that faculty participation be in every way consistent with the 1940 and 1970 statements on "shared governance."

OHIO FACULTY COUNCIL (OFC) COLLEGE CREDIT PLUS RESOLUTION

Whereas: the Ohio Faculty Council (OFC) is recognized by the Chancellor and the Ohio Board of Regents and represents the faculty at all of the four-year public universities in the State of Ohio;

And, whereas: the OFC espouses strong and consistent faculty influence at the state level on issues and policies related to higher education and addresses concerns common to faculty members of the four-year public universities and issues crucial to citizens of Ohio related to higher education;

And, whereas: the OFC is charged with presenting a faculty perspective on major issues affecting higher education to the Chancellor, the Ohio Board of Regents, officials of the State of Ohio, the administrations of four-year institutions of higher education and the general public;

And, whereas: The College Credit Plus (CC+) language proposed by Ohio HB 487 to be included in the state's mid-biennium review (MBR) bill would place Post Secondary Enrollment Options (PSEO) and Dual Enrollment under a common administration and funding model and would make college credit more readily available to qualified high school students by removing cost barriers;

And, whereas: conditions to ensure quality of instruction that have not previously been required would be included such as: having instructors meet or exceed the Ohio Board of Regents minimum faculty qualifications, providing advising for students taking these courses, and careful assessment of the performance of the program;

And, whereas it is critically important that university faculty participate in the evaluation or development of policies regarding college student success;

Therefore: Be it resolved, that the advisory council proposed in HB 487 should include at least one faculty member chosen by the Ohio Faculty Council*;

And, Be it further resolved, that the Ohio Faculty Council supports Ohio HB 487 if it is amended to include at least one faculty member on the college credit plus advisory committee.

*This could be accomplished by amending Section 3365.15 (D) from "Establish a college credit plus advisory committee to assist in the development of performance metrics and the monitoring of the program's progress. At least one member of the advisory committee shall be a school guidance counselor." to "Establish a college credit plus advisory committee to assist in the development of performance metrics and the monitoring of the program's progress. At least one member of the advisory committee shall be a school guidance counselor and at least one member of the advisory committee shall be a faculty member nominated by the Ohio Faculty Council."

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

7.a.

Preparation Date

Curriculum Bulletin _____

Effective Date **Fall 2014**

Approved by EPC _____

Department **EPC Ad Hoc Committee for Academic Policies**

College

Proposal **Revise Policy**Proposal Name **Revise Credit Testing Eligibility Policy to eliminate alternative credit-hour restriction****Description of proposal:**

The EPC Ad Hoc Committee for Academic Policies proposes removing the restriction that students may use only a maximum of 30 hours combined of Advanced Placement (AP), Credit by Exam (CBE) and College Level Examination Program (CLEP) toward a bachelor's degree (maximum 15 hours for associate degree and maximum 50 percent for a certificate).

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

Based on previous data, students with high GPA are the typical student with a large amount of AP and CLEP credit. Therefore, removing the restriction will not require them to seek an exception, which, in most cases, would be readily granted.

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

Graduation Planning System

REQUIRED ENDORSEMENTS

Department Chair / School Director

____/____/____

Campus Dean (for Regional Campuses proposals)

____/____/____

College Dean (or designee)

____/____/____

Dean of Graduate Studies (for graduate proposals)

____/____/____

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

____/____/____

Proposal Summary

Revision of Credit Testing Eligibility to Remove Alternative Credit-Hour Restriction

SUBJECT SPECIFICATION

The EPC Ad Hoc Committee for Academic Policies recommends elimination of the following policy:

Students pursuing a baccalaureate may attempt a maximum of 30 hours CLEP, CBE and Advanced Placement (AP) combined. Students pursuing an associate degree may attempt a maximum of 15 hours CLEP, AP and CBE combined. No more than 50 percent of a certificate's total hours may be earned through CLEP, AP and CBE combined. Students who wish to take more than the maximum permitted may petition their college dean for a waiver of this limitation. Students who have earned more than the maximum permitted of AP and/or CLEP credit before attending Kent State University will be granted that credit, provided such credit meets Kent State standards.

BACKGROUND INFORMATION

The EPC Ad Hoc Committee was formed in spring 2013, charged with reviewing policies that lead to student success. While exploring the establishment of retroactive credit for students who take advance coursework, the committee noted that this new alternative credit, once approved, may need to be included in the 30-hour restriction (see above).

This restriction was established in 1985 (EPC approved 31-Jul-84), when the Credit Testing Policy was significantly overhauled. In the proposal, the rationale for establishing the restriction was as follows:

The limitation on hours is intended to ensure that students receive appropriate classroom instruction. However, very good students who are capable of doing more work through testing should readily be granted a waiver for the rule, depending on the individual college or school's view of the student's program and individual performance.

The view of the EPC Ad Hoc Committee is that students who are granted alternative credit (e.g., AP, CLEP, IB, CBE and the proposed retroactive credit) are, in general, very good students. Therefore, the committee felt there should not be a restriction aimed primarily at very good students that would require them to request an exception, which would need to be reviewed, approved and implemented. In most cases, the exception would be approved, leading to the question of why an exception needs to be requested if it is "readily granted."

The concern on the part of the developers of the 1984 proposal was ensuring students receive appropriate classroom instruction. However, AP and CLEP exams are limited in choice and pertain primarily to introductory general education courses. Kent State accepts 36 AP exams for 50 courses and 24 CLEP exams for 35 courses—all lower division coursework. Faculty allow for 72 Kent State (mostly lower division) courses to be taken for credit by examination (CBE), and there are 408 other courses that may be taken for CBE with departmental approval. An audit of alternative credit revealed that 192 students earned CBE for 81 Kent State courses in the past five years.

Between fall 2008 and fall 2013, 5,742 students earned CBE or transferred in AP and/or CLEP credit. Of that total number, 158 students (2.8%) earned more than 30 credits. See attached chart for some examples from that population.

In addition, Kent State has a residence policy that requires students to complete at Kent State a minimum of 30 passed hours (9 upper division hours in the major) for a bachelor's, 15 passed hours for an associate degree, and 50 percent of total hours for a certificate. Credit earned through AP, CBE and CLEP and the proposed retroactive credit do not count in passed hours.

ALTERNATIVES AND CONSEQUENCES

The alternative is to keep the current policy unchanged, which will require students who may earn more than 30 hours combined of alternative credit to be required to request an exception.

SPECIFIC RECOMMENDATION AND JUSTIFICATION

It is recommended that effective for fall 2014, the policy is revised as follows (see next page for the revisions):

Credit Testing Eligibility

The student's college determines eligibility for testing. The following regulations govern credit through testing:

1. Credit is awarded on a course-by-course basis. Students may be tested for Credit-By-Examination (CBE) only once for any given course. Students may not attempt a course CBE for which they have previously attempted through the College Level Examination Program (CLEP).
2. New students may take the CLEP before beginning work at Kent State University. CBE is available to currently enrolled degree- and certificate-seeking Kent State students only.
3. Students are allowed to take CBE only if they are in good standing (i.e., not on probation).
4. Students may not take CLEP or CBE for any course:
 - a. In which they have audited
 - b. In which they are currently enrolled
 - c. In which they have previously enrolled and earned a grade, including withdrawal (A-F, AU, IN, IP, NF, NR, S, SF, U, W, Y or Z)
5. In subject fields in which knowledge is sequential or accumulative (e.g., mathematics and foreign language), courses are structured in prescribed sequences. Students who have received credit for, or established proficiency at, one level in such a sequence (either by testing or by enrolling in and completing the course) cannot subsequently earn CLEP or CBE credit for any prior course in the sequence or in any lower level sequence. Students who want to earn CBE for more than one course in such a sequence must complete CBE one course at a time, beginning with the lowest level course for which they want to receive academic CBE credit.

- ~~6. Students pursuing a baccalaureate may attempt a maximum of 30 hours CLEP, CBE and Advanced Placement (AP) combined. Students pursuing an associate degree may attempt a maximum of 15 hours CLEP, AP and CBE combined. No more than 50 percent of a certificate's total hours may be earned through CLEP, AP and CBE combined. Students who wish to take more than the maximum permitted may petition their college dean for a waiver of this limitation. Students who have earned more than the maximum permitted of AP and/or CLEP credit before attending Kent State University will be granted that credit, provided such credit meets Kent State standards.~~
- 7 6. Students approaching graduation must complete all CBE and CLEP credit by at least the semester preceding the semester in which they plan to graduate.
- 8 7. Students who sign up for CBE must take the exam within 60 days of the payment date of application. If they do not, they forfeit any fees paid and must reapply to take the exam.

TIMETABLE AND ACTIONS REQUIRED

EPC Ad Hoc Committee for Academic Policies	14 February 2014
Educational Policies Council.....	17 March 2014 <i>anticipated approval</i>
Faculty Senate.....	14 April 2014 <i>anticipated approval</i>
Implementation in the University Catalog	Fall 2014

Random sampling of students who earned more than 30 credits of AP, CLEP, CBE combined (2008-2013)**Student 1 (69 credits combined)¹**

GPA: 3.605 Earned² hrs: 167 Passed³ hrs: 95
 Program: BS Integrated Life Sciences/NEOMED
 Graduation: summer 2011

AP: ENG 11011	AP: HUM A&S LER 3
AP: ENG 22073	AP: MATH 10041
AP: BSCI 10110	AP: MATH 12002
AP: BSCI 10120	AP: MATH 12003
AP: CHEM 10060	AP: PHY 23101
AP: CHEM 10062	AP: PHY 23102
AP: ECON 22060	AP: POL 10004
AP: ECON 22061	AP: PSYC 11762
AP: HIST 12070	CLEP: MIS 24163
AP: HIST 12071	CLEP: MKTG 25010

Student 2 (55 credits combined)

GPA: 3.656 Earned hrs: 155 Passed hrs: 80
 Program: BS Biology/Mathematics (double major)
 Expected graduation: fall 2014

AP: BSCI 10110	AP: ENG 11011
AP: BSCI 10120	AP: MATH 12002
AP: CHEM 10060	AP: MATH 10041
AP: CHEM 10061	AP: PHY 13001
AP: CHEM 10062	AP: PHY 13002
AP: CS 10051	AP: PHY 13021
AP: CS 23021	AP: PHY 13022
AP: ECON 22060	AP: POL 10100
AP: ECON 22061	

Student 3 (49 credits combined)

GPA: 3.987 Earned hrs: 157 Passed hrs: 108
 Program: BS Integrated Life Sciences/NEOMED
 Graduation: summer 2011

AP: BSCI 10110	AP: MATH 11022
AP: BSCI 10120	AP: MATH 12002
AP: CHEM 10060	AP: MATH 12003
AP: CHEM 10061	AP: PSYC 11762
AP: CHEM 10062	CLEP: HIST 12071
AP: ENG 22073	CLEP: SPAN 18201
AP: MATH 11010	CLEP: SPAN 18202

Student 4 (46 credits combined)

GPA: 3.959 Earned hrs: 70 Passed hrs: 24
 Program: BS Integrated Life Sciences/NEOMED
 Expected graduation: fall 2015

AP: BSCI 10110	AP: ENG 11011
AP: BSCI 10120	AP: MATH 12002
AP: CHEM 10060	AP: MATH 12003
AP: CHEM 10061	AP: PHY 13001
AP: CHEM 10062	AP: PHY 13002
AP: ECON 22060	AP: PHY 13021
AP: ECON 22061	AP: PHY 13022

Student 5 (44 credits combined)

GPA: 3.950 Earned hrs: 117 Passed hrs: 73
 Program: BS Integrated Life Sciences/NEOMED
 Expected graduation: summer 2014

AP: A&S HUM LER	AP: MATH 10041
AP: CHEM 10060	AP: MATH 12002
AP: CHEM 10061	AP: MATH 12003
AP: CHEM 10062	AP: PHY 23101
AP: HIST 12070	AP: PHY 23102
AP: HIST 12071	AP: PSYC 11762

Student 6 (41 credits combined)

GPA: 4.000 Earned hrs: 153 Passed hrs: 112
 Program: BS Integrated Life Sciences/NEOMED
 Graduation: summer 2012

AP: MATH 12002	AP: CHEM 10062
AP: MATH 12003	AP: ENG 11011
AP: BSCI 10110	AP: ENG 22073
AP: BSCI 10120	AP: HIST 12070
AP: CHEM 10060	AP: HIST 12071
AP: CHEM 10061	

Student 7 (38 credits combined)

GPA: 3.641 Earned hrs: 150 Passed hrs: 112
 Program: BS Integrated Life Sciences/NEOMED
 Graduation: summer 2010

AP: BSCI 10110	AP: HIST 12070
AP: BSCI 10120	AP: HIST 12071
AP: CHEM 10060	AP: PHY 13001
AP: CHEM 10062	AP: PHY 13002
AP: ENG 22073	AP: POL 10100
AP: HIST 11051	

Student 8 (36 credits combined)

GPA: 3.983 Earned hrs: 191 Passed hrs: 122
 Program: BS Psychology and BSPH Public Health
 Graduation: spring 2012

AP: BSCI 10001	AP: MATH 11010
AP: BSCI 10002	AP: MATH 11022
AP: ENG 22073	AP: MATH 12002
AP: HIST 11051	CLEP: SPAN 18201
AP: HIST 12070	CLEP: SPAN 18202
AP: HIST 12071	

Student 9 (33 credits combined)

GPA: 3.163 Earned hrs: 150 Passed hrs: 117
 Program: BS Architecture
 Graduation: spring 2013

AP: A&S HUM LER	AP: PHY 13002
AP: ENG 11011	AP: PHY 13021
AP: ENG 22073	AP: PHY 13022
AP: HIST 12070	AP: MATH 12002
AP: HIST 12071	AP: POL 10100
AP: PHY 13001	

¹ 69 credits was the highest amount earned between 2008 and 2013

² "Earned" hours include KSU courses with passing grade, transfer credit and alternative credit (e.g., AP, CBE, CLEP)

³ "Passed" hours include KSU courses with passing grade only; exclude transfer credit and alternative credit

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

7.b.

Preparation Date _____ Curriculum Bulletin _____

Effective Date **Fall 2014** Approved by EPC _____Department **Associate and Assistant (A&A) Deans Committee**

College _____

Proposal **Revise Policy**Proposal Name **Revision of Transient Work at Another Policy**

Description of proposal:

Revision of the Transient Work at Another University policy to eliminate the 18-credit restriction and require students to be in good academic standing for eligibility, among other changes.

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

No impact; revisions update policy, which has been in place since 1985.

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

A committee developed the revisions and included members from various colleges and campuses, Transfer Center, Office of Curriculum Services and Office of Student Financial Aid

REQUIRED ENDORSEMENTS

 Department Chair / School Director

____/____/____

 Campus Dean (for Regional Campuses proposals)

____/____/____

 College Dean (or designee)

____/____/____

 Dean of Graduate Studies (for graduate proposals)

____/____/____

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

____/____/____

Proposal Summary

Revision of Policy to Allow Kent State Students to Undertake Transient Work at Another University

SUBJECT SPECIFICATION

Revision of the Transient Work at Another University policy to eliminate the 18-credit restriction and require students to be in good academic standing for eligibility, among other changes.

BACKGROUND INFORMATION

The Associate and Assistant (A&A) Deans Committee was requested by advisors to review the Transient Work at Another University policy, specifically, the 18-credit limit of transient work. A&A Deans Committee formed a subcommittee, comprising the following people, charged with the task.

- Joanne Arhar, associate dean, College of Education, Health and Human Services
- LuEtt Hanson, associate dean, College of Communication and Information
- Mary Ann Haley, assistant dean, College of the Arts and Sciences
- Tara Jackson, financial aid coordinator, Office of Student Financial Aid
- Barbara Miller, senior advisor, Transfer Center
- Sandra Randulic, advising and academic service director, College of the Arts
- Charity Snyder, assistant dean, Division of Undergraduate Studies
- Mary Southards, assistant dean, Stark Campus
- Therese Tillett, director, Office of Curriculum Services

The subcommittee reviewed Kent State's transient policy and procedures as well as issues related to them. The subcommittee also reviewed policies from 10 other institutions. In addition, the committee sent a survey to members of the Ohio Articulation and Transfer Network Advisory Committee (covering all state public universities and colleges) asking questions about their transient policy and procedures.

Following this work, the subcommittee made the following recommendations to A&A Deans:

1. Require students to be in good academic standing (i.e., minimum 2.000 cumulative GPA) to be eligible for transient work at another university. Students not doing well mistakenly believe they can improve their GPA at Kent State by taking coursework elsewhere. In addition, the committee did not feel it represented Kent State well to send students on academic probation to other institutions.
2. Clarify institutions students may be eligible to take transient coursework, which includes regionally accredited universities and those pre-approved (e.g., Disney College Program).
3. Encourage students to meet with their advisor before submitting the Transient Permission Form and to submit the appropriate forms to the Office of Student Financial Aid. This language may alleviate issues that occur routinely, including students taking transient work before receiving Kent State approval, students not having the right prerequisites to take transient coursework, and students taking courses that will not transfer back to Kent State as the student intended.

4. Stipulate that students must have been enrolled at Kent State for at least one semester before applying; thereby providing a Kent State GPA to determine good academic standing. In addition, the stipulation clarifies the situation of students admitted to Kent State as new students who then take college courses elsewhere before their first Kent State semester. Per policy, they should be designated as transfer students.
5. Remove information about previously accepted grade for transfer, which changed from a C to a D grade in 2005 for Ohio institutions (and in 2010 for all accredited institutions). While that information remains in Kent State's transfer credit evaluation policy, it is no longer needed in this policy as it deals with students applying for transient status in the future, not in the past.
6. Explain that grades earned for transient study are not calculated into the student's Kent State GPA, which aligns with Kent State's transfer credit evaluation policy. Transient work is treated as transfer work and should reflect the same policies. As mentioned earlier, students mistakenly believe grades earned through transient study will help improve their Kent State GPA.
7. Remove the 18-hour limitation for transient work. This restriction was the original reason to review the full transient policy as there were several anecdotal stories of students who exceeded that limitation, mainly through study abroad and the desire to take courses in the summer at an institution near the student's home. Through the review and survey of other universities, the subcommittee found that very few have a limitation. Those that had a limit tied it in with the institution's residence policy. Changes to this policy will align any limitation to Kent State's residence policy and replicates language from the residence policy.
8. Extend approval for transient coursework from one semester to one year for students who plan to be away from Kent State for a year-long study abroad/away.
9. Remind students that they are responsible for submitting an official transcript to have the transfer coursework posted to their Kent State transcript, and discourage them from taking transient work during their last semester. The committee did not want to prohibit them as there are times a student needs a required course to graduate that may not be offered in that term at Kent State. However, there is much anecdotal evidence of college offices trying to clear students for graduation who still have not submitted their transient transcript. The Transfer Center is working with the Admissions Office to communicate with students approved to complete transient work who have not yet submitted a transcript.
10. Allow for exceptions to the policy under unusual circumstances affecting an individual student.

ALTERNATIVES AND CONSEQUENCES

The alternative is keeping the current short vague and somewhat outdated policy. The consequences include having to post necessary information about transient work in other places for students to read and continuing to request exceptions for students taking more than 18 credit hours of transient work.

SPECIFIC RECOMMENDATION AND JUSTIFICATION

It is recommended that effective for fall 2014, the Transient Work at Another University is revised to reflect the changes outlined on the previous page. See next two pages for the current and proposed policies and a marked up policy to show the differences.

TIMETABLE AND ACTIONS REQUIRED

Associate and Assistant Deans Committee.....	11 February 2014
Educational Policies Council.....	17 March 2014
Faculty Senate.....	14 April 2014
Implementation in the University Catalog	Fall 2014

Transient Work at Another University – CURRENT POLICY

Kent State University students who wish to take coursework at another accredited institution of higher education must receive the prior approval of the academic dean of the appropriate unit if the student intends to apply this coursework toward a Kent State University degree or certificate.

Transient work by students who are on probation, dismissed or in the last 30 hours of a degree program may be restricted by the students' college. All credits granted for transient work will be translated into semester hours. Grades received for transient work are not transferred; only credit hours are transferred. Generally, credit for non-remedial/developmental courses in which students have earned a minimum C grade at an accredited school (as determined by the Transfer Center) will be considered for transfer. However, transfer credit earned fall 2005 and later from a regionally accredited college or university in Ohio and earned fall 2010 and later from a regionally accredited, or international equivalent, college or university outside Ohio will be awarded for all non-remedial/developmental courses in which students have earned a minimum D grade.

No more than 18 semester hours of transient work may be approved. Approvals for transient attendance are valid for one term only (quarter, semester, etc.) at other institutions and are subject to all restrictions of the dean of the student's college.

Transient Work at Another University – PROPOSED POLICY

Kent State University students in good academic standing who wish to take coursework at another institution that is regionally accredited or pre-approved by Kent State as offering college-level credit must receive the prior approval of the dean of the unit offering the Kent State course.

Students should meet with their academic advisor prior to submitting the Transient Permission Form to ensure their eligibility to take transient coursework, to choose course(s) that can be applied toward their program, and to confirm that they qualify to enroll in the equivalent course at Kent State. Students applying for financial aid during the term of transient study will need to submit to the Office of Student Financial Aid the approved Transient Permission Form and an Ad Hoc Consortium Agreement.

To qualify for transient status, student must have been enrolled at Kent State for at least one term before attempting transient coursework and have a cumulative 2.000 GPA. Students who were not enrolled at Kent State for a semester and did not receive transient approval before completing course(s) at another institution must re-apply to Kent State as a transfer student.

Generally, credit for non-remedial/developmental courses in which students have earned a minimum D grade will be considered for transfer. All credits granted for transient work will be translated into semester hours. Grades received for transient work are not transferred and are not calculated into the student's Kent State GPA, but may be considered for admission to and/or progression for specific program. Credit earned for transient work does not count toward students' residence requirement at Kent State, but it will not invalidate residence in progress.

Approvals for transient attendance are valid for one term only (quarter, semester, etc.) at other institutions (one academic year for year-long study abroad/away opportunities) and are subject to all restrictions of the dean of the student's college, independent school or regional campus offering a Regional College program.

It is the student's responsibility, upon completion of the coursework, to submit an official transcript from the transient institution to the admissions office of the Kent State campus enrolled. Students are discouraged from taking transient coursework during their last semester because of the time necessary to receive and process transcripts, which may delay clearing the student for graduation.

All policies that govern the transfer of academic credit also apply to transient credit and can be reviewed in the academic policies section of the University Catalog. Under unusual circumstances, students may request an exception to the above requirements for transient eligibility by contacting their academic unit prior to registration elsewhere.

Transient Work at Another University – CHANGES TO THE CURRENT POLICY

Kent State University students in good academic standing who wish to take coursework at another ~~accredited institution of higher education~~ institution that is regionally accredited or pre-approved by Kent State as offering college-level credit must receive the prior approval of the ~~academic dean of the appropriate unit offering the Kent State course if the student intends to apply this coursework toward a Kent State University degree or certificate.~~ academic dean of the appropriate unit offering the Kent State course. ~~Transient work by students who are on probation, dismissed or in the last 30 hours of a degree program may be restricted by the students' college.~~

Students should meet with their academic advisor prior to submitting the Transient Permission Form to ensure their eligibility to take transient coursework, to choose course(s) that can be applied toward their program and to confirm that they qualify to enroll in the equivalent course at Kent State. Students applying for financial aid during the term of transient study will need to submit to the Office of Student Financial Aid the approved Transient Permission Form and an Ad Hoc Consortium Agreement.

To qualify for transient status, student must have been enrolled at Kent State for at least one term before attempting transient coursework and have a cumulative 2.000 GPA. Students who were not enrolled at Kent State for a semester and did not receive transient approval before completing course(s) at another institution must re-apply to Kent State as a transfer student.

Generally, credit for non-remedial/developmental courses in which students have earned a minimum C D grade at an ~~accredited school (as determined by the Transfer Center)~~ accredited school will be considered for transfer. ~~However, transfer credit earned fall 2005 and later from a regionally accredited college or university in Ohio and earned fall 2010 and later from a regionally accredited, or international equivalent, college or university outside Ohio will be awarded for all non-remedial/developmental courses in which students have earned a minimum D grade.~~ All credits granted for transient work will be translated into semester hours. Grades received for transient work are not transferred and are not calculated into the student's Kent State GPA, but may be considered for admission to and/or progression for specific program ~~only credit hours are transferred.~~

No more than 18 semester hours of transient work may be approved. Credit earned for transient work does not count toward students' residence requirement at Kent State, but it will not invalidate residence in progress. Approvals for transient attendance are valid for one term only (quarter, semester, etc.) at other institutions (one academic year for year-long study abroad/away opportunities) and are subject to all restrictions of the dean of the student's college, independent school or regional campus offering a Regional College program.

It is the student's responsibility, upon completion of the coursework, to submit an official transcript from the transient institution to the to the admissions office of the Kent State campus enrolled. Students are discouraged from taking transient coursework during their last semester because of the time necessary to receive and process transcripts, which may delay clearing the student for graduation.

All policies that govern the transfer of academic credit also apply to transient credit and can be reviewed in the academic policies section of the University Catalog. Under unusual circumstances, students may request an exception to the above requirements for transient eligibility by contacting their academic unit prior to registration elsewhere.

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

7.c.

Preparation Date

Curriculum Bulletin _____

Effective Date **Fall 2014**

Approved by EPC _____

Department

College **US - Undergraduate Studies**Proposal **Revise Policy**Proposal Name **Revise Dismissal Policy**

Description of proposal:

Proposal seeks to revise the dismissal policy to insert an item inadvertently removed during the last revision of the policy. The University has been operating as if this provision is still in place as to not disadvantage our students.

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

The revised policy will allow the policy to accurately reflect what the university is doing in practice.

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

Associate and Assistant Deans, Advising Deans, Advisors, and Registrar's Office.

REQUIRED ENDORSEMENTS

 Department Chair / School Director

_____/_____/_____

 Campus Dean (for Regional Campuses proposals)

_____/_____/_____

 College Dean (or designee)

_____/_____/_____

 Dean of Graduate Studies (for graduate proposals)

_____/_____/_____

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

_____/_____/_____

Proposal Summary

Revision of the Undergraduate Dismissal Policy

Subject Specification

The proposed revision will align the dismissal policy with current practice.

Background Information

The proposed revision is in response to the dismissal revision in fall 2012, which inadvertently removed a provision of the previous policy that should have been retained. The university has been operating as though this provision is in place; otherwise it would have been a detriment to the students being reviewed for dismissal.

The revision should include the original statement that the provost will not dismiss a student who earned a 2.000 term GPA (unadjusted for the recalculation provisions in the course repeat policy).

Alternatives and Consequences

The alternative is to keep the policy as it is and continue the provision in practice and not have it stated in the catalog, which could lead to confusion and would be inconsistent with the policy.

Specific Recommendation and Justification

It is the recommendation that the changes on the following pages be made to the policies as published in the University Catalog and in the Policy Register when appropriate.

Timetable and Actions Required

Associate and Assistant Deans Committee.....	February 2014
Educational Policies Council.....	March 2014
Faculty Senate.....	April 2014
Board of Trustees (information item).....	May 2014
Effective implementation	Fall 2014 University Catalog

POLICY REGISTER: 3343-3-01.10**Administrative policy regarding dismissal of undergraduate students for academic reasons**

- (A) Purpose. A student whose academic performance indicates a limited chance of obtaining the minimum grades required for graduation will be subject to dismissal from the university.
- (B) Eligibility. Specifically, the provost may dismiss:
 - (1) A student on probation if the student's cumulative grade point average (GPA) is within the following ranges:
 - (a) 16-29 GPA hours: below 1.5000 cumulative GPA.
 - (b) 30-59 GPA hours: below 1.700 cumulative GPA.
 - (c) 60-89 GPA hours: below 1.800 cumulative GPA.
 - (d) 90 or more GPA hours: below 1.900 cumulative GPA.
 - (2) A student on probation or a transfer student admitted on probation who receives nine or more credit hours of any combination of the following grades in the semester under review: F, NF, SF, U. This policy applies without regard to whether the designated grades were included or excluded from the student's cumulative GPA.
 - (3) A student who fails to make adequate progress toward completion of the program of study (including, but not limited to, excessive complete term withdrawals, course withdrawals or grades of NF, SF or U).
- ~~(C)~~ (4) The provost may choose not to dismiss a student within the stated ranges above if circumstances warrant. The provost will not dismiss a student on probation if any of the following conditions apply to that student:
 - ~~(1)~~(5) It is the student's first semester of enrollment at Kent state university (including first-semester freshman or first-semester transfer student).
 - ~~(2)~~(6) The student has fifteen or fewer GPA hours at Kent state university.
 - ~~(3)~~(7) The student was in good academic standing at the end of the preceding term of enrollment.
 - (4) The student earns a 2.000 term GPA (unadjusted for the recalculation provisions in the course repeat policy).
- ~~(D)~~(8) Required absence. Students meeting the above conditions will be subject to academic dismissal and should expect to be away from the university for a minimum of twelve consecutive months. A dismissed student may not register for any coursework at any campus of Kent state university. The notation of academic dismissal will be printed on the student's official transcript.
- ~~(E)~~(9) Reinstatement.
 - (1) Reinstatement after dismissal from Kent state university is neither automatic nor guaranteed. A student may be reinstated only if the student provides convincing evidence of probable academic success if permitted to return to the university. A dismissed student who has previously accumulated a substantial number of credit hours and/or an excessively low GPA should expect that reinstatement is not likely to be approved. For programs with selective admission requirements, specified certification standards or additional program and graduation requirements, reinstatement may be impossible. Application for reinstatement after the required period of time away from the university should be to the dean of the college or campus that houses the major program the student wishes to enter. The application should include convincing evidence of the student's motivation to continue and of the student's specific efforts during the period of dismissal to eliminate previous

weaknesses. After evaluating the application for reinstatement and all supporting materials, the dean will inform the student of the reinstatement decision.

- (2) A student who is reinstated is automatically placed on probation until good academic standing (minimum 2.000 cumulative GPA) is attained. Academic requirements will be determined by the catalog-in-force at the time the student re-enrolls at the university.

UNIVERSITY CATALOG:

Dismissal

Students whose academic performance indicates a limited chance of obtaining the minimum grades required for graduation will be subject to dismissal from the university.

A. The provost may dismiss:

1. Students on probation if the student's cumulative grade point average (GPA) is within the following ranges*:
 - a. 16-29 GPA hours: below 1.500 cumulative GPA
 - b. 30-59 GPA hours: below 1.700 cumulative GPA
 - c. 60-89 GPA hours: below 1.800 cumulative GPA
 - d. 90 or more GPA hours: below 1.900 cumulative GPA
2. A student on probation or a transfer student admitted on probation who receives 9 or more credit hours of any combination of the following grades in the semester under review: F (Fail), NF (Never Attended–Fail), SF (Stopped Attending–Fail), U (Unsatisfactory). This policy applies without regard to whether the designated grades were included or excluded from the student's cumulative GPA.
3. A student who fails to make adequate progress toward completion of the program of study (including, but not limited to, excessive complete term withdrawals, course withdrawals or grades of NF, SF or U).

* The provost may choose not to dismiss a student within the stated ranges if circumstances warrant.

B. The provost will not dismiss a student on probation if any of the following conditions apply to that student:

1. It is the student's first semester of enrollment at Kent State University (including first-semester freshman or first-semester transfer student).
2. The student has 15 or fewer GPA hours at Kent State University.
3. The student was in good academic standing at the end of the preceding term of enrollment.
4. The student earns a 2.000 term GPA (unadjusted for the recalculation provisions in the course repeat policy).

A student who is dismissed should expect to be away from the university for a minimum 12 consecutive months. A dismissed student may not register for any coursework at any campus of Kent State University. The notation of academic dismissal will be printed on the student's official transcript.

For further information concerning the conditions of probation and dismissal, students should contact their college or campus advising office. See guidelines for dismissal appeals below.

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

7.d.

Preparation Date **31-Mar-14** Curriculum Bulletin _____Effective Date **Fall 2014** Approved by EPC _____

Department **Division of Graduate Studies**
 College **PR - Provost**
 Proposal **Establish Policy**
 Proposal Name **Change in Program of Study**

Description of proposal:

Kent State does not have a standard practice for students who wish to transfer from one program to another. There is a "Request for Change of Degree and/or Major" form available on the Graduate Studies website, but no policy governing its use. Some academic colleges have developed their own forms, and at least one academic college requires that students complete a new application.

Students, faculty and staff would benefit from a set of clear processes. A university-wide policy would ensure that all graduate students follow consistent practices, and such a policy would especially benefit those students who wish to make a change that involves more than one college, because current practices differ among the colleges.

The proposed policy attempts to provide students (and programs) with guidance for changes that will take place within the same academic college and for changes that will involve a different academic college. If the change will involve a different academic college, the student must submit a new application. If the change will take place within the same academic college, the proposed program will determine whether the student will need to submit a form or a new application (based on the information needed by the program in order to make an informed admission decision). In either case, the proposed program may accept application materials that had been submitted to the student's original graduate program and/or may require the student to submit new application materials

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

The policy was developed with consultation from graduate coordinators, and much of it reflects existing practices, so there will be minimal impact. In the absence of a university policy, some programs and/or colleges may have developed their own policies and/or forms; they will possibly need to modify those policies to be consistent with the university policy (once approved) and to use the standard university form.

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

The proposed policy was developed by the Graduate Studies Administrative Advisory Committee (GSAAC), with consultation from graduate coordinators within their respective colleges.

REQUIRED ENDORSEMENTS

 Department Chair / School Director

_____/_____/_____

Campus Dean (for Regional Campuses proposals)

College Dean (or designee)

Nancy C. Harker

Dean of Graduate Studies (for graduate proposals)

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

____/____/____

3/31/14

____/____/____

Proposal Summary for a Policy Change in Program of Study

Subject Specification:

Development of a policy on Change in Program of Study to guide students who wish to transfer from one program to another.

Background Information:

The proposed policy was drafted following a review of the policies at five other universities: Ohio State University; University of Cincinnati; Arizona State University; University of Washington-Seattle; and University of Wisconsin-Madison. Two graduate students assisted with data collection and the initial draft of the policy. The Graduate Studies Administrative Advisory Committee (GSAAC), with consultation from graduate coordinators within their respective colleges, developed the final proposal.

In summary, the review of policies from other universities revealed that four of the five universities have policies regarding the transfer from one graduate program to another within the same university. Two of these universities require the submission of a form and any required admissions materials, and the other two universities require that students submit a new application and follow the regular admissions process. In addition to providing a clear process for students to follow, the policies at these four universities also address how a change in program might impact graduate assistantships, doctoral candidacy status and the visa status of international students.

KSU does not have a standard practice. There is a "Request for Change of Degree and/or Major" form available on the Graduate Studies website, but no policy governing its use. In addition, some academic colleges have developed their own forms, and at least one academic college requires that students submit a new application and follow the regular admissions process.

It was agreed that students, faculty and staff would benefit from a policy that provides a process for students to follow regarding various changes, including changing from one major to another, adding a concentration to a current major and requesting a change of catalog term. Such a policy would especially benefit those students who make a change involving more than one college, because current practices differ among the colleges. While the policies of other institutions required either a new application or a form, GSAAC members decided that more significant program changes (e.g., changing to a new major within a different department/school) would likely necessitate a new application, while less significant changes (e.g., changing to a new concentration within the same department/school) could be accomplished by the completion of a form.

The proposed policy attempts to provide students (and programs) with guidance for changes that will take place within the same academic college and for changes that will involve a different academic college. If the change will involve a different academic college, the student must submit a new application. If the change will take place within the same academic college, the proposed program will determine whether the student will need to submit a form or a new application (based on the information needed by the program in order to make an informed admission decision). In

either case, the proposed program may accept application materials that had been submitted to the student's original graduate program and/or may require the student to submit new application materials.

Alternatives and Consequences:

The alternative is to continue to operate without a policy in place. As a consequence, the process will remain ambiguous to students and programs/colleges.

Specific Recommendation and Justification:

The specific recommendation is to include a policy on Change in Program of Study in the 2014-15 university catalog.

The rationale for developing/revising the policy is to:

- 1) Streamline existing practices; and
- 2) Provide students and programs with guidance.

Timetable and Actions Required:

EPC Approval, April 2014
Effective, Fall 2014

CHANGE IN PROGRAM OF STUDY – PROPOSED CATALOG COPY

Change in Program of Study

Because admission to a graduate degree program involves admission to both the program and the university, a change in program of study (degree, major, concentration or catalog year) requires approval. Admission to a new program is not automatic.

Graduate Assistantships do not normally transfer with students who are approved for admission into a different graduate program. Doctoral candidacy status does not transfer to a new graduate program. International students must consult with the Office of Global Education to determine how a change of program might affect their visa status.

Procedures

Students interested in changing their program of study should first contact the graduate coordinator of the proposed program to gain a clear understanding of the program's requirements. Admission requirements, deadlines and required application materials vary by graduate program, and it is the student's responsibility to adhere to the requirements and deadlines.

If the change involves a different academic college, the student must submit a new application.

If the change takes place within the same academic college, the student must contact the graduate coordinator of the proposed program to determine whether he/she should submit either a Change in Program of Study form or a new application. The determination of whether a form or application should be submitted is based on the proposed program's judgment about the amount, and availability, of application materials needed by the program in order to make an informed admission decision. More significant program changes (e.g., change to a major within a different department/school) likely will require a new application, while less significant changes (e.g., change to another concentration within the same major in the same department/school) likely will require completion of the Change in Program of Study form.

In some cases, the proposed program will accept application materials that had been submitted to the student's original graduate program. In other cases, new materials may be required. If the proposed program will accept materials that were submitted along with the student's application to the current program, the student must contact the Division of Graduate Studies to request that the materials be added to the new application.

The proposed program will review the application/form and all materials according to established procedures. Applicants who do not meet the minimum university and/or program requirements may be considered for conditional admission. If the student is admitted into the program, the program will determine how much of the student's previously completed work may be applied toward the new graduate degree, in accordance with the university's transfer of credit policy.

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

7.e.

Preparation Date **31-Mar-14** Curriculum Bulletin _____Effective Date **Fall 2014** Approved by EPC _____

Department **Division of Graduate Studies**
 College **PR - Provost**
 Proposal **Revise Policy**
 Proposal Name **Combined Bachelor's/Master's Degree Programs**

Description of proposal:

Currently, there is a policy on combined bachelor's/master's degree programs in the catalog, but it emphasizes procedures for applying to such a program, and fails to include other critical information, such as the point when a combined student moves from undergraduate student status to graduate student status (which has important implications for financial aid eligibility). In addition, the current policy is not aligned with the Ohio Board of Regents' guidelines, which expects minimum credit hour requirements to be met for each degree earned. Thus, a student who earns a bachelor's degree and a master's degree must complete at least 150 unique credit hours (120 for the bachelor's degree plus 30 for the master's degree).

The proposed policy attempts to address the limitations of the current policy by:

1. specifying the intended purpose of combined bachelor's/master's programs;
2. adhering to credit hour guidelines specified by the Ohio Board of Regents;
3. distinguishing between formal (university approved) and informal programs;
4. stipulating the point at which an undergraduate student is reclassified as a graduate student; and
5. modernizing KSU's programs based on best practices in graduate education.

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

There will be no impact in terms of the application process and eligibility criteria, as that remains unchanged from the current policy. A minor change to the processing of combined bachelor's/master's degree forms is that colleges are currently able to determine whether a combined student is classified as undergraduate or graduate; under the proposed policy, all combined students will be classified as undergraduate until the undergraduate degree is awarded, and then they will be classified as graduate. The most significant impact is that programs will need to adhere to the Ohio Board of Regents' guidelines, which require a minimum of 150 credit hours for a bachelor's degree and a master's degree. Combined programs that require fewer than 150 credit hours will need to be revised.

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

The proposed policy was developed by the Graduate Studies Administrative Advisory Committee (GSAAC), with consultation from graduate coordinators within their respective colleges.

REQUIRED ENDORSEMENTS

 Department Chair / School Director

_____/_____/_____

Campus Dean (for Regional Campuses proposals)

____/____/____

College Dean (or designee)

Nancy Be Harker

3/31/14

Dean of Graduate Studies (for graduate proposals)

____/____/____

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

Proposal Summary for a Policy Combined Bachelor's/Master's Degree Programs

Subject Specification:

Revision of policy on combined bachelor's-master's degree programs (formal and Informal).

Background Information:

The proposed policy was drafted following a review of the policies at five other universities: Ohio State University (OSU); University of Cincinnati (UC); Arizona State University (ASU); University of Washington-Seattle (UWash); and University of Wisconsin-Madison (UWisc). Two graduate students assisted with data collection and the initial draft of the policy. The Graduate Studies Administrative Advisory Committee (GSAAC), with consultation from graduate coordinators within their respective colleges, developed the final proposal.

Currently, there is a policy on combined bachelor's/master's degree programs in the catalog, but it emphasizes procedures for applying to such a program and fails to include other critical information, such as the point when a combined student moves from undergraduate student status to graduate student status (which has important implications for financial aid eligibility). In addition, the current policy is not aligned with the Ohio Board of Regents guidelines for undergraduate and graduate degree programs: The Ohio Board of Regents expects minimum credit hour requirements to be met for each degree earned. Thus, a student who earns a bachelor's degree and a master's degree must complete at least 150 unique credit hours (120 for the bachelor's degree plus 30 for the master's degree).

Four of the five universities that were reviewed have policies on combined undergraduate/graduate degrees (UWisc does not offer combined programs). The review of policies from other universities revealed that all four of the university policies 1) define the purpose of such programs (e.g., seamless transition into graduate school), 2) provide eligibility criteria (e.g., 3.0 GPA and junior standing), 3) specify application procedures (typically a form to apply to the combined program, and then a graduate application to officially be admitted into the graduate program) and 4) specify student type/status (i.e., when an undergraduate student is reclassified as a graduate student). Further, three of the four university policies outline how course credit may be double-counted or shared between the two degrees (OSU's policy is silent on this issue).

The proposed policy attempts to address the limitations of the current policy by:

1. specifying the intended purpose of combined bachelor's/master's programs;
2. adhering to credit hour guidelines specified by the Ohio Board of Regents;
3. distinguishing between formal (university approved) and informal programs; and
4. stipulating the point at which an undergraduate student is reclassified as a graduate student.

Proposal Summary for a Policy

Alternatives and Consequences:

The alternative is for KSU to leave the current policy language in place. As a consequence, expectations and requirements will remain ambiguous to students and programs/colleges. In addition, some combined programs may be out of compliance with the OBR minimum credit hour requirements.

Specific Recommendation and Justification:

The specific recommendation is to adopt the proposed policy on Combined Bachelor's-Master's Degree Programs and revise the current catalog language for publication in the 2014-15 university catalog.

The rationale for developing/revising the policy is to:

1. articulate the purpose of KSU's combined degree programs and specify their chief characteristics;
2. align KSU's combined degree programs with OBR guidelines; and
3. modernized KSU's combined programs based on best practices in graduate education.

Timetable and Actions Required:

EPC Approval, April 2014
Effective, Fall 2014

Combined Bachelor's/Master's Degree Programs – Proposed Catalog Copy

A combined bachelor's/master's degree program allows exceptional Kent State University undergraduate students early admission into graduate school. Students in a combined program are able to identify and begin taking graduate-level coursework as undergraduate students.

Minimum requirements must be met for each degree earned. A student who earns a bachelor's degree and a master's degree must complete a minimum of 150 unique credit hours (120 representing the bachelor's degree and an additional 30 representing the master's degree). Undergraduate requirements must be fully satisfied before a bachelor's degree will be awarded. Until that time, students continue to have undergraduate student status. Following receipt of the undergraduate degree, their status will be changed to that of graduate student.

Undergraduate students in a combined program may complete a maximum of 12 credit hours of graduate-level coursework and apply it toward their undergraduate degree. Once a student completes the undergraduate degree and enters graduate student status, the graduate-level coursework taken as an undergraduate student may be applied toward the graduate degree (i.e., courses are double counted). Double counting may occur only after the minimum 30 credit hours for the master's degree are completed.

To be eligible for double counting, the coursework must meet the following criteria: (1) be of graduate level; (2) apply to degree requirements for the master's degree; and (3) the letter grade earned must meet minimum standards as described in the academic standing policy. Courses that do not earn a regular letter (A-F), grade, as well as courses given as credit by examination, are not eligible for double-counting. Under no circumstances will undergraduate-level coursework be applied toward the master's degree.

To be eligible for a combined program, students must have junior standing (a minimum of 60 GPA hours) and must have achieved a GPA of one of the following:

- 3.500 GPA after 60 semester hours
- 3.400 GPA after 75 semester hours
- 3.300 GPA after 90 semester hours
- 3.200 GPA after 105 semester hours

Kent State University allows for both formal and informal combined degree programs, as described below. Formal programs may have more stringent requirements than the general eligibility requirements listed above.

Formal Combined Bachelor's/Master's Degree Programs

A formal combined bachelor's/master's degree program has established admissions requirements, a curriculum and graduation requirements.

To qualify for a combined bachelor's/master's degree program, an undergraduate student must complete a standard online graduate application (including the application fee) and be admitted to the

graduate program of interest. The student must meet all admissions requirements as established by the formal combined program. Students should consult the University Catalog for specific requirements. The student is also required to submit the Formal Combined Bachelor's/Master's Degree Programs form prior to the first semester of enrollment in the combined program.

The following combined programs have been formally approved by the university:

- Combined Bachelor of Science and Master of Arts degrees in Speech Pathology and Audiology
- Combined Bachelor of Business Administration and Master of Business Administration degrees
- Combined Bachelor of Science degree in Fashion Merchandising and Master of Business Administration degree
- Combined Bachelor of Science in Nursing and Master of Science in Nursing degrees

Informal Combined Bachelor's/Master's Degree Programs

An informal combined bachelor's/master's degree program has not been formally approved by the university, but allows undergraduate students to begin taking graduate-level coursework that may be applied to the undergraduate and/or graduate degree.

The informal program will be developed by an individual student in consultation with his/her academic advisor. It is to be developed according to the individual career interests and goals of the student and should be an integrated learning experience rather than merely the completion of a certain number of undergraduate and graduate credits. The proposed combined program requires the approval of both the undergraduate and the graduate programs involved, as well as the respective college dean(s).

To qualify for an informal combined bachelor's/master's degree program, an undergraduate student must complete a standard online graduate application (including the application fee) and be admitted to the graduate program of interest. The student must meet all admissions requirements as established by the master's degree program. Students should consult the University Catalog for specific requirements. The student is also required to submit the Informal Combined Bachelor's/Master's Degree Plan of Study form prior to the first semester of enrollment in the combined program.

Catalog Copy Revised for Fall 2014 Implementation

Combined Bachelor's/Master's Degree Programs

~~Persons with outstanding undergraduate records or exemplary professional credentials may be eligible for one of the following three enrollments in a combined bachelor's and master's degree program:~~

~~I. Combined Bachelor's and Master's Degrees for Students Early In Their Undergraduate Studies~~

A combined bachelor's/master's degree program allows exceptional Kent State University undergraduate students early admission into graduate school. Students in a combined program are able to identify and begin taking graduate-level coursework as undergraduate students.

Minimum requirements must be met for each degree earned. A student who earns a bachelor's degree and a master's degree must complete a minimum of 150 unique credit hours (120 representing the bachelor's degree and an additional 30 representing the master's degree). Undergraduate requirements must be fully satisfied before a bachelor's degree will be awarded. Until that time, students continue to have undergraduate student status. Following receipt of the undergraduate degree, their status will be changed to that of graduate student.

Undergraduate students in a combined program may complete a maximum of 12 credit hours of graduate-level coursework and apply it toward their undergraduate degree. Once a student completes the undergraduate degree and enters graduate student status, the graduate-level coursework taken as an undergraduate student may be applied toward the graduate degree (i.e., courses are double counted). Double counting may occur only after the minimum 30 credit hours for the master's degree are completed.

To be eligible for double counting, the coursework must meet the following criteria: (1) be of graduate level; (2) apply to degree requirements for the master's degree; and (3) the letter grade earned must meet minimum standards as described in the academic standing policy. Courses that do not earn a regular letter (A-F) grade, as well as courses given as credit by examination, are not eligible for double-counting. Under no circumstances will undergraduate-level coursework be applied toward the master's degree.

To be eligible for a combined program, Undergraduate students must have junior standing (a minimum of 60 GPA hours) and must who have achieved a GPA of one of the following may apply for early admission to a master's degree program:

- 3.500 GPA after 60 semester hours
- 3.400 GPA after 75 semester hours
- 3.300 GPA after 90 semester hours
- 3.200 GPA after 105 semester hours

~~To successfully apply for a master's program, students must accomplish the following:~~

- ~~1. Complete an application for admission.~~
- ~~2. Complete the Combined Baccalaureate and Master's Program form, which includes:~~
 - ~~i. Listing of courses at the undergraduate level that need to be taken for the bachelor's degree.~~
 - ~~ii. The beginning date for graduate study.~~
 - ~~iii. Listing of graduate courses to be used to satisfy the undergraduate degree. (In participating departments/schools, students may apply maximum 12 of their accumulated graduate hours toward the completion of their undergraduate degree requirements as well. The students' undergraduate department will determine the undergraduate coursework for which graduate credits may be substituted). In some departments, graduate coursework may be substituted for elective undergraduate coursework only and cannot be used as substitution within the major. Students should check with the graduate coordinator in their department/school. The selection of the graduate coursework and the number of credits to be applied toward an undergraduate degree requires the approval of the graduate chair in the students' academic department and the appropriate college dean(s).~~

3. ~~Provide three letters of recommendation from instructors who are familiar with the students' achievements and intended academic goals.~~
4. ~~Submit any required test scores from standardized examinations.~~

Kent State University allows for both formal and informal combined degree programs, as described below. Formal programs may have more stringent requirements than the general eligibility requirements listed above.

Formal Combined Bachelor's/Master's Degree Programs

A formal combined bachelor's/master's degree program has established admissions requirements, a curriculum and graduation requirements.

To qualify for a combined bachelor's/master's degree program, an undergraduate student must complete a standard online graduate application (including the application fee) and be admitted to the graduate program of interest. The student must meet all admissions requirements as established by the formal combined program. Students should consult the University Catalog for specific requirements. The student is also required to submit the Formal Combined Bachelor's/Master's Degree Programs form prior to the first semester of enrollment in the combined program.

The following combined programs have been formally approved by the university:

- Combined Bachelor of Science and Master of Arts degrees in Speech Pathology and Audiology
- Combined Bachelor of Business Administration and Master of Business Administration degrees
- Combined Bachelor of Science degree in Fashion Merchandising and Master of Business Administration degree
- Combined Bachelor of Science in Nursing and Master of Science in Nursing degrees

Informal Combined Bachelor's/Master's Degree Programs

An informal combined bachelor's/master's degree program has not been formally approved by the university, but allows undergraduate students to begin taking graduate-level coursework that may be applied to the undergraduate and/or graduate degree.

The informal program will be developed by an individual student in consultation with his/her academic advisor. It is to be developed according to the individual career interests and goals of the student and should be an integrated learning experience rather than merely the completion of a certain number of undergraduate and graduate credits. The proposed combined program requires the approval of both the undergraduate and the graduate programs involved, as well as the respective college dean(s).

To qualify for an informal combined bachelor's/master's degree program, an undergraduate student must complete a standard online graduate application (including the application fee) and be admitted to the graduate program of interest. The student must meet all admissions requirements as established by the master's degree program. Students should consult the University Catalog for specific requirements. The student is also required to submit the Informal Combined Bachelor's/Master's Degree Plan of Study form prior to the first semester of enrollment in the combined program.

II. Combined Bachelor's and Master's Degrees for Specified Professional Programs

Combined Bachelor of Science and Master of Arts Degrees in Speech Pathology and Audiology
~~Students who have earned 90 semester hours and achieved a 3.000 minimum GPA may, with approval of the School of Health Sciences, apply for admission to the combined degree program, which will lead to clinical certification. Admission will be based upon satisfactory GRE scores, three letters of recommendation and completion of the Application for Admission and Combined Baccalaureate and Master's Program forms.~~

Combined Bachelor of Business Administration and Master of Business Administration Degrees
~~Eligible students must have earned 90 semester hours and meet the GPA requirements listed above in item I.~~

~~Combined Bachelor of Arts Degree in International Relations and Master of Business Administration Degree~~

~~International Relations students must complete their undergraduate coursework in the first three years of study. In addition, students must pass a language proficiency exam, have a minimum 3.300 cumulative GPA and earn a minimum 525 GMAT score before being admitted to the M.B.A. degree program. In the fourth year of this combined program, students take graduate business courses that are applicable to the undergraduate degree as electives and to the M.B.A. degree as foundation coursework. During the final year, students take advanced graduate business coursework leading to the M.B.A. degree.~~

~~Combined Bachelor of Science Degree in Fashion Merchandising and Master of Business Administration Degree~~

~~Eligible students may complete both degrees within five years. Students intending to follow this plan should work closely with their faculty advisor as careful planning and advising are needed to successfully complete the programs in a timely manner. In the freshman year, students are recommended to take MATH 11012 or MATH 12002. Students who have achieved 90 credit hours or more in the Fashion Merchandising program (beginning of the junior year) and have a minimum 3.300 GPA may apply for conditional admission to the M.B.A. degree program. This application must occur no later than April 1 of the student's junior year. The GMAT exam must be completed with an appropriately high score at the time application is made.~~

~~Combined Bachelor of Science and Master of Arts Degrees in Visual Communication Design~~

~~This is a five-year degree program with optional concentrations in 2-D graphic design, 3-D graphic design and illustration. Students who pass the junior portfolio review, complete a minimum of 90 semester hours, demonstrate excellence in formal organization, conceptual problem-solving abilities and technical skills and maintain a minimum 3.00 overall GPA and a 3.25 in the major will be invited or may petition to enter this program. An overall GPA of 3.000 and a major GPA of 3.000 in both the bachelor's and master's programs will be required for graduation.~~

~~Combined Bachelor of Science in Nursing and Master of Science in Nursing Degrees~~

~~This is an accelerated combined degree program for undergraduate Nursing students who have completed 60 semester hours and meet the GPA requirements list above in item I. Qualified students may apply by completing an application for admission to the Master of Science in Nursing program of choice and gaining approval from the appropriate graduate faculty program director. A plan of substituting selected master's core courses for selected undergraduate courses should be carefully worked out with the faculty advisor. Following graduation and passing the state licensing examination (NCLEX-RN), students' M.S.N. degree application may be activated for admission into the selected concentration.~~

~~Combined Bachelor of Science Degree in Human Development and Family Studies with a concentration in Gerontology and Nursing Home Administration and Master of Business Administration Degree~~

~~This combined program is designed for gerontology students who, upon graduation, want to secure administrative positions in the nursing home industry. 6 MBA requirements may be substituted with specific undergraduate courses.~~

The following section is retained and will be moved to the admissions section of the 2014 University Catalog

III. Admission – Non-Traditional Master's Degree Student

In rare instances, persons who have not completed a baccalaureate will be considered for admission to the appropriate graduate unit due to unusual and exemplary experiential learning. Such applicants may apply for admission by presenting for departmental consideration a curricular plan encompassing undergraduate and graduate coursework to achieve a liberal educational background and professional graduate degree and three letters of recommendation attesting to their potential for graduate study. Upon departmental recommendation and the approval of the college dean, applicants will be admitted to undertake graduate work. Upon successful completion of the curricular plan and the particular master's degree requirements, the students will be awarded the master's degree.

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

7.9.

Preparation Date **3/31/2014** Curriculum Bulletin _____
 Effective Date **Fall 2014** Approved by EPC _____

Department **Division of Graduate Studies**
 College **PR - Provost**
 Proposal **Revise Policy**
 Proposal Name **Leave of Absence**

Description of proposal:

Based on experiences with implementing the Leave of Absence (LOA) policy since it was established in July 2012, Graduate Studies and the Registrar's Office feel it is necessary to make two minor revisions.

The first revision is to add language to the policy that indicates that students must meet their financial obligations to the university, notwithstanding an approved leave of absence. The second revision is to maximize the timeframe of an LOA to one year (defined as three consecutive terms, including summer as one term) so that it is consistent with the graduate enrollment policy.

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

The impact should be largely positive: 1) students who might owe the university money will be warned that the LOA does not guarantee their re-enrollment; 2) students who take a LOA will be held to the same enrollment standards as those students who do not take a LOA; and 3) the LOA process will be simplified for both students and the office staff who monitor LOAs.

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

The proposed revisions were developed in consultation with the Registrar's Office and University Counsel.

REQUIRED ENDORSEMENTS

 Department Chair / School Director

____/____/____

 Campus Dean (for Regional Campuses proposals)

____/____/____

 College Dean (or designee)

Randy B. Harker

____/____/____

 Dean of Graduate Studies (for graduate proposals)

3/31/14

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

____/____/____

Proposal Summary for a Policy Revised Leave of Absence Policy

Subject Specification:

Revise the length of time of a leave of absence to be more consistent with the graduate enrollment policy.

Background Information:

Based on experiences with implementing the Leave of Absence policy since it was established in July 2012, Graduate Studies and the Registrar's Office feel it is necessary to (1) Add language to the policy regarding financial obligations to the university, and (2) Specify the maximum time a student may be on official leave.

Below, each proposed change is explained in more detail.

1. Financial Obligations to the University

Currently, the eligibility criteria for a Leave of Absence pertain only to academic standing (e.g., GPA, time-to-degree). The policy also states that approval of a Leave of Absence indicates that a student can return to the program. These two statements are sometimes at odds with one another, such as when a student has not met their financial obligations to the university. Per the Leave of Absence eligibility criteria, Graduate Studies does not have grounds to deny a request based on money being owed to the university, yet a student cannot be guaranteed return until the debt is paid.

We considered adding language to the eligibility section regarding "good financial standing with the university," but were concerned about who and how this would be monitored. University Counsel further advised us that such eligibility criteria would be difficult to enforce given that some students might be in the process of filing for bankruptcy, for example. Thus, we are proposing that the following statement be added to the Leave of Absence policy:

"Students are advised to check with the Bursar's Office prior to taking an approved leave of absence in order to determine the status of their student accounts. Accounts that are overdue will be subject to regular procedures in accordance with University guidelines, notwithstanding any approved leave of absence."

2. Maximum Length of Leave of Absence

Currently, students may request a Leave of Absence for 1-2 semesters. At the end of the Leave of Absence, a student must either request and receive an extension to the Leave of Absence or re-enroll. If a student fails to do either of these things, he or she is considered as having withdrawn from the university. The intent of this was to keep students engaged/actively making decisions (i.e., deciding if they need to take a Leave of Absence or deciding to enroll and make progress toward their degree).

Unfortunately, the timeframe of the Leave of Absence is not consistent with the graduate enrollment policy, and can be unfair to students who take a Leave of Absence for just one or two semesters. For example, if Student A takes a Leave of Absence for fall 2013, s/he must either extend the Leave of Absence for spring 2014 or enroll in courses in spring 2014. If Student B chooses not to enroll in fall 2013 but does not take a Leave of Absence, s/he has until fall 2014 to enroll in courses (per the graduate enrollment policy). Thus, students who take a Leave of Absence may be held to stricter enrollment standards than students who do not take a Leave of Absence.

We are proposing to maximize the timeframe of Leave of Absences to one year so that it is consistent with the graduate enrollment policy. The revised language will read as follows:

“Leaves of absence are granted for a maximum of ~~one year~~ (three consecutive semesters (e.g., fall, spring summer). ~~terms, including summer as one term~~). Students may request an extension for maximum one additional semester. Although a leave may be taken for as many as 12 months, students are encouraged to return to graduate study as soon as is reasonably possible to minimize the impact of the leave on degree progress.”

Language added or ~~removed~~ were approved by the EPC at its 22-Apr-14 meeting.

In summary, the revised timeframe will provide consistency among students who do and do not take a leave of absence. In addition, by extending the length to one year, the requirement of an extension can be eliminated, which simplifies the process for students and programs. Lastly, Leave of Absences and extension requests will no longer have to be manually tracked; Banner already automatically monitors the one-year enrollment requirement.

Alternatives and Consequences:

The alternative is to continue to operate under the current policy. As a consequence, students who take a leave of absence may be (1) misled into thinking they can return to university when they owe the university money and (2) held to a somewhat stricter enrollment requirement than students who do not take a leave of absence. In addition, personnel will have to continue to manually track adherence to the Leave of Absence policy and monitor extensions.

Specific Recommendation and Justification:

The specific recommendation is to add language to the policy regarding financial obligations to the university, and set a maximum length of time a student may be on leave.

The rationale for revising the policy is to:

- 1 Warn students who may owe the university money that their re-enrollment is not guaranteed;
- 2 Hold students who take a leave of absence to the same enrollment standards as students who do not take a leave of absence; and
- 3 Simplify the process.

Timetable and Actions Required:

EPC Approval, April 2014
Effective, Fall 2014

REVISED COPY FOR FALL 2014 IMPLEMENTATION

Leave of Absence for Graduate Students

A leave of absence is granted for degree-seeking graduate students in active status who must be away from their studies for one or more semesters for personal, family, financial or other compelling reasons. Prior to applying for a leave of absence, students should consider its potential implications for such matters as funding (including assistantships and veterans benefits), loan repayment, immigration status, health insurance, university housing and time-to-degree completion.

International students should contact the Office of Global Education before the initiation of a leave of absence and before returning to campus to ensure compliance with SEVIS regulations and visa restrictions.

To be eligible for a leave of absence, a student must be seeking a graduate degree, have completed at least one full term of enrollment prior to the date a leave is to begin, be in good academic standing and be making reasonable progress toward the degree. Leaves will not be granted to students who (1) have completed less than one full term of enrollment; (2) are not in good academic standing; or (3) have received an extension of the degree time limit.

Leaves of absence are granted for a maximum of one year (three consecutive semesters (e.g., fall, spring, summer) terms, including summer as one term). Leaves of absence are granted for a maximum of one calendar year. * Students may request an extension for maximum one additional semester. Although a leave may be taken for as many as 12 months, students are encouraged to return to graduate study as soon as is reasonably possible to minimize the impact of the leave on degree progress. The time taken on an approved leave of absence is not included in the time limitations for degree completion and advancement to candidacy, with the exception of the Doctor of Podiatric Medicine degree.

* Please refer to the College of Podiatric Medicine section in this Catalog for leave of absence time limits and procedures for requesting a leave of absence.

The Request for Leave of Absence form should be submitted prior to the start of the term for which the leave is requested, when the necessity for leave is foreseeable. If the need for a leave is not foreseeable, the request should be submitted as soon as possible, but no later than the last day of classes in the term during which the leave has been taken. A retroactive leave of absence will not be granted.

When a department/school grants a leave of absence, it implies the program will be willing to re-admit the student. A plan for re-admission, including any conditions that must be met, should be put in writing and clearly understood by all parties prior to the start of the leave.

Students who are registered for courses must drop or withdraw from all courses prior to taking leave. Course withdrawal does not negate a student's financial obligation, and students will be held responsible for all balances due to the university. Any applicable refunds will be processed per University policy 3342-7-06.

Course withdrawal is not permitted after the tenth week of the fall and spring semesters (or the prorated deadline for flexibly scheduled sections and summer terms). Students applying for a leave of absence after the course withdrawal deadline should address grading and course

completion issues with their individual instructors. To consider any variation from this rule for reasons of extenuating circumstances, the student must submit a Petition for Academic Record Adjustment to the University Registrar.

Students are advised to check with the Bursar's Office prior to taking an approved leave of absence in order to determine the status of their student accounts. Accounts that are overdue will be subject to regular procedures in accordance with University guidelines, notwithstanding any approved leave of absence.

Students on a leave of absence are not registered and, therefore, do not have the rights and privileges of registered students, including course pre-registration and access to the libraries, recreational center and health services. They cannot fulfill any official department or university requirements during the leave period, such as taking qualifying exams or submitting a dissertation/thesis. Students on an approved leave must complete the Application for Graduate Re-Enrollment form in order to register for classes and have the rights and privileges of registered students.

~~To receive an extension of an approved leave of absence will not be granted, students must complete a new Request for Leave of Absence form prior to the expiration of their leave. If a student does not receive an extension and does not return to the graduate program return to the graduate program within the approved period-year for which the leave of absence was granted, he or she will be considered as having permanently withdrawn from the University. To be reconsidered for graduate study, students who have permanently withdrawn must formally apply to their program of interest, including the submission of an application, the non-refundable application fee and any necessary application materials.~~

KENT CORE COURSE PROPOSAL

Date: November 15, 2013
Department/School: College of Public Health
Course ID: PH 10002 Credit Hours: 3
Course Title: Introduction to Global Health
Kent Core Category: Interdisciplinary
Prerequisites: None

1. Explain how the course addresses (a) concepts to the subject area; and (b) the specific Kent Core learning goals listed in the University Catalog.

Global health is defined by the Institute of Medicine as “health problems, issues and concerns that transcend national boundaries, may be influenced by circumstances or experiences in other countries, and are best addressed by cooperative actions and solutions.” The discipline of global health is concerned with developing theories and methods to understand the roots of social, economic, political and environmental determinants of health, with a focus on the nature of health inequalities.

Introduction to Global Health addresses the most critical issues in global health and emphasizes the possible solutions to contemporary global health issues. The course provides an introductory overview of concerns such as maternal and child health, emerging infectious diseases, nutrition, global environmental change, and the health and human rights of special population groups such as immigrants, refugees, and internally displaced people. The course also introduces students to the major players in global health including developmental agencies, foundations and multi-lateral organizations. Students explore the impact of globalization, population dynamics, environmental changes, political systems, tradition, culture and economics on current and emerging global public health issues.

As such, *Introduction to Global Health* specifically addresses the following Kent Core learning objectives:

- Acquire critical skills and problem solving skills by asking students to determine the main strengths and limitations of contemporary international health policies and programs designed to reduce health and social inequalities;
 - Example- Module 6 assignment: How critical is the problem of access to safe water and sanitation? What are some of the adverse consequences of poor water quality? What strategies do you think might help resolve this problem?
- Apply principles of effective written and oral communication by communicating how various health services delivery systems in different regions of the world address global health issues;

- Example- Module 4 assignment: Compare and contrast the health systems of high-income countries versus middle-income countries or low-income countries. How do these health systems meet or not meet the needs of their corresponding populations? What system do you prefer? Why?
 - Engage in independent thinking, developing their own voice and vision, and become informed, responsible citizens by developing critical knowledge, skills and competencies in the controversial debates of contemporary global health problems and issues;
 - Example- Module 10 assignment: Choose one infectious disease of global health significance. For that disease, describe both the global health burden and at least one global campaign which is working towards control, elimination, or eradication. What strategies can best be implemented to address this problem?
 - Improve their understanding of issues and behaviors concerning inclusion, community and tolerance by distinguishing and describing special population groups that are at increased risk of poor health, including immigrants, refugees, internally displaced people, and physical impairments and mental illnesses.
 - Example- Module 8 assignment: How do women bear an uneven burden of health issues in comparison to men? What are some of the major biological and social determinants of women's health? Do they vary by culture and region?
2. Not applicable- this is not a Category I of Category II submission
 3. State how the course is representative of a field that has attained maturity and substance with a critical mass of its own scholarly literature, methodology, community of specialists and conceptual framework.

Global Health has been recognized as its own subspecialty in the field of Public Health since the early 1970s. All public health professionals from accredited programs are required to have competencies in global health, and some choose to make this their chosen field. The American Public Health Association has a Global Health section comprised of academic researchers and practitioners from all over the world. <http://www.apha.org/programs/globalhealth/>

Perhaps the best known international organization dedicated to global health is the World Health Organization (WHO). WHO is the directing and coordinating authority for health within the United Nations system. It is responsible for providing leadership on global health matters, shaping the health research agenda, setting norms and standards, articulating evidence-based policy options, providing technical support to countries, and monitoring and assessing health

trends. Students from the College of Public Health have the opportunity to visit the WHO when participating in our study-abroad program in Geneva. Information on the WHO can be found at:

<http://www.who.int/en/>

4. Are adequate resources available for this course (e.g. faculty, classroom space, equipment, library holdings)? If yes, explain.

As an interdisciplinary subspecialty, faculty throughout the College of Public Health from all three departments will participate in the teaching of *Introduction to Global Health*. The course is coordinated by Dr. Mark James, Chair of the Department of Biostatistics, Environmental Health Sciences, and Epidemiology. Dr. James is a distinguished professor with an extensive research background in tropical medicine, specifically malaria. He directs the College of Public Health global initiatives. Dr. James convenes the college's interdisciplinary global health committee. This faculty develops and reviews the global health course on an annual basis. All sections of the course are standardized across the Kent and regional campuses. The following faculty and international doctoral students have experience and credentials to teach the course:

Full-time Faculty (TT and NTT): Mark James, Tina Bhargava, Madhav Bhatta, Yijing Chen, Peggy Shaffer-King, Tara Smith, Jonathan VanGeest, Jingzhen (Ginger) Yang

Post-Doctoral Research Associate: Koya Allen

Adjunct Faculty: Michael Smylie, John Spieler, Katelyn Guastaferrero, Ronald Graham

Graduate Assistants: Amy Krystosik, Lorriane Odhiambo, Obianuju Genevieve Aguolu, Neda Kasim, Sunita Shakya, Peter Ossai

There are no specific classroom or equipment needs for the course. It is currently taught both in an on-line and in-class format. The course is required of all Bachelor of Science in Public Health (B.S.P.H.) majors. The library holdings in global health have been determined sufficient at the graduate level by the accrediting agency.

5. Has this course been offered previously?

The Introduction to Global Health course has been popular on all campuses. Since the course has been offered beginning in fall of 2011, 2209 students have enrolled in the course:

Fall 2011 through Fall 2103, Introduction to Global Health by Campus, 15-Day Report

Kent	1691
Ashtabula	73
East Liverpool	48
Geauga	85
Salem	60
Stark	142
Trumbull	88
Tuscarawas	<u>22</u>
Total	2209

6. Given the available Kent Core options, why is it important that this course be added as an option for students fulfilling their Kent Core?

In 2003, the Institute of Medicine (IOM) of the National Academies concluded that to keep the public healthy, not only do we need a well-educated public health workforce, but also an educated citizenry. The IOM recommended that “all undergraduates should have access to education in public health.”¹

In response, The Council of Colleges of Arts and Sciences (AAC&U) and the Association for Prevention Teaching and Research (APTR) published in October, 2008, a report titled *Recommendations for Undergraduate Public Health Education*.² The report stated that the aim and rationale for undergraduate public health general and liberal education is to develop an educated citizenry, to fulfill the essential learning outcomes of the Liberal Education and America’s Promise (LEAP) and should be proposed to fulfill general education requirements. The recommendation was that Global Health 101 be made available as a general education requirement.

The Introduction to Global Health course is designed to offer excellent cross-cutting public health examples at the global level. As an example, the course examines communicable diseases globally (such as HIV) involving perspectives from biology, psychology, anthropology, political science and sociology. Tobacco control across the international realm might engage history, humanities, statistics and even visual arts and students examine tobacco control messages across cultures. PH 10002 is designed to address the LEAP essential learning outcomes which include knowledge of human cultures and the physical and natural world, intellectual and practical skills, personal and social responsibility, and integrative learning.

¹Gebbie K, Rosenstock L, Hernandez LM. Who will keep the public healthy? Educating public health professionals for the 21st Century. Washington: National Academy Press, 2003: 144.

²Reigelman K, and Albertine, S. Recommendations for undergraduate public health education. A publication of the Association of American Colleges and Universities and the Association for prevention teaching and research, October 2008.

Kent State University College of Public Health	<p style="text-align: center;"> Fall 2013 PH 10002-001 Introduction to Global Health Kent State University Moulton Hall Room 103 Tues. & Thurs. 11-12:15 PM 3 Credits </p>
---	---

Instructor

Koya C. Allen MSPH, MS, PhD

Email: *kallen37@kent.edu*

Office Hours: Tuesday 1:30-3:30 PM

Wed. 10 AM-12 PM

By Appointment; Please send an email before stopping by during office hours.

Course Description

Global health is defined by the Institute of Medicine as "health problems, issues and concerns that transcend national boundaries, may be influenced by circumstances or experiences in other countries, and are best addressed by cooperative actions and solutions". The discipline of global health is concerned with developing theories and methods to understand the roots of social, economic, political and environmental determinants of health, with a focus on the nature of health inequalities.

Introduction to Global Health addresses the most critical issues in global health, and emphasizes the possible solutions to contemporary global health issues and problems. The course will cover such current global health issues and concerns as: maternal and child health, emerging infectious diseases, nutrition, global environmental change, and health and human rights. The course also introduces students to major players in global public health including development agencies, foundations, and multi-lateral organizations, as well as various models of health systems. Students will learn the impact of globalization, population dynamics, environmental changes, political systems, tradition, culture, and economics on current and emerging global public health issues.

Course Prerequisite(s)

None

BSPH Program Competencies

This course addresses the following BSPH Core Competencies:

C.1: Public Health Core Values, Concepts and Functions in Society

SSBAT describe the public health approach, identify the milestones in the field of public health and describe major local, national and global health challenges.

C.3: Population Health Challenges

SSBAT describe the history, population health perspective and methods used in public health to

address population-wide concerns through the provision of essential services.

C.4: Human Health and Disease

SSBAT list the leading causes of mortality, morbidity and disparities among local communities and explain risk factors, modes of transmission, and health effects for communicable and non-communicable diseases.

C.5: Determinants of Health

SSBAT discuss the basic socio-economic, behavioral, biological, environmental and other factors that impact human health, and describe strategies for influencing these factors.

C.7: Overview of the Health System

SSBAT discuss the fundamental characteristics and organization of the U.S. health system and how it compares with systems in other countries.

C.10: Community, Diversity and Advocacy

SSBAT describe the role of community engagement in promoting health and explain how the contexts of gender, race, poverty, history, migration and culture contribute to health disparities and are important in the design of interventions.

Course Learning Objectives

At the end of the course, participants should be able to:

- 1) Demonstrate the knowledge and understanding of social, behavioral, environmental and economic aspects of major current critical global health issues, especially in the areas of infectious and chronic disease, nutrition, maternal and child health, and global environmental health; (C.4, C.5)
- 2) Determine main strengths and limitations of contemporary international health policies and programs designed to reduce health and social inequalities; (C.1, C.3, C.7)
- 3) Understand various health services delivery systems in different regions of the world, and recognize the role of international agencies in global health; (C.3, C.7)
- 4) Distinguish and describe special population groups that are at increased risk of poor health, including immigrants, refugees, internally displaced people, and people physical impairments and mental illnesses; (C.10)
- 5) Demonstrate the comprehensive knowledge of the global health vocabulary, basic methods used to assess global health status, and the tools to locate and understand additional global health information; (C.1, C.3)
- 6) Acquire core competencies and expertise to take an active role in the international health policy and decision-making processes regarding global health problems and issues at domestic and international levels; (C.1, C.3)
- 7) Develop critical knowledge, skills and competencies in the controversial debates of contemporary global health problems and issues; (C.1, C.3, and C.10)

Course Schedule

Week	Date	Topic	Chapter
Section I: Measurements, Public Health Systems and Determinants of Health			
1	Week of 08/26/2013	The Principles and Goals of Global Health <i>Learning Objectives 2, 5</i>	1
2	Week of 09/02/2013	Ethical and Human Rights Concerns in Global Health <i>Learning Objective 2</i>	4
3	Week of 09/09/2013	Health Determinants, Measurements and Trends; Health Education, Poverty and Economy <i>Learning Objective 4</i>	2, 3
4	Week of 09/16/2013	An Introduction to Health Systems <i>Learning Objective 2</i>	5
Section II: Culture and Maternal Child Health			
5	Week of 09/23/2013	Culture and Health <i>Learning Objectives 3, 4</i>	6
6	Week of 09/30/2013	Nutrition and Global Health <i>Learning Objective 1</i>	8
7	Week of 10/7/2013	Women and Child Health <i>Learning Objectives 1, 4, 7</i>	9, 10
8	Week of 10/14/2013	MIDTERM EXAM Thursday, October 17, 2013 <i>In Class Review Session 10/15/2013</i>	
Section III: Disease, Injury and the Environment			
9	Week of 10/21/2013	The Environment and Health <i>Learning Objectives 1, 3</i>	7
10	Week of 10/28/2013	Communicable Diseases <i>Learning Objective 1</i>	11
11	Week of 11/4/2013	Non-Communicable Diseases <i>Learning Objective 1</i>	12
12	Week of 11/11/2013	Unintentional Injuries <i>Learning Objective 3, 4</i> <i>Guest Lecturer 11/14/2013</i>	13
13	Week of 11/18/2013	Natural Disasters and Complex Humanitarian Emergencies <i>Learning Objective 4</i>	14
Section IV: Advancing Global Health			
14	Week of 11/25/2013	Working Together to Improve Global Health <i>Learning Objective 6</i> <i>HAPPY THANKSGIVING!! In observance of the holiday there will be NO CLASS on Thursday 11/28/2013</i>	15
15	Week of 12/2/2013	Science Technology and Global Health <i>Learning Objective 7</i>	16
16	Week of 12/9/2013	FINAL EXAM <i>*see university finals schedule</i>	

***Note: Course schedule is subject to change

Resolution on Presidential Search Process

Whereas the search committee in the recent Presidential search, did discharge its duty in accordance with University Policy 6-06 (C)(8) by producing "a slate of no fewer than three and no more than five acceptable candidates for the position," and

Whereas, in accordance with University Policy 6-06 (C)(9), the search committee did "submit its final slate directly to the Board,"

Kent State Faculty Senate regrets the failure of the Board of Trustees of Kent State University to complete the recent Presidential search in accordance with the policies of Kent State University, particularly its failure to, in accordance with University Policy 6-06 (B)(2), ensure that the Committee on Administrative Officers of Faculty Senate "will have an opportunity to interview all candidates on the final slate of candidates," and that "all materials on the candidates' qualifications will be made available,"

And Kent State Faculty Senate further regrets the failure to follow an inclusive process as specified in the Faculty Senate resolution of October 7, 2013, which called on the Board of Trustees

"to ensure that the candidates, on the short list of finalists that will eventually be developed, meet with the Faculty Senate Committee on Administrative Officers, as required by University policy, and that an opportunity be afforded to the Committee on Administrative Officers, and the faculty and staff, in general, to provide input on the candidates before the search committee makes a final recommendation to the Board of Trustees."

Motion on Response to Ohio Public Records Requests Pertaining to the Recent Presidential Search Process

Whereas Faculty Senate believes that the best interests of the people of Ohio are served by open and transparent processes in public affairs, and

Whereas the Ohio Public Records Act is designed to facilitate such openness and accountability,

Faculty Senate fully supports the attached call from the faculty of the School of Journalism and Mass Communication at Kent State University, urging the University to immediately release all records covered by the Act, including those held by the University's search firm, and to pledge that all future executive searches will be conducted in strict compliance with the Ohio Public Records Act and the Ohio Open Meetings Act.



April 21, 2014

We, members of the faculty of the School of Journalism and Mass Communication at Kent State University, write to express our objection to the way the university has handled the release of public records and the closed process relating to the recently completed presidential search. As a school committed to instilling in our students a strong appreciation for open government and the right of the press and the public to engage in effective oversight of government agencies, we believe the university's actions are in contradiction to both those principles and the values embodied in the Ohio Public Records Act. We strongly urge the University to immediately release all records covered by the Act, including those held by the University's search firm, and to pledge that all future executive searches will be conducted in strict compliance with the Ohio Public Records Act and the Ohio Open Meetings Act and reflect our institutional commitment to transparency.

**KENT STATE UNIVERSITY
BOARD OF TRUSTEES**

May 28, 2014

Resolution

**APPROVAL OF UNIVERSITY POLICY 3342-5-16
REGARDING UNLAWFUL DISCRIMINATION AND HARASSMENT**

WHEREAS, the Constitution of Kent State University requires the university to maintain a register of policies and procedures (University Policy Register); and

WHEREAS, it is the policy of Kent State University that there shall be no unlawful discrimination or harassment against any student, employee, applicant for admission or employment, or visitor to campus; and

WHEREAS, representatives of the Divisions of Diversity, Equity and Inclusion, Human Resources and the Office of University Counsel have reviewed the University policy regarding unlawful discrimination and harassment (3342-5-16); and

WHEREAS, the proposed policy was revised to specifically include gender identity, and to correctly place transgender identity, in the protected category of gender, in an effort to demonstrate an ongoing commitment to the prevention and remedy of discrimination and harassment towards Kent State University employees, students, and visitors; and

WHEREAS, the proposed policy was additionally revised to recognize that the Office of Equal Opportunity/Affirmative Action in the Division of Human Resources is responsible for administering the policy, now, therefore,

BE IT RESOLVED that the Board of Trustees of Kent State University hereby approves the adoption of University Policy 3342-5-16.

**KENT STATE UNIVERSITY
BOARD OF TRUSTEES**

May 28, 2014

Background

**APPROVAL OF UNIVERSITY POLICY 3342-5-16
REGARDING UNLAWFUL DISCRIMINATION AND HARASSMENT**

General Information

The University Policy Register serves as a compilation of the official university, administrative, and operational policies of Kent State University. The Register provides the University community with a source of reliable information and a foundation on which decisions can be made.

The policy was revised to specifically include gender identity, and to correctly place transgender identity, in the protected category of gender. This was corrected in an effort to demonstrate an ongoing commitment to the prevention and remedy of discrimination and harassment towards Kent State University employees, students, and visitors.

Additionally, the policy was revised to recognize that the Office of Equal Opportunity/Affirmative Action in the Division of Human Resources is responsible for administering the policy.

Alternatives and Consequences

Without the revisions, the policy incorrectly includes transgendered individuals in the protected category of Sexual Orientation. The revisions correct that error and specify that gender identity, including transgender identity, is included within the protected category of Gender. Additionally, the proposed revisions would clarify the specific office and department responsible for administering the policy, as it is specified in accompanying policies 5-16.1 and 5-16.2.

Specific Recommendation and Justification

It is recommended that the Board approve the proposed University Policy 3342-5-16 regarding the Unlawful Discrimination and Harassment. Upon approval, the policy updates will be filed with the Legislative Services Commission in Columbus. The revisions become officially effective 12 days after filing.

Timetable and Action Required

Approval by the Board of Trustees is requested at its meeting on May 28, 2014.

University policy regarding unlawful discrimination and harassment

(A) Policy.

- (1) This policy sets forth the expectations and responsibilities for maintaining an educational and employment environment free of unlawful discrimination and harassment. This policy, (in accordance with rule 3342-6-02 of the Administrative Code, as well as state and federal law), prohibits unlawful discrimination based on race, color, religion, gender, sexual orientation, national origin, ancestry, disability, genetic information, age, military status, or identity as a disabled veteran or veteran of the Vietnam era, recently separated veteran, or other protected veteran. Harassment directed toward an individual or a group, through any means, including electronic, and based on any of these categories is a form of unlawful discrimination. The university encourages an atmosphere in which the diversity of its members is understood and appreciated, free of discrimination and harassment based on the above categories. Thus, all members of the university are expected to join in creating a positive atmosphere in which individuals can learn and work in an environment that is respectful and supportive of the dignity of all individuals.
- (2) It is the policy of the university to:
 - (a) Apply the federal and state definitions of unlawful discrimination and harassment in implementing this policy.
 - (b) Communicate that unlawful discrimination and harassment are unacceptable and will not be tolerated.
 - (c) Educate the university community regarding individual rights with regard to unlawful discrimination and harassment.
 - (d) Investigate alleged incidents that are reported in an appropriate and timely manner.
- (3) This policy is intended to promote the university's commitment to equal opportunity and diversity. It is not intended to censor first amendment rights to express ideas and opinions on any topic provided that expression is not in the form of unlawful discrimination or harassment.
- (4) In accordance with all applicable state and federal laws including, but not limited to, the Civil Rights Act of 1964 and its amendments, this policy shall apply to all university programs and services including, but not limited to, the following: recruiting, admission, access to programs, financial aid, classroom instruction, academic progress/grading, and social, recreational and health programs.

(5) In accordance with all applicable state and federal laws including, but not limited to, Title VII of the Civil Rights Act in employment this policy shall apply to, but not necessarily be limited to, the following: employment, promotion, demotion or transfer, recruitment or recruitment advertising, layoff or termination, rates of pay or other compensation, and selection for training.

(6) The "office of equal opportunity/affirmative action", or "EO/AA", is the university department responsible for administering this policy. The office is located within the division of human resources.

(7) Kent state university prohibits retaliation against any individual who makes a complaint of unlawful harassment. Similarly, any person who participates or cooperates in any manner in an investigation or any other aspect of the process described herein shall not be subject to retaliation. Retaliation is itself a violation of this policy and is a serious offense. Complaints regarding allegations of reprisal should be immediately reported to the equal opportunity/affirmative action office.

(B) Eligibility. All students, faculty, staff, independent contractors, guests, visitors, applicants, and university recognized student organizations.

(C) Definitions.

(1) Protected category. Kent state university defines a protected category to include race, color, religion, gender, sexual orientation, national origin, ancestry, disability, genetic information, age, military status, and identity as a disabled veteran or veteran of the Vietnam era, ~~or~~ recently separated veteran, or other protected veteran.

(2) Unlawful discrimination. An intentional or unintentional act that adversely treats or impacts an individual in a protected category in employment, or in academic or non-academic decision making based on the protected category.

(3) Unlawful harassment. Includes intimidation, ridicule or insults that are sufficiently severe, pervasive or persistent as to interfere with or limit the ability of an individual to participate in or benefit from the services, activities or privileges provided by the University; creates an intimidating, hostile or offensive working and/or learning environment; or otherwise adversely affects an individual's work or learning opportunities, and is based on an individual's race, color, religion, gender, sexual orientation, national origin, ancestry, disability, genetic information, age, military status, identity as a disabled veteran or veteran of the Vietnam era, recently separated veteran, or other protected veteran.

(4) Hostile environment. An hostile environment may be created by oral, written, graphic or physical conduct that is sufficiently severe, persistent, or pervasive so as to interfere with or limit the ability of an individual to participate in or benefit from the university's academic, student, residential, or employment programs or activities and is based on a protected class.

- (5) **Unlawful conduct.** Unlawful verbal or physical conduct may include, but is not limited to, comments focused on physical features, ~~racial~~ taunts, epithets/slurs, defacing property and/or items ~~which~~ that demonstrate hostility to a person's protected class.
- (6) **Race/color/national origin/ancestry unlawful discrimination and harassment.**
 - (a) **Race and color.** State and federal law prohibit discrimination on the basis of race or color. Race or color discrimination is defined as unlawful treatment of an individual based on characteristics associated with race.
 - (b) **Racial harassment** is defined as any verbal or physical behavior or conduct that has the purpose or effect of:
 - (i) Creating an intimidating, hostile, or offensive employment, educational or university living environment;
 - (ii) Interfering with an individual's or group's educational experience, employment, university living environment, personal safety or participation in university sponsored activity; or
 - (iii) Threatening an individual's or multiple individual's employment or academic opportunities.
 - (c) **National origin/ancestry.** National origin or ancestry discrimination is defined as unlawful treatment of an individual based on birthplace, ancestry, culture, or linguistic characteristics common to a specific ethnic group or national origin.
- (7) **Gender discrimination and harassment**
 - (a) **Gender.** State and federal law prohibits unlawful discrimination based on gender or sex. Both men and women are protected from discrimination. Gender discrimination includes, but is not limited to, discrimination based on pregnancy, childbirth and disability due to pregnancy, and non-conformance to gender stereotypes, and discrimination based on gender identity, including transgender identity.
 - (b) **Sexual Harassment.** Sexual harassment is defined as
 - (i) unfavorable or unwelcome treatment; and
 - (ii) made without consent; and

- (iii) is severe or pervasive; and
 - (iv) has the purpose or effect of unreasonably interfering with an individual's employment or academic performance; or
 - (v) creates an intimidating, hostile, or offensive working, academic, or university environment.
 - (vi) Sexual harassment includes sexual exploitation and sexual misconduct, and is further defined in rule 3342-5-16.2 of the Administrative Code.
- (8) Religious discrimination and harassment. State and federal law prohibits unlawful discrimination on the basis of religion, and requires reasonable accommodation for religious practices, unless to do so would cause "undue hardship" on the conduct of business. Religion is broadly defined to include all aspects of religious observance, practice and belief.
 - (a) The religious beliefs must be sincere to the person seeking protection.
 - (b) Conduct including, but not limited to, insistence, either implicitly or explicitly, that an individual participate in or not participate in religious activities or hold or not hold particular religious views, may constitute religious harassment.
- (9) Disability discrimination and harassment
 - (a) The Americans with Disabilities Act as Amended (ADAA), sections 503 and 504 of the Rehabilitation Act, and Chapter 4112 of the Revised Code prohibit unlawful discrimination against individuals with disabilities. This includes individuals who:
 - (i) Have a physical or mental impairment that substantially limits one or more of his/her major life activities;
 - (ii) Have a record of such an impairment; or
 - (iii) Are regarded as having such an impairment.
 - (b) Federal law requires making reasonable accommodations to the known physical or mental limitations of a qualified individual with a disability unless to do so would cause an undue hardship on the operation of the business.
- (10) Age Discrimination and harassment
 - (a) The Age Discrimination in Employment Act of 1967, as well as Chapter 4112 of the Revised Code, prohibits unlawful discrimination on the basis of age with respect to individuals who are at least 40 years of age.

(11) Sexual Orientation discrimination and harassment

- (a) Kent state university policy prohibits unlawful discrimination based on sexual orientation. This includes gay, lesbian, and bisexual and ~~transgender~~ individuals.**
- (b) Sexual orientation harassment is defined as any verbal or physical behavior or conduct that has the purpose or effect of:**
 - (i) Creating an intimidating, hostile, or offensive employment, educational or university-based living environment;**
 - (ii) Interfering with an individual's or multiple individual's employment or academic opportunities.**
 - (iii) Limiting an individual's access to employment, admission, academic success, or university activities and facilities because of the individual's sexual orientation.**

(12) Veterans

- (a) The Vietnam Era Veterans Readjustment Assistance Act of 1974 prohibits unlawful discrimination and requires affirmative action in all employment practices for special disabled veterans and Vietnam era veterans.**

(13) Military status.

- (a) Federal and state law prohibits unlawful discrimination on the basis of military status in employment decisions. Military status includes active duty, active duty for training, initial active duty for training, inactive duty for training, full-time national guard duty and performances of duty or training by a member of the Ohio organized militia.**

(14) Genetic information

- (a) Title II of the Genetic Information Nondiscrimination Act of 2008, (GINA) protects applicants and employees from discrimination based on genetic information in hiring, promotion, discharge, pay, fringe benefits, job training, classification, referral, and other aspects of employment. GINA also restricts employers' acquisition of genetic information and strictly limits disclosure of genetic information. Genetic information includes information about genetic tests of applicants, employees, or their family members; the manifestation of diseases or disorders in family members (family medical history); and requests for or receipt of genetic services by applicants, employees, or their family members.**

(D) Implementation

- (1) The office of equal opportunity/affirmative action and/or the Title IX coordinator (when applicable) is responsible for administering this policy.
- (2) To determine the most appropriate complaint and resolution process, anyone who believes that unlawful harassment or discrimination has occurred may contact ~~his/her~~ their immediate supervisor and/or one of the following university offices: the office of equal opportunity/affirmative action, employee relations, dean of students, student ombuds, the student multicultural center, the division of diversity, equity and inclusion, the women's center, the Title IX coordinator or deputy coordinators, or an appropriate university employee. Anyone who feels physically threatened or has been physically harmed should immediately contact the appropriate law enforcement agency. All offices receiving complaints must notify the office of equal opportunity/affirmative action, or when applicable, the Title IX coordinator or a deputy coordinator, per rules 3342-5-16.1 and 3342-5-16.2 of the Administrative Code.
- (3) A violation of this policy should be reported as soon as possible after an incident occurs so appropriate action can be taken according to university policy.
- (4) The confidentiality of all parties will be honored to the extent legally protected and which provides for an appropriate investigation. Persons seeking information or guidance concerning potential discrimination or harassment allegations are advised that the university may take action once it is informed of an allegation whether or not the person wants to pursue a complaint. However, Title IX of the Education Amendments of 1972 requires the university investigate all allegations of gender discrimination, sexual harassment, and sexual misconduct. The administrative investigation, addressed in rule 3342-5-16.2 of the Administrative Code, is separate from any other investigations, including investigations by law enforcement.

(E) Violations.

- (1) It is a violation of this policy and federal and state laws for anyone to engage in unlawful discrimination and/or harassment as defined in paragraph (C) of this rule.
- (2) The university is committed to eliminating unlawful discrimination and harassment, wherever they occur in the university community, by taking corrective action as a result of violations of this policy. Violations may lead to disciplinary action which may include separation from the university.
- (3) Retaliation against persons who file complaints or cooperate with the investigation of a complaint of discrimination or harassment is a violation of this policy as well as the law, and is strictly prohibited. Overt or covert acts of reprisal, interference, restraint, penalty or intimidation against any person for exercising rights under this policy will be subject to appropriate and prompt disciplinary and remedial action.

- (4) If the office of equal opportunity/affirmative action determines that a complainant intentionally falsely accused another of harassment, appropriate sanctions will be recommended against the complainant.

(F) Sanctions.

- (1) If it is found that an individual's conduct violates this policy, sanctions will be recommended. Action may include, but is not limited to, counseling, training, oral or written warning, no-contact orders, transfer, suspension, termination or expulsion. The degree of action may be determined based on the intent and outcome of the behavior. Sanctions shall be based on the nature and severity of the offense and the extent of the findings. Any processes and sanctions will be in accordance with the provisions of the appropriate collective bargaining agreement, student conduct code, employee disciplinary procedure, or other appropriate university policy, and will be provided in writing to both the respondent and complainant.

(G) Responsibilities.

- (1) The office of equal opportunity/affirmative action, or the Title IX coordinator or deputy coordinators (when applicable) are responsible for administering this policy.
- (2) It is expected that all members of the university community share the responsibility for non-discrimination and harassment prevention and report all instances of discrimination or harassment (rules 3342-5-16.1 and 3342-5-16.2 of the Administrative Code).

Effective: June 20, 2012

Prior Effective Dates: 4/5/1982, 11/22/1985, 12/29/1986, 5/4/1991, 6/29/1992, 4/21/2003, 2/10/2005, 6/1/2007, 3/5/2008, 2/25/2009, 6/25/2010

Related Forms:

Note: This template was developed collaboratively by IUC Provosts, OBR and IUC staff, as a recommended general framework for universities to use in completing their strategic Campus Completion Plans. The plans are to be approved by boards of trustees and forwarded to the Chancellor by June 30, 2014.

8.d.

KENT STATE UNIVERSITY CAMPUS COMPLETION PLAN

1. University Mission

The mission of Kent State University is to discover, create, apply and share knowledge, as well as to foster ethical and humanitarian values in the service of Ohio and the global community. As an eight-campus educational system, Kent State offers a broad array of academic programs to engage students in diverse learning environments that educate them to think critically and to expand their intellectual horizons while attaining the knowledge and skills necessary for responsible citizenship and productive careers.

Student Body Profile:

The fall semester 2013 unduplicated headcount for the Kent campus is 28,019, and 13,872 for the regional campuses. Students are counted only once at the campus at which they hold a majority of their course load.

With the university focusing on retention and graduation, retention of Kent campus freshmen has increased to 77.6 percent, up from 77.1 last year. This represents the percentage of freshmen who continue their studies at the university for their sophomore year. Retention at the regional campuses experienced a significant increase to 56.1 percent, up from 52.5 percent last year.

Highlights from the fall 2013 enrollment numbers also include:

- Enrollment of international students is up 10.37 percent, with 2,447 total international students. The university also is seeing more diversity in countries represented by Kent State's international students, including rapidly growing numbers of students from Brazil, India, and Oman.
- Enrollment at Kent State University at Geauga is up 6.3 percent. Kent State Geauga reported 1,646 students for fall 2013 compared to 1,548 in the previous year.
- The average high school grade point average (GPA) score for the university's new AALANA (African American, Latino American and Native American) freshmen students is 3.18, up 2.0 percent from 3.12.
- The number of new AALANA freshmen also increased 1.6 percent to 668 students.
- Enrollment in Kent State's College of Business Administration has increased to 3,271 students, showing an impressive 4.2 percent growth compared to last year.
- Kent State's School of Digital Sciences and the College of Public Health also continue to grow. Enrollment in the School of Digital Sciences is up 94 percent, while the College of Public Health is up 22 percent.

Kent State also set a new all-time high in applications. The total number of applications received by the Kent campus for fall 2013 was 21,711. This represents an increase of 7,197 applications, or 49.6 percent, in a five-year span compared to 14,514 freshman applications for fall 2009. This also tops the number of applications received fall 2012, which was 21,040.

2. Barriers to Persistence and Completion

- A. The Kent State system serves a significant number of first generation students (40 percent) who experience greater difficulty navigating university processes and structures than students coming from families whose parents went to college.
- B. Students struggle to complete the current general education math requirement, which includes mastery of calculus.
- C. Students and their families struggle to meet many financial obligations given that 37 percent of our Kent campus students and 57 percent of our regional campus students receive Pell Grants (an indicator of extreme economic need).
- D. Current university academic policies were developed to provide maximum flexibility and autonomy for students. This encourages poor decision-making and progress toward degree delays especially for our beginning students.

3. Completion Goals for 2014-2016

- A. Increase the Kent campus graduation rate to 60 percent (up from the current 52.6 percent), and increase the Kent freshman to sophomore retention rate to 80 percent (up from the current 77.6 percent).
- B. Decrease the disparity between the Kent campus overall graduation rate and the graduation rates of underrepresented minorities (from 9.6 percent to 8.6 percent), and students entering at age 21 or older (from 24.1 percent to 21.7 percent).
- C. Create an alternative general education math sequence that emphasizes the mastery of statistics, which is more appropriate for students in many of our majors.
- D. Alter current academic policies that can delay degree completion (e.g. drop/add policies, course repeat policies, majors requiring 120+ credit hours, etc.)
- E. Decrease the number of students who are academically dismissed from the university by creating mandatory success workshops for students placed on probation.

Assessment/Evaluation of Goals

Goal A: Freshman to sophomore retention rates and six-year graduation rates.

Goal B: Graduation rates for under-represented minorities and for students entering at age 21 or older.

Goal C: Alternative general education math sequence is implemented.

Goal D: Academic policies are altered, and the university tracks subsequent performance of students as a result.

Goal E: Students begin attending mandatory student success workshops; academic performance of these students is tracked.

4. Completion Strategies:

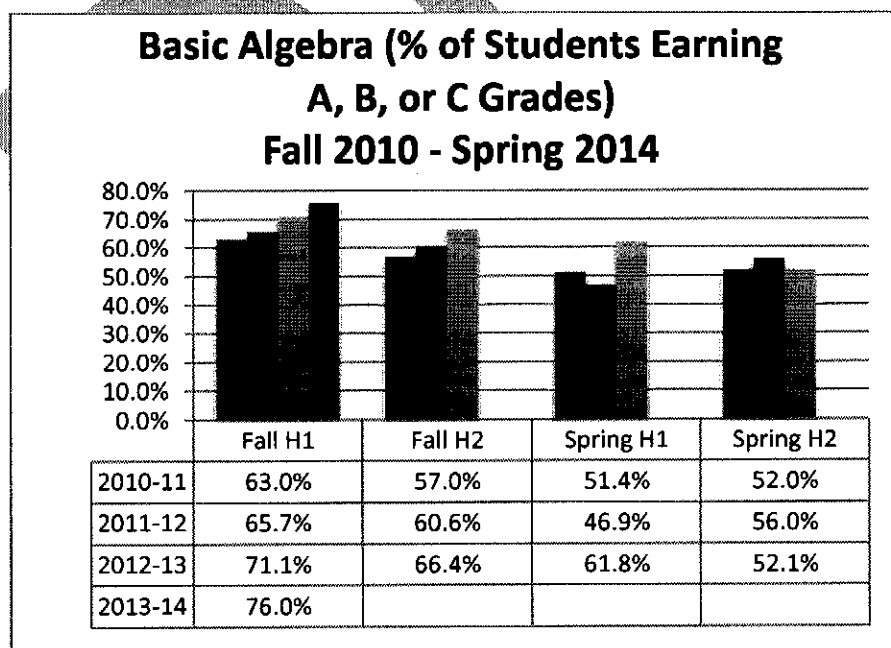
Current Completion Strategies

- A. **Assisting Students in Identifying a Major:** In 2010, Kent State University implemented a policy requiring students to select a major at or before they earn 45 credit hours. In addition to this new policy, the university provides a multi-step program that includes coursework and career counseling to assist students in selecting a major. Since the implementation of the 45-hour policy and the associated multi-step program, students enrolled in these programs are indeed selecting and declaring a major in a timely manner. This change in behavior is a primary reason for the three percent increase in retention from the first to the second year for exploratory students, our largest group of students subject to this policy.
- B. **Required Advising:** Required advising was implemented in summer 2012 for all Kent State students attending all campuses. New students who began coursework in summer 2012 and later are blocked from registering for courses until they meet the required advising obligation. Advisors work with students during their required advising appointment on identifying opportunities that match the students' interests and barriers that may keep them from persisting. The implementation of required advising has played a significant role in the increase in retention on the Kent and regional campuses.
- C. **Learning Communities:** Eighty-three percent of first-year Kent State, Kent campus students participate in learning communities. Learning communities provide to residential and off-campus students, enrolled in a variety of academic programs, the opportunity to build relationships with faculty and students around shared academic interests. Students participating in learning communities persist at higher rates and earn higher grade point averages than non-participants. Students who participated in learning communities in 2011-2012 returned for the following fall semester at a higher rate than non-participants.
- D. **Academic Support:** Kent State expanded academic support resources in fall 2011. The expansion of resources led to an increase in students utilizing the services. This increase in utilization was especially notable for at-risk populations as measured by high school grade point average and ACT/SAT scores. There was a 12 percent increase in the use of academic support by at-risk students from the previous year. Students who utilize academic support resources in 2012 experienced an 11 percent difference in retention when compared to students who did not.

Success Rates of New Freshmen Using the Academic Success Center (ASC) vs. New Freshmen Who Did Not Use ASC Services						
	Percent of Freshman Class		1st Year Retention		Cumulative GPA at end of Freshman Year	
Academic Year	Did not Use ASC	Did use ASC	Did not Use ASC	Did use ASC	Did not Use ASC	Did use ASC
10-11	66%	34%	71%	83%	2.68	3.04
11-12	59%	41%	72%	83%	2.77	2.97
Total	62%	38%	72%	83%	2.72	3.00

Percent of New Freshmen Utilizing the Academic Success Center, Shown By High School GPA					Percent of New Freshmen Utilizing the Academic Success Center Shown By ACT				
		10-11 Academic Year	11-12 Academic Year				10-11 Academic Year	11-12 Academic Year	
HS_GPA Range for New FR	Total Count in FR Classes	Percent Utilizing ASC	Percent Utilizing ASC	Change in Percent Utilizing from Fall 10-Fall 11 (+ means more used in Fall 11)	ACT Range for New FR	Total Count in FR Classes	Percent Utilizing ASC	Percent Utilizing ASC	Change in Percent Utilizing from Fall 10-Fall 11 (+ means more used in Fall 11)
0-2.79	1759	24%	36%	12%	9-18	1031	37%	47%	10%
2.8-3.09	1663	34%	37%	3%	19-20	1541	35%	46%	11%
3.1-3.39	1720	35%	46%	11%	21-22	1773	39%	42%	3%
3.4-3.69	1599	41%	43%	2%	23-25	1981	36%	44%	8%
>=3.7	1511	41%	45%	4%	>=26	1543	30%	35%	5%
Total	8252	34%	41%	7%	Total	7869	35%	42%	7%

Placement Assessment and Curriculum Changes: A large part of ensuring academic success for Kent State University students is our ability to assess academic proficiency and utilize this assessment information to place students into the appropriate courses. We conduct placement assessments for Mathematics, English, Reading, Foreign Language, and Chemistry. A complete overhaul of our placement procedures and an implementation of the emporium model in Mathematics using ALEKS software were completed in 2011. The institution has seen large gains in student performance as a result of this change in assessment practices and associated curriculum changes. The most significant gain was been seen in developmental mathematics courses, where pass rates have increased by 20 percent since the implementation of the new placement procedures and the emporium model. The chart below demonstrates the steady improvements for students enrolled in developmental math courses, 2010-2014.



Supplemental Instruction (SI): Supplemental Instruction, a national program, is a peer-led study session model. SI has been employed to assist students enrolled in difficult courses. In 2012, eight percent of students who participated in academic support earned a D, F, or withdrew from a course, while 26 percent of non-participants earned a D, F, or withdrew from the course.

Course Signals and Early Alert: Course Signals and the Early Alert system are tools available to faculty to provide early feedback and assistance to students experiencing academic difficulties. Course Signals is a tool faculty use with Blackboard to communicate how a student is progressing, and it recommends action steps. Early Alert is a tool developed at Kent State that is used by faculty to notify students of their progress in class. Both tools provide additional opportunities to reach out to students who may be at risk academically.

Enhanced Completion Strategies

- A. Create an intentional degree completion program for students who left the university with 90 or more credits earned, and who never earned a degree elsewhere.
- B. On the Kent campus, allow students to earn an associate degree on their way to the bachelor's degree, so that we create a meaningful milestone to celebrate, and so that we can encourage students who are planning to leave to stay in school at least long enough to earn a meaningful college credential.
- C. Through the Division of Diversity, Equity, and Inclusion, Kent State offers programs and services targeting African American, Latino American, and Native American (AALANA) students. These programs and services include a scholarship guild, a summer experience, support groups, and coursework. To measure outcomes and progress, the division has implemented a diversity scorecard process. The diversity scorecard process involves strategic planning within each division and an annual assessment of efforts aimed at reducing the disparity in graduation rates between all students and AALANA students.
- D. Implement a "big data" program that tracks a decade of student performance so that the university can use the power of predictive analytics to improve academic advising (Pathfinder).
- E. Create mandatory student success workshops for students on academic probation

5. Workforce Development Priorities and Student Success

In 2012 Kent State University became the first Ohio public university to require experiential learning credits for graduation. Given that students must complete this requirement with activities such as undergraduate research, an internship, or service learning, we believe this requirement will make Kent State graduates better prepared to obtain that first job, or to enroll in graduate school.

In addition, experiential learning opportunities have been enhanced greatly by KSU's \$1.2 million Ohio Means Internships and Co-Ops (OMIC) program from the Ohio Board of Regents. The grant incentivizes regional businesses to create new internships, mandates ongoing discussions about internship opportunities for KSU students, and creates an internship structure to track, assess, and sustain our efforts. This year, 69 students are on internships sponsored by the OMIC program. Thus far, six of these students have earned permanent employment as a direct result of their internships. As a result of the OMIC grant, Kent State connected with 36 new business partners targeting nine key industries in JobsOhio industry clusters. Kent State's *College of Business Administration* recently hired a full-time internship coordinator and Associate Director of Employer Relations to strengthen current relationships and to develop new ones with Ohio businesses.

Workforce Development

The State of Ohio (ORC Sec. 3345.81) calls for the campus plans to “align with the state’s workforce development priorities.” Below are key industries identified by the State of Ohio, and Kent State’s efforts to boost activity through academic programs and other support efforts.

Advanced Manufacturing

Kent State’s Glenn H. Brown Liquid Crystal Institute (LCI), established in 1965, is one of the world’s most comprehensive research, technology transfer and education programs. Building on their extensive research in displays, electro-optics and flexible electronics, Kent State researchers have continually expanded the frontiers of liquid crystal science and technology.

In the 1970s, a researcher at LCI demonstrated the first liquid crystal displays (LCDs), which initiated the multi-billion dollar flat panel display industry. In the 1990s, researchers at LCI began combining liquid crystals and polymers, subsequently creating the Center for Advanced Liquid Crystalline Optical Materials (ALCOM). Funded by the National Science Foundation, ALCOM created the technology used in a range of flexible electronics devices developed by spin-off companies that include: AlphaMicron, Inc., Crystal Diagnostics, HANA, Kent Displays Incorporated, and Kent Optronics, Inc.

These spin-off companies have created more than 1,000 jobs in Ohio and the United States. Kent Displays, for example, currently employs more than 130 people in Kent, Ohio, and has grown into one of the world’s leading manufacturers of displays using its own proprietary roll-to-roll manufacturing process. During the past year alone, 16 students from the LCI have been placed in our spin-off companies through the Board of Regents’ Ohio Means Internships and Co-ops Program.

Over the past two decades, well over 50 companies, including industry leaders Apple, Samsung, LG, 3M, Corning, Motorola, and Kodak have worked closely with KSU LCI researchers. Kent State was also instrumental in the creation of the FlexMatters Consortium at NorTech, spurring the development of a cluster of 60+ northeast Ohio companies in the flexible electronics industry.

Ohio now has a great opportunity to exercise global leadership in advanced materials manufacturing of devices based on flexible electronics. Accordingly, Kent State University is developing a new initiative to build a complete commercialization ecosystem for the production of such products—the *Flexible Device Manufacturing and Commercialization Consortium (FDMCC)*.

The FDMCC, an industry-led collaboration of material suppliers, device manufacturers and integrators, administered and convened by Kent State University, is focused on commercializing devices, especially in biomedical, sensing, displays and advanced energy applications. It provides a vital forum for flexible device manufacturing companies to assess their ongoing workforce needs, and works with Kent State in developing targeted curricula and training programs. Most recently, industry leaders in the FDMCC have encouraged the university to develop a Liquid Crystal Engineering undergraduate and graduate program. Such a proposal is being prepared for Ohio Board of Regents’ review.

Kent State University’s College of Applied Engineering, Sustainability and Technology (CAEST) is host to the Ohio Manufacturing and Technology Small Business Development Center (MAGNET). One of four such centers in the state, we serve 22 counties in northeast Ohio. The center provides approximately **3,500 consulting hours** a year at no cost to 50 small businesses. For 2014-2015, the center is launching a new internship program that will support up to 25 internships at \$1,500 per opening. In total, in 2013-2014, **42** CAEST students served internships, mostly in northeast Ohio.

Aerospace and Aviation

Kent State University's Aeronautics program received the award for the top collegiate aviation program in America in 2010. Some **600** students currently major in aviation studies, and the university has established bridge agreements with two regional airlines: PSA, Inc., and CommutAir. These agreements provide academic internships for flight students, and after the internships are completed, students may apply for paid co-op positions. These students may receive contingent job offers at this time, meaning they are employed upon successfully completing our aviation program and graduating from Kent State. As such, Kent State is doing its part to address the looming pilot shortage, which Boeing International estimates will reach a deficit of 97,000 pilots over the next 20 years in the United States, and 498,000 worldwide. Ohio ranks fourth among all states with the highest employment level for commercial pilots, and we anticipate adding more bridge programs with regional airlines. In 2013-2014, **17** students completed internships in airport control towers, **five** students completed internships with major airlines (Delta, United, US Airways/American), and **six** students completed NASA internships. (Note: these are in addition to much larger numbers with regional airlines.)

All Kent State technology programs have advisory boards comprised of industry leaders. For example, our Aeronautics Advisory Board includes representatives from corporate flight programs, major airlines, air traffic control, and aviation management. Our advisory board members help us review and update our curriculum so that it best meets the needs of aviation employers.

Agribusiness and Food Processing

In March 2014, the Kent State University Board of Trustees approved a *Bachelor of Science degree in Agribusiness*, to be offered on the Tuscarawas campus. The degree is designed to meet the agribusiness industry's needs, which are considerable in Ohio. Nationwide, agriculture accounts for nearly one-fifth of the U.S. gross national product. In Ohio, agriculture is a \$93 billion industry that supplies more jobs and contributes more to the state's favorable trade balance than any other single sector in the state. Ohio occupies a strategic location between the grain belt and the big markets of the eastern United States, and is within one day's trucking drive of 66 percent of the purchasing power of the U.S. The state is home to the largest soup plant in the world (Campbell Soup Company), the largest ketchup plant in the world (Heinz), the largest yogurt plant in the world (Dannon Company), and the largest pizza plant in the world (Pillsbury).

A survey to assess the need for the program was sent to 821 farm and agricultural associations, county extension officers, Ohio farm bureaus, and agricultural implement dealers. The results revealed a strong need for graduates with this degree in central Ohio, and respondents to the survey indicated that they would fill 60 new positions and 92 replacement positions in the next five years in central Ohio alone. A formal Agribusiness Advisory Board with industry leaders has been formed to support the program.

Automotive

Several fuel cell manufacturers are headquartered in Ohio. Honda is spending \$215 million to expand its fuel cell activities in the state. According to the U.S. Department of Energy, "There is not a fuel cell manufacturer in the U.S. that does not have Ohio components."

The *Kent State College of Applied Engineering, Sustainability and Technology (CAEST)* currently focuses its research on fuel cells not fed with hydrogen, but rather that run on natural gas, coal gas, biogas, propane, or jet fuel. Newly hired KSU professor Yanhai Du is at the forefront of this alternative fuel cell research, and he was just awarded a \$50,000 grant from the Watt Fuel Cell Company. In addition, Dr. Du is applying for further research funding, and CAEST plans to expand its fuel cell team to meet the needs of the state.

Biohealth

As part of its accreditation requirements, *Kent State's College of Public Health (CPH)* is focused on workforce development, which the Association of Schools and Programs of Public Health defines as increasing the skills of the nation's public health force. The Association estimates that nearly 50 percent of the public health workforce will be eligible for retirement within the next five years. Ohio will require 20,000 new public health workers. From its beginning as an academic college just three years ago, the College of Public Health now enrolls over **500** majors, and just graduated its first Ph.D. student.

Kent State's CPH offers an 18-credit Public Health Certificate, which opens career opportunities in the field of public health to those who have completed a bachelor's degree, but do not have formal training in public health. The certificate can be earned entirely online and, with this credential, individuals are eligible for work as sanitarians and environmental health specialists in health departments, public health and agriculture laboratories, and with environmental testing companies.

The college provides world-class training to health care workers who wish to expand their expertise into the realm of public health. To do this, the college offers the Master's of Public Health (MPH) degree not only on the Kent campus, but also at facilities in suburban Cleveland and in Trumbull County. Next fall, the college will offer an online version of the degree. Hospital administrators, nurses, public health officials seeking a graduate credential, physicians and podiatrists, and private practice managers, among others, are enrolled in the Kent State MPH program.

The Patient Protection and Affordable Care Act of 2010 requires all U.S. non-profit hospitals to conduct a community health needs assessment of their service area. In 2012, three major hospital systems in Summit County (Akron General Medical Center, Summa Health System, and Akron Children's Hospital) contracted with the Kent State CPH to conduct these assessments. In Portage County, the CPH, with funding from the Robert Wood Johnson Foundation and the State of Ohio, trains the staff and board members of three health departments. The college also offers continuing education programs, which are mandated for public health workers, in biosafety laboratory training, hazard waste handling, grant writing, and strategic planning.

Northeast Ohio is home to world-class health providers that are engaged in numerous hospital and other medical facility design and construction projects. In response to industry requests, the Kent State *College of Architecture and Environmental Design (CAED)* recently created two new workforce development programs. First, Kent State recently established a *Certificate in Health Care Facilities* (21 semester credit hours) to provide both medical personnel and designers with a deeper knowledge of health care facility development. Second, Kent State recently began offering a *Master of Health Care Design* degree (32 semester credit hours), which will provide the student, upon graduation, an employment advantage in design firms or in the facility functions of health care institutions.

The *Kent State College of Podiatric Medicine (CPM)*, created in 2012 with the merger of the Ohio College of Podiatric Medicine, is training the next generation of podiatrists. With a growing number of foot maladies caused particularly by obesity and diabetes, Kent State's 400 podiatric medical students are in clear demand for preventative and restorative foot and ankle care. The college operates the Cleveland Foot and Ankle Clinic to both train podiatric medical students in real world surroundings, and to offer low cost quality care to northeast Ohioans. In the past year, the clinic treated **9,620** patients and trained **83** podiatric medical students.

At the undergraduate level in the *College of Business Administration*, the *Healthcare Systems Management* minor fulfills the management niche in healthcare and complements student and industry interests in healthcare systems. The minor is being extended to 100 percent online to further extend the program's

reach beyond the Kent campus (Portage County). Currently, there are **30** students enrolled in this minor. At the graduate level, the College of Business Administration has over 35 years of experience in Executive MBA programs, combining its rich EMBA history with a dynamic curriculum that prepares busy professionals for leadership positions. Kent State University offers both an *Executive MBA for Corporate Professionals* and an *Executive MBA for Healthcare Professionals*. There are currently **64** students enrolled in the EMBA program. The *Executive MBA for Healthcare Professionals* features a curriculum created to meet the demands and challenges of today's healthcare executive. The curriculum has been designed by working with a Healthcare Steering Committee representing local hospitals, medical schools, nursing schools, healthcare networks, and other healthcare service providers including University Hospitals, Summa Health System, Cleveland Clinic, and Akron Children's Hospital.

Energy

Energy research in the Kent State University *Department of Chemistry and Biochemistry* focuses on understanding and developing new photovoltaic materials for use in solar energy conversion. For 2013, three professors in this department earned a combined **\$552,000** in grants to support this activity. Currently, Kent State professors' *Energy* research amounts to **\$3.2 million** in the fields of energy conversion, light absorption, and energy storage.

Financial Services

Blackstone LaunchPad at Kent State University promotes entrepreneurship as a career path for our students. The program, which features generous financial and professional support from the Blackstone Charitable Foundation, and from the Burton D. Morgan Foundation, helps students, faculty/staff, and alumni create new businesses or grow start-ups in northeast Ohio. To date, LaunchPad has served more than **675** individuals through one-on-one venture coaching and reached more than **1,300** through events and programs. Since May 2012, LaunchPad has supported the creation of **33** new businesses and one non-profit by our Kent State clients.

Launchpad's recent "Fashion/Tech Hackathon" is an example of its business development efforts. This 24-hour event featured students from Kent State University, The Ohio State University, the University of Toledo, Case Western Reserve University, Baldwin Wallace University, and Bowling Green State University. Students gathered for 24 straight hours to develop and build wearable technology prototypes, and they were required to develop business concepts as well. The first place prize of \$2,000 went to Kent State junior physics major Mitchell Gillespie, who created the "Miracle Sole" running shoe that uses sensors imbedded in shoes to improve running form.

In 2012, the Kent State University Board of Trustees approved a *Bachelor of Science in Insurance Studies*. This development was entirely in response to the workforce needs of the state's insurance industry. After meeting with leaders of Ohio's major agencies, Kent State University at Salem created this degree, which can be completed entirely online to facilitate the training of students working full-time jobs. As of spring 2014, over **40** students are majoring in this program. Kent graduates will enter into a field that features an average hourly wage of over \$27.

An Insurance Studies Advisory Board, comprised of insurance leaders, consults with Kent State officials. The hiring needs of the industry are considerable. Ohio is home to 251 insurance companies. It is one of the state's major employers with more than 96,000 employees. Annual employment for the insurance industry in Ohio is expected to increase by 7.1 percent by 2016, resulting in the creation of approximately 16,900 new jobs. Ohio is one of the top five states in the nation with the highest concentration of insurance underwriter and claims processor jobs.

The *College of Business Administration* offers financial services curriculum at the undergraduate, master's, and doctoral levels. The *Bachelor of Business Administration (BBA)* degree program currently enrolls **466** students with a declared finance major and **71** students pursuing the finance minor. The *Bachelor of Business Administration in Finance* is designed to provide students with an academic background appropriate for entry into a financial career, including financial management, investments, banking/financial institutions, risk management/insurance, real estate and related areas. The *Master of Business Administration (MBA)* degree currently enrolls **14** students who have selected finance as their concentration; and the *Ph.D. in Business Administration* degree program currently enrolls **11** students with a finance concentration and **two** students with the finance minor. Companies that have recently hired MBA graduates include PNC Bank, Timken, Nationwide Insurance, Ernst & Young, and Westfield Insurance.

Information Services and Software

The Kent State University *User Experience Design Master of Science* degree trains students to excel in creating useful user interfaces, whether on the web, mobile, tablet, or any other device. Our master's program in *Knowledge Management* provides students with the skills to manage large amounts of data. The *Health Informatics* master's program produces graduates prepared to capture, analyze, transmit, and manage large data sets in healthcare. All three programs can be completed entirely online, as can the 18 credit certificate programs. All three programs are housed in the Kent State School of Library and Information Science, which is the 18th in the nation in the current *U.S. News and World Report* ranking. Total enrollment in these three programs reached a record **815** students this year.

Health Informatics began accepting students in 2011, and currently our students serve internships at the Cleveland Clinic, Akron General Medical Center, Akron Children's Hospital, and University Hospitals. To date, **12** interns have received full-time employment at their internship hospital, or another health care provider. Industry leaders are sending their employees to study in our *Knowledge Management* program. Employers including Deloitte, the Federal Reserve Bank of Cleveland, Marathon Oil, Microsoft, and Sherwin Williams. Employees of the U.S. Departments of State, Army, Navy, Air Force, and the Coast Guard are also enrolled in the program. Similarly, students in our *User Experience Design* program have served internships and/or are now employed by The Eaton Corporation, Progressive Insurance, T.D. Ameritrade, Rockwell, Westfield Insurance, Earnst and Young, and others.

The *Kent State College of Business Administration (COBA)*, offers MBA and Ph.D. concentrations in Information Systems. Companies that have hired Kent MBA graduates with this concentration include Alliance Data, Honeywell, MRI Software, and Salesforce.com. In addition, the COBA's *Center for Information Systems (CIS)* works with an advisory board of **78** members from industry, including representatives from J.M. Smucker Company, Goodyear, Sherwin Williams, Progressive Insurance, Lubrizol, Parker Hannifin, and FirstEnergy. Along with the *Kent State Department of Computer Science* and the *Kent State School of Digital Sciences*, the CIS annually hosts the *IT Career Expo* to match Kent State informatics students with employers. In 2013, over **100** students and **40** professionals participated in the IT Career Expo.

Polymers and Chemicals

Faculty members in the *Department of Chemistry and Biochemistry* research advanced materials. New materials developed in the lab of Professor Songping Huang, used to enhance image contrast for MRI procedures, have been commercially licensed. Professor Mietek Jaroniec's research on photocatalysts and semiconductors led him to being named to the list of the top 50 materials scientists in the world.

A Final Note on Student Success, Workforce Development, and Kent State University

While the above-named workforce development areas are important to Ohio's financial future, Kent State engages in vital workforce development efforts more broadly defined. Kent State University at Tuscarawas

operates a *Performing Arts Center* that demonstrates the economic power of the arts, having \$4 million in ticket sales on 190 performances over the last three years of its existence. The center employs 40-60 students per year, and approximately 30 of these students have gone on to work for professional theatre companies and arts groups. Because of touring acts appearing on the Tuscarawas campus, more than 1,000 hotel rooms for the casts and crew of shows are rented annually, injecting more than \$90,000 into the local lodging economy. Part-time employment is provided to 20-40 community members each year, totaling nearly \$170,000 in wages. Approximately 10,000 catered meals for touring shows' casts and crew, wedding receptions, and other events are provided by local businesses.

Kent State University is committed to improving student success even while keeping true to its access mission. By extending a Kent State education to the largest swath of the population, and not just to a privileged few, Kent State University supports and expands the state's educational and workforce development initiatives in the broadest and most meaningful sense. Perhaps it is fitting, then, to conclude this section and this report with Kent State University's *Construction Management major*, a new major that replaced the Construction Management concentration last fall. Currently, more than 100 students major in this program, and each student is required to complete at least one internship. In reality, many students will complete two or three internships during their studies. Our graduates already are being hired as full-time employees following their internships by companies including the Smith & Oby Company, the Turner Construction Company, Brewer-Garrett, the John F. Gallagher Company, and Welty Building Company, Ltd.

Whether in a cutting-edge field such as advanced materials research/liquid crystal research, or in construction management, or by training pilots to serve national and international air carriers, Kent State combines its historical mission of access with a commitment to the highest level of teaching and research. We are redoubling our student success efforts to provide even more Ohioans with a top-notch college education and entry into meaningful employment. It is in this spirit that we humbly submit our *Kent State University Complete College Ohio Campus Completion Plan*.

Appendix: University Student Profile (Kent Campus)

This is the suggested data set to report; there may be additional/other data that institutions choose to include.

Student Demographic	Entering		Returning		Transfer		Total	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Total	4,352	19.8%	16,445	74.7%	1,204	5.5%	22,001	--
Enrolled Part Time	38	1.4%	2,515	92.5%	165	6.1%	2,718	12.4%
Not Degree/Certificate Seeking	2	0.2%	865	99.8%	0	0.0%	867	3.9%
Financial Need - Pell Eligible								
Remedial Education Needs	2,380	49.9%	1,186	24.9%	1,204	25.2%	4,770	21.7%
Female	2,724	21.2%	9,465	73.7%	650	5.1%	12,839	58.4%
Male	1,628	17.8%	6,980	76.2%	554	6.0%	9,162	41.6%
Age 18-24	4,317	22.5%	13,924	72.5%	976	5.1%	19,217	87.3%
Age 25 and Older	35	1.3%	2,521	90.6%	228	8.2%	2,784	12.7%
Ohio Resident	3,541	19.7%	13,428	74.8%	988	5.5%	17,957	81.6%
High School-to-College Factors								
Average High School GPA	3.31		3.21		2.97		3.23	
Average ACT or SAT	22.90		22.43		21.65		22.52	
Race / Ethnicity								
American Indian / Alaskan Native	4	0.02%	33	0.15%	5	0.02%	42	0.2%
Asian	62	0.28%	198	0.90%	10	0.05%	270	1.2%
African American/Black	386	1.75%	1,354	6.15%	131	0.60%	1,871	8.5%
Hispanic	131	0.60%	454	2.06%	44	0.20%	629	2.9%
International	169	0.77%	1,312	5.96%	93	0.42%	1,574	7.2%
Native Hawaiian or other Pacific Islander	3	0.01%	14	0.06%	1	0.00%	18	0.1%
Multi-racial	191	0.87%	344	1.56%	31	0.14%	566	2.6%
White	3280	14.91%	12,227	55.57%	842	3.83%	16,349	74.3%
Race/ethnicity not reported	126	0.57%	509	2.31%	47	0.21%	682	3.1%

Appendix: University Student Profile (Regional Campuses)

This is the suggested data set to report; there may be additional/other data that institutions choose to include.

Student Demographic	Entering		Returning		Transfer		Total	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Total	2,324	16.9%	10,171	73.8%	1,280	9.3%	13,775	
Enrolled Part Time	404	6.6%	5,129	84.2%	561	9.2%	6,094	44.2%
Not Degree/Certificate Seeking	0	0.0%	1,153	133.0%	2	0.2%	867	6.3%
Financial Need - Pell Eligible								
Remedial Education Needs	1,808	48.6%	1,451	39.0%	460	12.4%	3,719	27.0%
Female	1,383	15.8%	6,559	74.9%	811	9.3%	8,753	63.5%
Male	941	18.7%	3,612	71.9%	469	9.3%	5,022	36.5%
Age 18-24	2,127	24.5%	5,812	67.1%	729	8.4%	8,668	62.9%
Age 25 and Older	197	3.9%	4,359	85.4%	551	10.8%	5,107	37.1%
Ohio Resident	2,288	16.9%	10,025	74.0%	1,238	9.1%	13,551	98.4%
High School-to-College Factors								
Average High School GPA	2.84		2.93		2.80		2.90	
Average ACT or SAT	18.84		20.73		20.12		20.47	
Race / Ethnicity								
American Indian/Alaskan Native	6	0.04%	43	0.31%	5	0.04%	54	0.4%
Asian	18	0.13%	83	0.60%	7	0.05%	108	0.8%
African American/Black	178	1.29%	555	4.03%	167	1.21%	900	6.5%
Hispanic	63	0.46%	180	1.31%	39	0.28%	282	2.0%
International	2	0.01%	10	0.07%	1	0.01%	13	0.1%
Native Hawaiian or other Pacific Islander	3	0.02%	9	0.07%	1	0.01%	13	0.1%
Multi-racial	89	0.65%	164	1.19%	30	0.22%	283	2.1%
White	1,888	13.71%	8,816	64.00%	981	7.12%	11,685	84.8%
Race/ethnicity not reported	77	0.56%	311	2.26%	49	0.36%	437	3.2%