



FACULTY SENATE

TO: Members of the Faculty Senate and Guests **DATE:** October 4, 2019

FROM: Pamela E. Grimm, Chair of the Faculty Senate

SUBJECT: Agenda and Materials for the October 14, 2019 Faculty Senate Meeting

Attached you will find the agenda and the materials for the October 14th Faculty Senate meeting. As always, we will meet in the Governance Chambers at 3:20 p.m. Refreshments will be provided.

Senators, please note that a substantial amount of time has been allocated for the discussion of the EPC item regarding the Kent Core Assessment (Item 7). Please read the report and support material in preparation for this discussion.

1. Call to Order
2. Roll Call
3. Approval of the Agenda
4. Approval of the September 9, 2019 Faculty Senate Meeting Minutes
5. Chair's Remarks
6. Interim Provost's Remarks
7. EPC Item from the September 16, 2019 EPC Meeting:

EPC voted to endorse the URCC Report: Analysis of the Kent Core assessment method, with a recommendation and plan for reform. The report includes recommendations to adopt language and tools developed by the Association of American Colleges and Universities (AAC&U). These recommendations address directives from both the Higher Learning Commission and the State of Ohio. Specifically, the following recommendations are made:

- a. Use paired assessment of core learning objectives with the students' first course and senior-level course in their majors to assess learning outcomes. This shifts decision-making authority regarding core courses majors take to the department housing a major. Departments are in the best position to know which learning objectives and set of core courses serve the interests of

their majors (beyond those required by the State of Ohio – see page 6 and Appendix C (p.69) of Guidelines and Procedures for Academic Program Review https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/program_approval/Academic-Program-Review-Guidelines_070516.pdf) This change is aligned with directives coming from both the State of Ohio, that core courses be more closely aligned with majors, and the HLC that paired assessments be part of the Core assessment process;

- b. Adopt language provided by AAC&U describing learning outcomes, referred to as LEAP Essential Learning Outcomes. These outcomes are largely consistent with current KSU learning outcomes and provide standards that can be compared across institutions;
 - c. Assess learning outcomes using VALUE rubrics available from the AAC&U designed to assess LEAP essential outcomes;
 - d. Establish a faculty-led Kent Core assessment council to review assessment data, provide feedback to departments regarding their students' learning in the core. Departments housing majors would share feedback with the departments providing the core courses their majors are taking.
- 8. Old Business
 - 9. New Business
 - 10. Announcements / Statements for the Record: Faculty Senate Fall Retreat, November 22, 2019
 - 11. Adjournment



FACULTY SENATE

Meeting Minutes

September 9, 2019

Senators Present: Simon Adamtey, Omid Bagheri, Kathy Bergh, Sheryl Chatfield, Jeffrey Child, Michael Chunn, Jeffrey Ciesla, Sue Clement, Tammy Clewell, Jennifer Cunningham, Ed Dauterich, Jean Engohang-Ndong, Christopher Fenk, Pamela Grimm, Angela Guercio, Mariann Harding, David Kaplan, Edgar Kooijman, Darci Kracht, Cynthia Kristof, Janice Kroeger, Tracy Laux, Richard Mangrum, Mahli Mechenbier, Oana Mocioalca, Deepraj Mukherjee, Kimberly Peer, Vic Perera, Rocco Petrozzi, Linda Piccirillo-Smith, Helen Piontkivska, Susan Roxburgh, Denise Sheehan, Deborah Smith, Brett Tippey, Theresa Walton-Fisette, Molly Wang, Donald White, Jay White, Kathryn Wilson, Haiyan Zhu, Melissa Zullo

Senators Not Present: Ann Abraham, Todd Hawley, Blake Stringer, Robert Twieg, Robin Vande Zande

Ex-Officio Members Present: President Todd Diacon; Interim Senior Vice President and Provost Melody Tankersley; Senior Vice Presidents: Karen Clarke, Mark Polatajko; Vice Presidents: Shay Little, Mary Parker, John Rathje, Charlene Reed, Stephen Sokany, Jack Witt, Dana Lawless-Andric for Alfreda Brown, Doug Delahanty for Paul DiCorleto, David Ochmann for Willis Walker; Deans: Sonia Alemagno, James Blank, Christina Bloebaum, Allan Boike, Barbara Broome, Ken Burhanna, John Crawford-Spinelli, James Hannon, Mark Mistur, Eboni Pringle, Amy Reynolds, Alison Smith, Don Williams for Deborah Spake; and Interim Dean Cynthia Stillings

Ex-Officio Members Not Present: Vice President Nathan Ritchey

Observers Present: Thomas Janson (Emeritus Professor), Anna Solberg (GSS), Drake Wartman (USS)

Guests Present: Donna Alexander, Sue Averill, Sara Bayramzadeh, Aimee Bell, J.R. Campbell, Mary Dellmann-Jenkins, Bob Eckman, Nick Gattozzi, Catherine Hale, Mary Ann Haley, Jennifer (Butto) Hebebrand, Molly Heideman, Lynette Johnson, Tess Kail, Karen Keenan, Valerie Kelly, Janice Lessman-Moss, Babacar M'Baye, Jennifer Piatt, Amy Quillin, Jim Raber, Gail Rebata, Hollie Simpson, Therese Tillett, Manfred van Dulmen

1. Call to Order

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

2. Roll Call

Secretary Dauterich called the roll.

3. Approval of the Agenda

Chair Grimm asked for a motion to approve today's agenda. A motion was made and seconded (Sheehan/Bagheri). The agenda was approved unanimously.

4. Approval of the Faculty Senate Meeting Minutes of May 13, 2019

Chair Grimm asked for a motion to approve the minutes from the May 13, 2019, Faculty Senate meeting. A motion was made and seconded (Kracht/Mukherjee). The minutes were approved unanimously as written.

5. Chair's Remarks

Chair Grimm delivered her remarks. [Attachment]

Chair Grimm invited questions or comments. There were no questions or comments.

6. President Diacon's Remarks

President Diacon thanked Chair Grimm for her remarks and thanked all the members of Faculty Senate and the Executive Committee for their work. He suggested that an important part of governance is taking stock of progress and successes, as well as focusing on needs and challenges. He said that he was blessed to be the president of the university with its strong commitment to the highest ideals of higher education, and he mentioned that our students, taught and mentored by their professors, continue to earn top awards.

He informed the senate that Gracen Gerbig and Hayley Shasteen earned prestigious Goldwater Scholarships for 2019. He congratulated Dr. Tara Smith, Professor of Epidemiology and Biostatistics in the College of Public Health, who served as Mr. Burbick's advisor and mentioned that Ms. Shasteen's research had been directed by Salem Campus faculty where she started her career and is currently being supported by Kent Campus faculty. He also congratulated Dean Alison Smith for her leadership and her efforts to better prepare students for success in scholarship competitions.

He went on to point out that College of Business Administration students also won national recognition in the spring. The five-member Student Asset Management Team took first place in the Student Investment Competition in New York city. The students won the Fixed Income Portfolio category in the first year they were eligible to compete in the forum. Other public universities from Ohio at this competition did not have these results. The students managed a million-dollar portfolio provided by the Kent State University Foundation, and their results were better than some investment professionals.

He further congratulated Professor Janice Lessman-Moss for winning the 2019 Cleveland Arts Prize for Lifetime Achievement to be awarded later this month, and Assistant Professor Sara Bayramzadeh of the College of Architecture and Environmental Design for being awarded a \$2.4 million-dollar, four-year grant from the Agency for Healthcare Research and Quality. Dr. Bayramzadeh led a collaborative effort that involved Kent State Associate Dean Mary Anthony in the College of Nursing, Assistant Professor Kambiz Ghazinour in Computer Science, and Associate Vice President Doug Delahanty in Psychological Sciences along with a team of physician researchers at the Cleveland Clinic and Akron General Hospital. Their work aims to redesign level one trauma centers to improve patient outcomes.

He continued by saying that we have enrolled our largest freshmen class in the history of our University Honors Program, and we continue to attract large numbers of students from out of state markets where we recruit. He said that under Vice President Mary Parker's leadership, we will continue to expand the recruitment of out-of-state students, as well as more students from underserved populations from within our state.

President Diacon then moved into the challenges faced by Kent State University. We continue to face enrollment challenges generated by the uncertainty surrounding international student enrollment, particularly in the granting of international student visas. There is a predicted 20% decline in the number of high school graduates in Northeast Ohio over the next 10 years. We are down again in enrollment on the Kent Campus, and this decline, combined with our directing an additional two million dollars to need-based aid, means that we have a 12 million dollar gap to fill in order to deliver a balanced budget for board approval at the next Board of Trustees meeting. He said that the plan is to cover three fourths of this budget gap with a hiring freeze, which he intended to announce formally later in the week and said that coverage of the remaining gap would occur with efficiencies elsewhere.

President Diacon then said that he had clearly heard Faculty Senate's request for greater transparency with regard to the budget, and he announced that going forward, the university will release a full narrative budget report each October. This report, written in accessible language, will review the fiscal year that just closed along with a few comments in anticipation of the next fiscal year. He said that our budget for the 2020 fiscal year will allow us to make roughly six to twelve tenure-stream faculty hires this year and very little else. Key leadership positions that are open will be filled only on an interim basis this fiscal year. He said we will not conduct a national search for the provost position until Fall 2020. He also canceled the search for a Director of Executive Communications.

He finished by mentioning that he had sent a personal note of apology to the Presidents of the University of Maine and to Temple University for shutting down their field hockey match in our field hockey tournament. This occurred so that preparations could be made for fireworks for the football game. President Diacon said that he did not make the letters of apology public because he wanted them to be seen as heartfelt. He mentioned that he did release a university statement which also includes an apology, and he said that Vice President Karen Clark has that statement, should Faculty Senate wish to hear it.

President Diacon then invited comments or questions.

Senator Smith mentioned that the Faculty Senate Budget Advisory Committee (FaSBAC) is still concerned about scholarship expenditures and asked whether the two million additional dollars is being offset by scholarship decreases or not.

President Diacon responded that we had a noticeable decline in our discount rate, so we offered fewer scholarships (from 41 down to 36 percent). Need-based scholarship funding increased, but other scholarships did not.

Senator Roxburgh asked about the waiting list for psychological services for students and whether or not steps have been taken to meet the demand.

President Diacon said that reading *The Stressed Years of Their Lives: Helping Your Kid Survive and Thrive During Their College Years* by Dr. B. Janet Hibbs and Dr. Anthony Rostain or listening to the NPR Fresh Air podcast on it would help explain the increasing demand for counseling at universities. One version of the state budget this summer had an option for fees to improve mental health counseling; this did not pass, but Kent State can submit requests for a new fee (1.2 million dollars total of which 100 percent would go to increasing psychological services), which Kent State will do, but we may not get it.

Chair Grimm asked about two administrative positions in Dr. Mary Parker's division, wondering whether those positions are going to be filled or not, and she expressed concern over the decision to postpone the search for a permanent provost until Fall 2020.

President Diacon responded that positions well into the interview phase (the two mentioned) will continue, but others would not. With regard to the provost position, President Diacon said that he appreciated her opinion, but to be consistent, the search will be delayed until Fall 2020 when a full search can be run with a better budget.

Senator Zullo thanked President Diacon for the statement apologizing about the field hockey game cancellation, and she encouraged him to make the statement public.

President Diacon replied that the teams did play the next day, and there was a heartfelt meeting after the match.

There were no further comments or questions.

7. Report: Discussion of the Current Work and Future Plans of the Brain Health Research Institute (Presented by Michael Lehman, Director of the Brain Health Research Institute (BHRI))

Dr. Lehman began by thanking the Executive Committee and then introduced himself and invited those present to join the institute. Director Lehman presented on the current state of the BHRI. He said that the real core of the institute is to enhance the success of the faculty and give them fulfilling careers. In terms of research, this should help give faculty the tools and support they need. He has been traveling to regional campuses. The institute is not trying to replace any college or department, but instead, it should go beyond what those departments do and spread across them. There are not specific faculty positions for the institute; the faculty working there will have positions in different departments. Neuroscience assumes that to understand the brain we must take a multidisciplinary perspective. The institute cannot be a silo. Also, inherent in the name of the institute is the view that in order to understand diseases, we must understand how the normal brain operates. The institute is a vehicle for collaboration in neuroscience research and education. The goals of the institute are as follows: (1) to expand research collaborations across Kent State and with outside partners (NEOMED, Cleveland Clinic, Akron Children's Hospital, University Hospital and Case Western Reserve University) and translate those discoveries into new treatments for brain disease; (2) to recruit faculty collaboratively across traditional boundaries in focused areas of strength; (3) to develop shared facilities with state of the art instrumentation ("collaboratories") to support cutting edge research; and (4) to support neuroscience education and career development for students and faculty at all career stages. Director Lehman is currently sharing this information with departments and communicating with the provost to bring in new positions in different departments. They will offer pilot project grants, mentoring, research expertise, core facilities and instrumentation, seminars, workshops, and symposia/national

meetings. They hope for new collaborations, enhanced networking, increased external grant funding, increased visibility, and improved health outcomes. What makes this distinctive is that the diverse research will take place not only in science-based departments, but also in the social sciences, the arts, and the humanities. They have also gathered external partners to form a regional research network to improve health outcomes in Ohio, and they have increased training at the graduate and undergraduate levels (a bachelor's degree in neuroscience will be coming in Fall 2019). The research areas are focused on healthy areas of the brain as the basis of emotion and cognition, brain control of movement and sensation, and the neuroendocrine brain; they intend to use the understanding of how the brain works in the subfields of these areas as a window on disorders of the brain.

The BHRI will be based in the Integrated Sciences Building. Three collaboratories being considered by the institute are neurocognitive (human subjects), integrative neurobiology (microscopy), and neuromaterials (in collaboration with the Advanced Materials and Liquid Crystal Institute). All of the collaboratories will be working with faculty from across departments. There will also be individually assigned lab space and a curated space for showcasing projects. There will be possibilities for membership from faculty, students, postdoctoral students, and members from affiliated organizations. Benefits and expectations for membership were also discussed. The facilities will be ready after 2021. He then told people how they can be members through the online portal that opened in mid-June. The institute currently has 203 members from 25 different departments; he then mentioned the benefits and expectations of being a member.

Dr. Lehman then invited questions or comments.

Senator Mocioalca said that many math people would be interested in the institute, but they had not heard about it.

Dr. Lehman said he would be happy to come to the department and that communication will continue to be important. He offered to get in touch with her directly to move the process forward.

Senator Bagheri asked whether there was a functional magnetic resonance imaging (fMRI) machine at the BHRI.

Dr. Lehman replied that there was not, but they may be able to access such machines through their external partners; in addition, we would need researchers with expertise in using the imaging machine. They are working to recruit people with that expertise.

There were no further comments or questions.

8. Technology Update:

a. Learning Management Software (*Presented by James Raber, Executive Director, Information Technology*)

The request for proposal (RFP) for a new learning management system was made in Fall 2018. Much of the past year was spent selecting faculty and students to gather responses. A committee (well represented by University Teaching Council (UTC)) was formed to work on the process. A faculty/staff/student survey was sent out and received 1,800 responses from all

campuses. A request for information (RFI) was sent out to vendors, and it included many open-ended questions about development, corporate culture, release cycles, etc. There have also been many reports out to different groups through e-mails and meetings. Deans were also updated. The RFP went out July 2nd and closed August 6th. There were 90 questions covering functionality, user experience (UX), mobile strategy, data analysis, etc. Responses came from Blackboard, Canvas, and D2L (Desire to Learn). The next steps are to have vendors present to the committee in September, have the committee present to the public during the Fall 2019 semester, allow people to work with the three systems during the Spring 2020 semester to help gain a nuanced understanding of each platform, and in Summer 2020, to make the award and plan the deployment strategy. The rollout will begin in Fall 2020; it will likely take 18 months to roll out. 12-24 months is normal for these types of rollouts. During the rollout, Kent State will support two platforms. Whether we move to a cloud-based platform or keep our servers here, there have already been meetings with security to make sure that concerns about who will have access to the data are already expressed in the RFP.

Executive Director Raber invited questions or comments. There were no questions or comments.

b. Security (Presented by Robert Eckman, Chief Information Security Officer)

Chief Information Security Officer Eckman explained ATP (Advanced Threat Protection) and MFA (Multifactor Authentication). 22% of security breaches start with a credential compromise. 445 million records were stolen last year from government sectors worldwide, and one in ten breaches start with some form of malware (phishing, e-mail attachments, etc.). Universities are increasingly becoming targets. State affiliated espionage has risen significantly, and nation-states could be coming after our research data if there is not proper security. Ransomware has also been on the rise. Officer Eckman says that our system is well-protected. Microsoft has partnered with Kent State, and the ATP will stop infected files at the source and put malware alert text attachments in place of the original malware attachment. This tool is available today. The ATP can also do this with different URLs and check them the way it checks files. Officer Eckman says we would like to roll this out to faculty, and they will need faculty support to get that done. Driving awareness through Faculty Senate and UTC is key to helping to educate everyone.

Chief Information Security Officer Eckman reiterated that credential compromise is a huge problem at Kent State. 5,000 accounts were compromised last year. 72% were students and alumni; 12% were staff; 8% were faculty, and 8% were "other." This puts student data and research data at risk. Security will introduce multifactor authentication to make sure there is more than just a password entry to access accounts. MFA will take a password, determine whether the login is risky, and then use an algorithm to deliver a 6-digit code that Microsoft can send through a text code or an authenticator app. Entering the code or using the app will then allow members of the Kent State community to continue logging in. The app is available through securemyaccount.kent.edu. This will eliminate most credential compromise.

Chief Information Security Officer Eckman then invited questions or comments.

Senator Kooijman mentioned that during travel he had received a message that his account was compromised, but it occurred merely because he was trying to log in from abroad. This made it extremely difficult or impossible to receive an SMS text while he was away. He asked how MFA could help.

Officer Eckman said the new MFA would prompt travelers for a code that could be used through an app rather than an SMS text.

There were no further comments or questions.

9. EPC Items from the May 20, 2019 EPC Meeting:

a. Action Item: EPC Ad Hoc Committee on Academic Policy (*Melissa Zullo*): Establishment of a GPA policy for undergraduate majors, minors, and certificates.

Senator Zullo explained the item. She said that there is currently no written policy on how we calculate the major, minor or certificate GPA to graduate a student. Currently the major GPA is used as a graduation requirement, and students must meet a specific major GPA to graduate. This might be different across departments. This GPA requirement is in addition to meeting the overall GPA, program requirements, grade requirements, university requirements and total credit hours for graduation. She then offered some notes about major GPA: (1) major GPA is only displayed in the GPS degree audit, not on the student's diploma or transcript, and it is not stored in Banner; (2) major GPA is not used to determine honors recognition, nor is it used to determine admission to graduate study; and (3) major GPA counts all courses that either complete or may potentially complete the requirements for a major (For example, a student may be required to take only one course from a list of five courses, so the student takes one of the courses and receives an A. Then, the student takes two more courses from that list and receives a C and an F. While the course with the A is the one that completed the requirement, the courses with a C and an F are still counted in the major GPA, even though they are not needed to complete the major requirements.)

The minor GPA calculation is similar in that it would count the A that completed the requirement, but it would also count the F. The minor GPA calculation counts the course that completes the requirement plus any failed courses that potentially could have completed the requirement. This practice has been viewed as punitive to students. To address this practice the EPC Ad Hoc Committee discussed the options available in the GPS degree audit and sought feedback from colleagues across the campus to develop the recommendation that was presented to senate. The committee's recommendation for calculation of all three types of GPA is that the major, minor and certificate GPA will count the highest grade from the course that completes the requirement.

Using the same example, a student is required to take one major course from a list of five courses. The student takes three courses from that list and earns grades of A, C and F. The course with the A grade completes the requirements and is the only grade that counts in the major. The C and F grades will not count in the major, but they will count in the overall GPA for graduation.

The committee supports this recommendation because students' GPAs will more accurately represent the courses that are completing the program requirements for graduation. Students will not be penalized for taking courses above and beyond what is required to graduate. This recommendation does not change the program's curriculum set by faculty, any minimum grades faculty require for specific courses, or the minimum GPA faculty require for students to graduate with that major, minor or certificate, or the overall GPA to graduate.

Senator Zullo invited questions.

Senator Mocioalca asked whether the GPA was only for department purposes.

Senator Zullo replied that it could affect graduation possibilities if the department had a policy saying it could.

Senator Smith said she thought she understood the policy, but she was then confused by the example that Senator Zullo used. She asked whether the proposal states that if a student takes a class and earns a C (competing the requirement) but then takes additional classes and earns an A and an F, then the A would replace the C.

Senator Zullo replied that there is no replacement currently in how it is calculated. Every course they can potentially take is calculated into the major GPA.

Senator Smith said she believed she understood the issue, was not yet sure how she wanted to vote, and wanted to hear from other senators. She said that the talk of completing confused her because she thought that the first class they take that satisfies it completes it, and everything else is on top of that.

Senator Zullo replied that there is currently no policy regarding completion. It currently states that every course that could potentially complete the requirement is counted in GPA.

Senator Smith asked whether the student would not have completed the class with a C even if they had never taken any others at all.

Senator Zullo that they would not necessarily have done so and invited people who were present from the committee to correct her or make additions.

Senator Wilson asked whether or not, under the new policy, a student taking the course for the first time and not meeting the GPA requirement would have the first grade as the only one that counts.

Senator Zullo said that under the new policy, what counts toward the major GPA is the highest grade. Students can take as many courses as they want from a list of potential courses, but it will be the highest grade within that list of whatever courses that the program requires that will count in the calculation of the major GPA.

Chair Grimm said people are currently discouraged from taking additional courses in the major because they might get a lower GPA by doing so.

Senator Zullo agreed that that is a possibility.

Senator Piccirillo-Smith asked whether this would be in addition to the option of retaking the course.

Senator Zullo said this would be up to the student's advisor to determine.

Senator Walton-Fisette said that it would eliminate the need for students to retake classes.

A motion was made to approve the item (Walton-Fisette/Kooijman). The item passed unanimously.

b. Action Item: Division of Graduate Studies (*Manfred van Dulmen*): Establishment of a policy for graduate minors.

Interim Associate Provost van Dulmen explained the item. He said that it seeks to establish the policy for graduate minors to allow program areas to develop and offer minors to students declaring masters or doctoral degrees. Presently, Kent State does not offer an academic process for minors at the graduate level although we do offer it at the undergraduate level. There are some exceptions. There are some doctoral level minors currently in the College of Business Administration although they are in the Ph.D. program, and there are some in other programs, but they cannot be recognized on the transcript.

One of the advantages of the graduate minor program is that it offers formal recognition of the minor in the student's transcript. It also encourages graduate students to pursue studies outside of their major, and it provides opportunities for programs to establish interdisciplinary programs and interdisciplinary minors. The goal is to offer the options Kent State graduate students have for best meeting their needs, preparing them for future careers. If the departments want to explore interdisciplinary programs, establishing a minor can be a steppingstone toward that.

Interim Associate Provost van Dulmen then invited questions or comments.

A motion was made and seconded to approve the item (Ciesla/Tippey).

Senator Smith was concerned about the funding for GAs taking classes in other departments and also mentioned that in her department, there is an increasing struggle for MA students to finish on time, so if they took a single additional class outside of philosophy, the number who would have to pay more would skyrocket.

Interim Associate Provost van Dulmen acknowledged the concerns but mentioned that it would be up to the home departments whether or not the students would be allowed to take courses in other departments. He said that a department could not stop a student from taking a course in another department, but they could deny funding for that.

Senator Tippey said that it seemed Arts & Sciences would be the greatest beneficiary and asked how this sets us on par with peer and aspirational institutions.

Interim Associate Provost van Dulmen said he would argue that we are out of line with other schools, although he did not have specific numbers at the time.

Senator Mocioalca said she was concerned about minors in one department that cannot be offered in others; there would be a race for which department could create minors first. She asked how this could be addressed.

Chair Grimm said this is already happening with Data Analytics minors being offered in different departments, so this policy would not change that units are engaging in this, but it would systematize and regulate it.

Senator Child said he saw it as very beneficial to potentially interdisciplinary areas, and Interim Associate Provost van Dulmen agreed that it was.

There were no further comments or questions.

The item passed.

- c. **Action Item: College of Education, Health and College of Education, Health and Human Services (*James Hannon*): Establishment of a Long-Term Care Administration major within the Bachelor of Science degree in the School of Lifespan Development and Educational Sciences. The major replaces the Nursing Home Administration concentration in the Human Development and Family Studies major. Minimum total credit hours to completion is 120. Effective Fall 2020.**

Dean Hannon explained that the impetus for the change was national accreditation, but he said that the college would have continued to innovate the program without that accreditation. About ten years ago, the nursing home administration concentration received a national accreditation, and only four other universities in Ohio in the field of long-term care have this accreditation. Over the last 10 years, there were strong efforts to be innovative in the program, to ensure students succeeded as nursing home administrators when they graduate, to keep us in compliance with national accreditation, and to work with many programs throughout the campus to make this a wonderful example of an interdisciplinary program. He said the bottom line is that we did need to revise the program so that it meets national and state requirements. The reaccreditation is coming up in Fall 2021. We have to meet these changes by that time in order to maintain accreditation.

A motion to approve the item was made and seconded (Smith/Bergh).

The item passed unanimously.

Senator Smith moved that the agenda be changed to add a presentation from Roberta Bain (Senior Manager, Information Technology). It was seconded by Ciesla and passed. She then turned the discussion over to Senator Kaplan who explained the reason for the change in the agenda.

Senator Kaplan said that he had problems adding a guest to a Blackboard course and that Blackboard told him there was a problem with unauthorized students taking classes, so adding them was discouraged. Senator Kaplan had added students without trouble in the past, so he asked about a zone of flexibility where this could still be done without trouble. Senator Kaplan met with Senior Manager Bain and Interim Provost Tankersley to discuss the problem. This resulted in Interim Provost Tankersley and Senior Manager Bain speaking today. Interim Provost Tankersley said that right now, instructors can add a GA or guest on their own, but in the guest pages, students have no option to submit assignments. This should work in the present. Senior Manager Bain will make sure that this is all working as it should be. We cannot have instructors registering people in Blackboard as students unless they are officially registered at the university. GA and guest functions should allow enough access for non-registered students to get the information.

Interim Provost Tankersley invited questions or comments.

Senator Kaplan said that she captured the situation well, but there may be Blackboard glitches that are preventing guest access.

Senior Manager Bain said nothing has changed, but she would look into it to make sure that it is still functional. There may be something in Banner preventing it.

Senator Adamtey said he had a guest in his class and was told she would not get credit, but she wants him to grade work, and he asked whether he should do it.

Interim Provost Tankersley said only officially registered students should get that kind of feedback.

There were no further questions or comments, and the agenda resumed as approved earlier.

EPC Items from the August 19, 2019 EPC Meeting:

- a. **Action Item: College of Aeronautics and Engineering (*Christina Bloebaum*): Revision of name for the Technology major within the Master of Technology degree. Revised name is Engineering Technology major within the Master of Engineering Technology degree. The revised major will have four concentrations: Quality Engineering, Computer Engineering Technology, Mechanical Engineering Technology, and Engineering Management Technology. Minimum total credit hours for program completion decrease, from 33 to 30. Effective Fall 2020.**

Dean Bloebaum had Senator Mangrum explain the proposal. It is being done to fit the current direction of the college. It also added structure and specificity, so that employers could better understand the focus of the degree.

He invited questions.

Senator Smith commented that she found the description of the change misleading because it looked more like a name change, rather than a program revision; she added that she fully supported it.

There was a motion made and seconded to approve the item (Laux/Mocioalca).

The item passed unanimously.

- b. **Action Item: College of Education, Health and Human Services (*James Hannon*): Establishment of Sports Medicine major within the Bachelor of Science degree, to be offered at the Kent Campus through the School of Health Sciences. The degree will replace the B.S. degree in Athletic Training. Minimum total credit hours to program completion are 120. Effective Fall 2020.**

Dean Hannon handed the presentation over to Cary Hale who explained it and invited comments.

A motion was made and seconded to approve the item (Piccirillo-Smith/Sheehan).

There were no question or comments.

The item was approved unanimously.

- c. **Information Item: College of Arts and Sciences, College of Business Administration, College of Communication and Information: Establishment of articulation agreement with Anglo-American University in Prague, Czech Republic.** Students admitted to one of three Kent State computer-related baccalaureate majors—Computer Science, Computer Information Systems, or Digital Sciences—may attend Anglo-American University for the first two years, and then Kent State for the last two years. Admission, course, and graduation requirements for the programs are unchanged. Effective Fall 2020.

10. Old Business: AY 18-19 Faculty Senate Status Report

The report is available.

11. New Business: Discussion Item: Adding Guests to Blackboard

This item was moved to the earlier portion of the meeting as explained above.

12. Announcements / Statements for the Record

Chair Grimm announced that the Fall Retreat will need to be postponed to a later date due to an understandable circumstance that we cannot current reviewal; senators will be notified about a new date as soon as possible.

13. Adjournment

Chair Grimm adjourned the meeting at 5:15 p.m.

Respectfully submitted by Edward Dauterich
Secretary, Faculty Senate

Attachment

Chair's Remarks for September 9, 2019 Faculty Senate Meeting

Who remembers taking comprehensive exams? I remember taking a multitude of classes on a multitude of topics for two years. Research methods, theories, models, BLAH, BLAH, BLAH...and then it was time to consolidate my knowledge....

I had a little, tiny office in the Business School that I shared with another student. It had no windows. It was like being in a box. I actually found that helpful while I was studying for my comps. I would read a bit each night, to disconnect and relax. For some perverse reason, I chose to read *The Running Man* by Stephen King. It was a seemingly endless book, about a seemingly endless endurance test. OK, maybe the comps weren't life threatening, but it felt an awful lot like the running man.

My housemate, best friend and PhD trail blazer Jagdish had returned to Nepal to fulfill his Fulbright residency requirement, so I was on my own. Sort of. In the first few months of study, three of us who were taking the comps at the same time got together several times a week to study practice questions. Eventually you get to the point where you have to go beyond the questions that might come and prepare for the unknown. We each did that on our own.

If you were around last year, you may have seen me come in with my first gen t-shirt on. No one in my family had graduated from college. They had no idea what was really happening in a PhD program. But they wanted to support me. So, once I shifted into that lonely, solitary study period (that lasted about three months), my mother started making me food. I would eat lunch before heading up to school, but about 6pm, my brother Carl would deliver dinner that my mother had made. Isn't that remarkable? And ridiculous? I wasn't a kid. I was in my early 30's. I have no clear memory of what I got for dinner, but I'm confident it was good, old-fashioned American comfort food. And it was comforting.

Of course, the comps were a beginning, not an end. They were the beginning of the next thing....the dissertation. The comprehensive exams were preparing me to do something even bigger, more important.

The obvious connection to Kent State today and my comprehensive exams 30 years ago is our new and returning students, ready for their own educational experiences. And the help they may need getting through.. But I'm not going for the obvious today.

As I have been reflecting over much of this past year on the Student Survey of Instruction and the task of bringing to life the will of the Faculty Senate, I have occasionally thought of *The Running Man*. I've thought about how completely taken by surprise I was at the complexity of making the SSI, as Senate envisioned it, a reality. It never occurred to me that implementing the SSI would take so long or require so much effort and involve an entire team, our "SSI transition team," to make it happen.

But if all goes well, this is a beginning and preparation to do something bigger, more important. I hope that changing the SSIs is the first step in changing the conversation around evaluating instruction at Kent State University.

Our students deserve the highest quality classroom experiences, whether those classrooms are real or virtual. The Student Survey of Instruction provides us with a critical perspective. But as researchers we know that forming conclusions on a limited number of data points is dangerous.

When we think about the use of SSIs we should remember our statistics and consider factors like class size and the number of students responding to the survey. And we should consider the nature of the class itself as well as characteristics of the instructor, since we know that both can lead to negative bias in student responses. We should be viewing SSIs across time and courses for an instructor and try to detect patterns.

But we should really go further. We should consider peer evaluations and an instructor's own narrative when we evaluate our colleagues. This is routine in some departments, but not in others. I also see a vast difference in the extent to which faculty take time to really read, understand and respond to the documents colleagues provide in reappointment or renewal files. And I don't even know who, if anyone, is providing feedback to our part-time/adjunct faculty, despite the fact that more than a third of our courses are taught by them.

We faculty are uniquely privileged to exercise a high level of control over the kind of colleagues we want in our departments, schools and colleges. We have both rights and responsibilities as evaluators of our colleagues. SSIs are a reflection of the responsibility we have to students, but also part of the responsibility we have to each other.

When we hire faculty at Kent State, regardless of whether they are full time or part time, we have a responsibility to help them meet the high standards for quality instruction implicit in our #1 Priority – Students First. I want to challenge each of you: Senators and visitors, to go back to your units and start a conversation about what we can do, collectively to take advantage of the opportunities we have to help our colleagues develop into the best possible instructors for our students and, more generally, into the kind of faculty we would like to have as colleagues. That means good handbook language, ballots written as clearly and constructively as you would like to see SSIs written, and it's likely to mean some formal and informal conversations with newer faculty striving to meet the standards Kent State and your units set for them. Jenny Marcinkiewicz and I are both available to meet with academic units to discuss the new SSI and, more generally, evaluating and encouraging the development of high quality faculty instruction at Kent State.

Thank you.
Pamela E. Grimm
Chair, Faculty Senate

Analysis of the Kent Core assessment method, with a recommendation and plan for reform

**Prepared by the University Requirements Curriculum Committee (URCC)
for the Kent State University Office of Accreditation, Assessment and Learning
April 2nd, 2019**

Executive Summary

The University Requirements Curriculum Committee (URCC) has conducted a study of the current assessment method used in the Kent Core, the university's general education program. This study is in response to a request from the Higher Learning Commission (HLC) to Kent State to provide more information on the assessment process. This request coincides with new changes to the general education program in Ohio, as promoted by the Ohio Department of Higher Education (ODHE). The URCC conducted inventories and analyses of the past five years of assessment data derived from the 124 courses that compose the Kent Core. Also, surveys were conducted with the faculty of all 8 campuses, as well as students and advisors. All these sources of data were used in our analysis of the success of the assessment of the Kent Core.

The URCC learned that despite the best intentions of all involved, there is considerable variability in how and when assessments are conducted in the Kent Core courses, and how and where those data are stored. The URCC recommends three key changes to the Kent Core assessment process:

- 1) Paired assessment should occur as a first assessment in students' first course in their majors, and a second assessment in a senior level course in their majors, not within the Kent Core courses themselves.
- 2) KSU should make use of the LEAP Essential Outcomes and the VALUE Rubrics, which are freely available from AAC&U and have national recognition, instead of using internal assessment rubrics.
- 3) Assessment data should be delivered to a new faculty committee that sits above the college level, the Kent Core Assessment Council, which could assess the data, make recommendations on changes, and provide those assessments back to the departments and their faculty as well as to the university's office of Accreditation, Assessment and Learning. This feature will allow a clear path for "closing the loop", bringing the assessment data forward to consider in curriculum changes and student success.

These three recommended changes will allow KSU to meet the recommendations of both the HLC and the ODHE, and expand the ability of the university to more easily adjust and reform the Kent Core itself.

I. Introduction

The Higher Learning Commission's letter of August 8th, 2016 to President Warren requested further information on implementation of the planned improvement of university-wide assessment. This report documents the analysis of the past five years of assessment data for the general education program (the Kent Core) and proposes changes to meet the evolving needs of our students and the recommendations of both the Higher Learning Commission (HLC) and the Ohio Department of Higher Education (ODHE). Specifically, HLC concerns rested upon KSU's ability to demonstrate that the general education program itself was successful through standard assessment measures (HLC report, 2016). Assessment in this context refers specifically to "activities directly related to measuring student learning through systematic means, analyzing the data derived from these activities, and using those data to make improvements in programming or other areas that affect student learning" (HLC, 2016). Standard assessment measures for general education include, but are not limited to, paired assessments, use of recognized rubrics, clear link to the institution's mission, review of learning outcomes, and "closing the loop" by using results to improve the students' learning experience and improve the program(s) (HLC, 2019).

Recently, the Ohio Department of Higher Education proposed changes to the ways students are presented with general education programs at state colleges and universities (ODHE, 2019). These proposed changes include, among others:

- publishing a straightforward, easily understood statement of institutional intent;
- linking general education to the student's major; and
- establishing explicit continuity between general education and the major.

Many of these changes are consistent with the HLC list of recommendations for general education programs (HLC Criteria for Accreditation, 2019).

Taken together, the structural and pedagogical recommendations from both the Higher Learning Commission (HLC report, 2016; HLC Criteria for Accreditation, 2019) and the Ohio Department of Higher Education (ODHE, 2019) promote a reform of Kent State's current assessment practice used in the Kent Core, and indeed serve as the drivers of a reform of the university's general education program.

This report addresses the plan to reform the assessment process of general education at Kent State, which in turn is the basis for the overall reform currently underway of the general education program.

II. Kent Core Assessment: Background

Kent State University follows the State of Ohio general education requirements (ODHE, 2015). General education courses are offered in the range of subject areas required by the state, and our 124 courses are offered in the lower division (10,000 to 20,000 course number level) throughout the eight-campus system. The KSU general

education program follows a breadth model rather than an integrative model, with a distribution of choices in seven areas: basic sciences, social sciences, fine arts, humanities, critical reasoning, composition, and “additional”. From 2011--13, the Faculty Senate approved the assessment plan for these 124 courses. This assessment plan was the result of intense planning and discussion by the faculty, who chose to assesses the general education courses as part of the course delivery. Each course made use of a rubric with 11 learning objectives from which particular learning objectives could be selected by the departments housing the courses. These rubrics were approved for the 124 courses by the University Requirements Curriculum Committee (URCC), the Educational Policy Council (EPC), and the Faculty Senate. Assessment tools were then created within the departments and were originally planned as paired or end of term assessments. For paired assessments, first assessments were conducted at the beginning of a semester and a second assessment was conducted towards the end of each semester for each of the Kent Core courses offered. For the five years since 2012 and to this present time, we have been using the 124 courses with their general education rubrics, learning outcomes and within-course assessment tools in our general education program.

III. Assessing the Success of the Kent Core Assessment

In Fall of 2017 the University Requirements Curriculum Committee (URCC) was charged by the Provost’s office to address the HLC concerns about the Kent Core assessment process. The URCC is a university-wide committee composed of faculty and college administrators, and is responsible for reviewing, recommending changes, and assessing those courses that are university-wide requirements, such as the Kent Core. The URCC then implemented several actions in order to collect and analyze data:

URCC Actions Taken:

- Inventory of Kent Core courses and their learning objectives;
- Inventory and summary of five years of assessment results for all Kent Core courses;
- Independent analysis of summary of five years of assessment results for all Kent Core courses;
- All Faculty All Campus Survey on their perceptions of the Kent Core;
- Survey of All College Advisors regarding advising in the Kent Core;
- Survey of current undergraduates regarding value of the Kent Core;
- Comparative study of general education assessment best practices within Ohio and nationally;
- Discussion with ODHE and workshops with AAC&U regarding general education assessment.

Based upon the data and analyses generated by these actions, the URCC looked at the existing assessment process in the Kent Core. Here we summarize our findings:

III.1. Who teaches the Kent Core?:

The Kent Core courses are taught by all cohorts of our faculty: tenure-track, non-tenure-track, and part-time/adjunct instructors. On the Kent Campus, a few of these courses are taught by graduate students. Although the numbers within each cohort vary from campus to campus within the eight-campus system, 37% of the Kent Core courses are taught by adjunct/part time instructors, 30% by the NTT faculty, and 26% by the Tenure-Track & Tenured faculty. This is a solid indicator that not only do all undergraduates experience the Kent Core, but all faculty cohorts are engaged in Kent Core instruction (**Figure 1**).

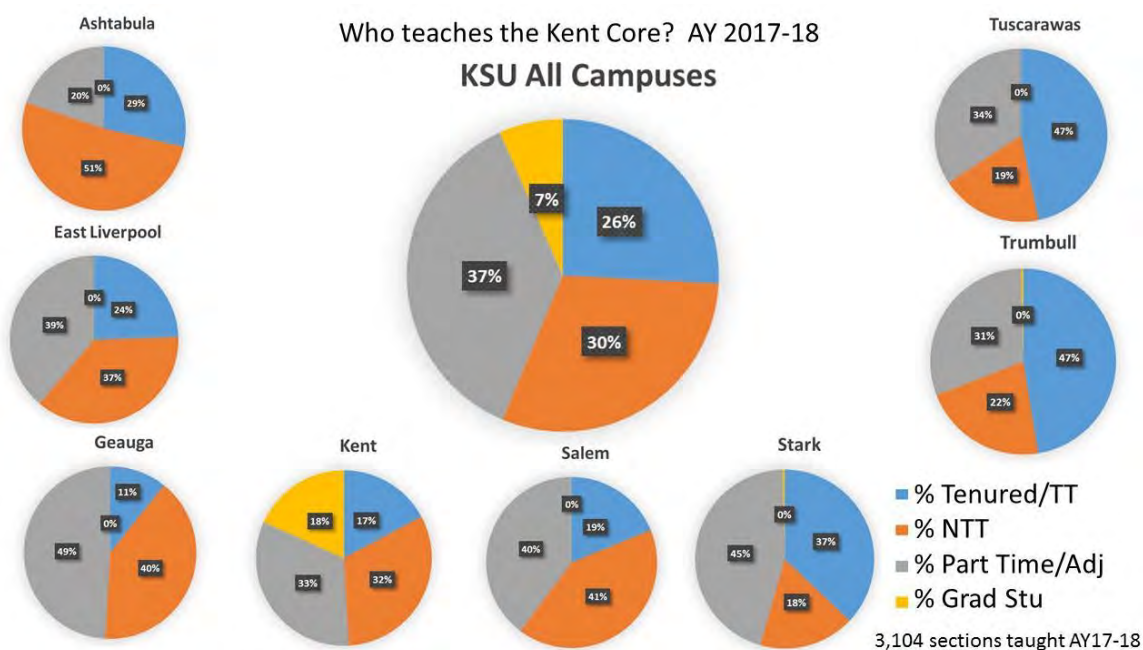


Figure 1: Distribution of Kent Core instructors by campus and cohort

III.2. Which learning objectives are used in the assessment of the Kent Core?

There are eleven learning objectives, which represent essential learning outcomes. Department faculty chose at least one and as many as all eleven learning objectives to use in the assessments. The list is as follows:

1. Acquire critical-thinking and problem-solving skills;
2. Apply principles of effective written and oral communication;
3. Broaden their imagination and develop their creativity;
4. Cultivate their natural curiosity and begin a lifelong pursuit of knowledge;
5. Develop competencies and values vital to responsible uses of information and technology;

6. Engage in independent thinking, develop their own voice and vision and become informed, responsible citizens;
7. Improve their understanding of issues and behaviors concerning inclusion, community and tolerance;
8. Increase their awareness of ethical implications of their own and others' actions;
9. Integrate their major studies into the broader context of a liberal education
10. Strengthen quantitative reasoning skills;
11. Understand basic concepts of the academic disciplines.

III.3 How are the 11 learning objectives distributed in the Kent Core courses overall?

For most of the 124 courses, selection of learning objectives is heavily skewed towards basic knowledge and critical thinking. Overwhelmingly, 70% of the Kent Core courses are assessed in these two areas. In many cases, only these two objectives were selected (**Figure 2**). In contrast, some learning objectives were only rarely selected.



Figure 2: Distribution of 11 Learning Objectives used in the Kent Core

III.4 How successful was the implementation of the course assessments over the five years?

Only 30% of all Kent Core courses had five years of assessment data without breaks or gaps. High variability exists in how and when assessment occurs, and how and where the data are stored. Although designed with the best of intentions, the method of conducting assessments within the Kent Core courses was marked by a lack of continuity from one semester or year to the next. Departments did make use of these assessment data to make improvements in their Kent Core courses and in the assessment instruments themselves.

III.5 What types of issues were identified with the completed assessments?

The URCC invited an independent assessment of the summaries of five years of Kent Core assessment data from specialists in Assessment and Evaluation in Higher Education, within the Kent State University College of Education, Health and Human Services. The following seven issues were identified, which confirmed our own findings:

1. Due to the overwhelming selection of "Basic Knowledge" as a Learning Objective (> 70% of courses), assessments of course content are dominant.
2. Varying measurement quality exists. Some assessment tools (questions, quizzes, writing samples) are indirect assessments (e.g. asking about students' perceptions of learning which is not the same as assessing whether they learned).
3. Many assessments used a single measurement approach, not a pre/post survey of student knowledge, which is recommended because it provides richer data and a means of comparison.
4. Often, written prompts were assessed without a rubric, and therefore these assessments only provide indirect data.
5. Written prompts were most common in assessing "Basic Knowledge" (course content), but were less used in assessing other Kent Core outcomes.
6. Variable oversight of course assessment may have contributed to gaps and lapses in coverage within and between years.
7. Departments each store assessment data differently, a concern for operational effectiveness as well as college & institutional access.

III.6 What is the faculty perception of the value of the Kent Core to students?

In a survey delivered to all faculty across all campuses in Fall, 2018, faculty members were asked a series of questions concerning their perceptions of the value of the Kent Core. Of the 2,723 faculty members in the 8 campus system, 16% responded. In terms of the 3 faculty cohorts, we had 23% of the Tenured & Tenure-Track faculty, 19% of the Non-Tenure Track faculty, and only 10% of the Part Time-Adjunct faculty responding.

Respondents agree slightly that the Kent Core reflects the university's description of the Kent Core (as printed in the catalog and on the website), and agree the described goals are clear and appropriate. All respondents agree strongly that general education requirements are an important part of an undergraduate education (**Figure 3**). However, only 50% or less of the Tenure-Track and NTT respondents view the current assessment process as adequate. (**Figure 4**). This compares closely with the 53% of all faculty responding in written statements that the Kent Core needs to be adjusted and updated in order to improve the assessment process and provide a better student experience.

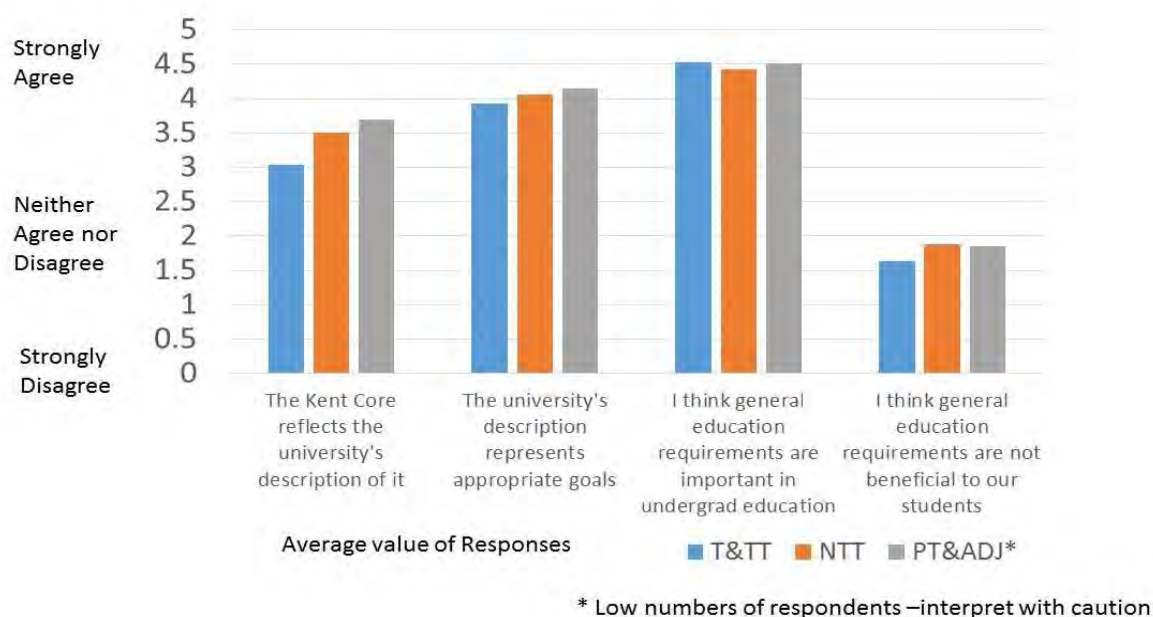
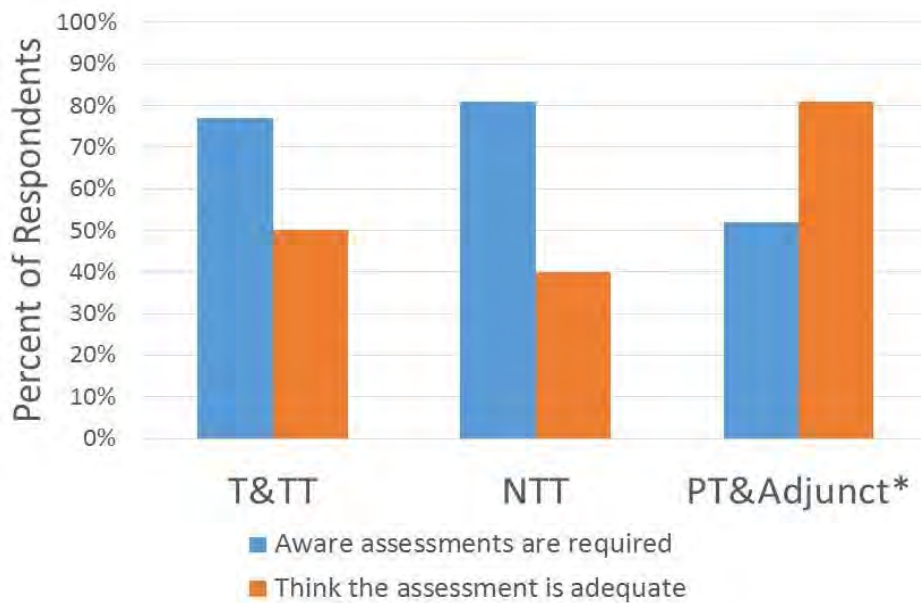


Figure 3: Faculty survey responses regarding value of the Kent Core



* Low numbers of respondents –interpret with caution

Figure 4: Faculty survey responses regarding Kent Core assessment

IV. What We Learned About the Current Assessment Process:

The URCC concluded from these data that the present Kent Core assessment process was in need of revision, and that this revision was fundamental to a refreshment of the Kent Core itself. In particular, the URCC noted that:

- 1) there was too much variability in how and when assessments were conducted within the Kent Core courses, including low numbers of paired assessments;
- 2) the assessments were not based on nationally recognized standards, making it difficult to compare outcomes with national outcomes;
- 3) the assessments were skewed towards assessment of course content because of the high number of courses with both “basic knowledge” and “critical thinking” as learning outcomes;
- 4) the number of learning outcomes (11) is unusually high. Best practices currently make use of 3 to 5 broadly themed learning outcomes, which are easier for students to relate to their majors;

- 5) there was not a clear and straightforward link for students to find between the Kent Core courses, learning outcomes, assessments, and their majors. Specifically there was no obvious link to the university mission;
- 6) there was too much variability in the ways that assessment results reached administrative offices; and
- 7) there was too much variability in “closing the loop”, that is, using the results of the assessments to make needed changes in the curriculum, budgetary planning relative to curriculum, and students’ learning experience that could impact student success and retention.

Following extensive discussions with KSU faculty, administrators, students, and advisors over the past 18 months, as well as discussions with ODHE, University of Cincinnati, and workshop instructors in AAC&U, the URCC developed a new model for general education assessment that is consistent with ODHE and HLC recommendations. The model presented here is based on best practices from peer institutions within the state (e.g., University of Cincinnati, Miami University of Ohio), recommendations from ODHE and expectations of the Higher Learning Commission.

V. Building an assessment model for the Kent Core

Based on the seven conclusions made by the URCC about the current Kent Core assessment process, we propose the following changes:

V.1. Reducing the number of learning objectives from 11 to 4

Currently, the 11 learning objectives are confusing to students examining their Kent Core choices. Also, the presence of “basic knowledge” within the list of learning objectives has tended to drive the assessment tools towards a focus on course content. Some of the 11 learning objectives are only rarely selected. For all these reasons, the URCC looked at the option of reducing the number of learning objectives by making them much broader and more easily understood and valued.

Our Initial exploration used standard cluster analysis (farthest neighbor, agglomerative cluster, jaccard coefficient), (see Manly, 2004) to examine how the Kent Core courses were related based on their assigned learning objectives (**Figure 5**). The Kent Core courses cluster in four basic groups, based on their learning objectives. However, it was also apparent that when examining the distribution of learning objectives within the Kent Core course assessments, *Understanding Basic Knowledge* was ubiquitous and skewed the assessments towards course content testing, and other objectives, such as *Developing Creativity* and *Awareness of Ethics of Actions*, were rarely used. To better illustrate this problem, the same cluster analysis shown in **Figure 5** is shown in **Figure 6**, but with the 124 courses visible.

Example Cluster Analysis of the Kent Core with 11 Learning Objectives

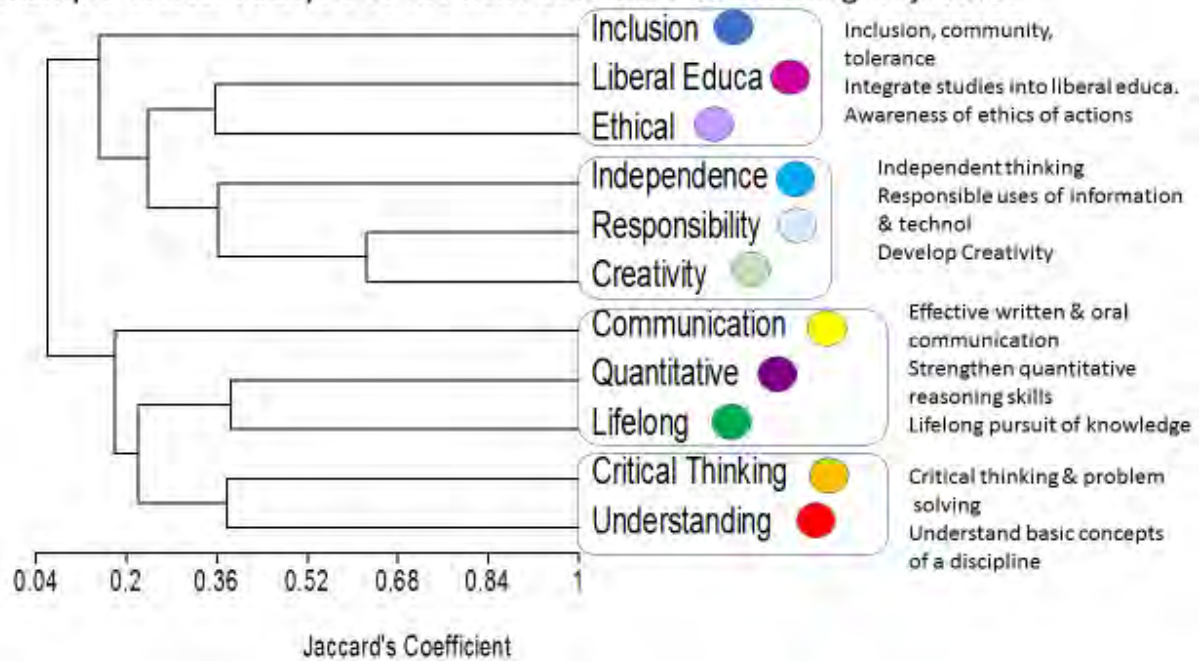


Figure 5: The Kent Core courses, based on their 11 learning objectives, cluster into four distinct groups.

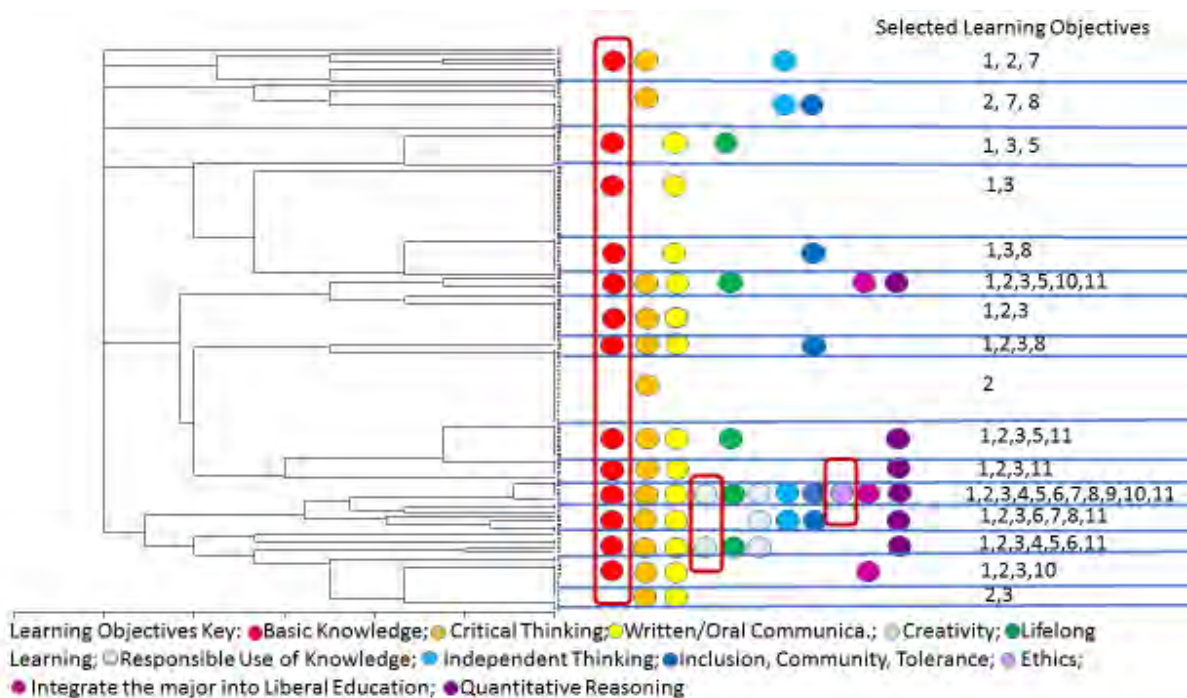


Figure 6: The same cluster analysis as shown in Figure 5 indicates with the red outlines a strong influence of the Basic Knowledge learning objective, and the rarity of other learning objectives.

Therefore, the URCC removed “Basic Knowledge” from the list of learning objectives, and also removed the two objectives which were rarely selected-these two can be included in broader objectives. When cluster analysis was performed on the remaining 8 learning objectives, the underlying structure of four clusters persisted (**Figure 7**).

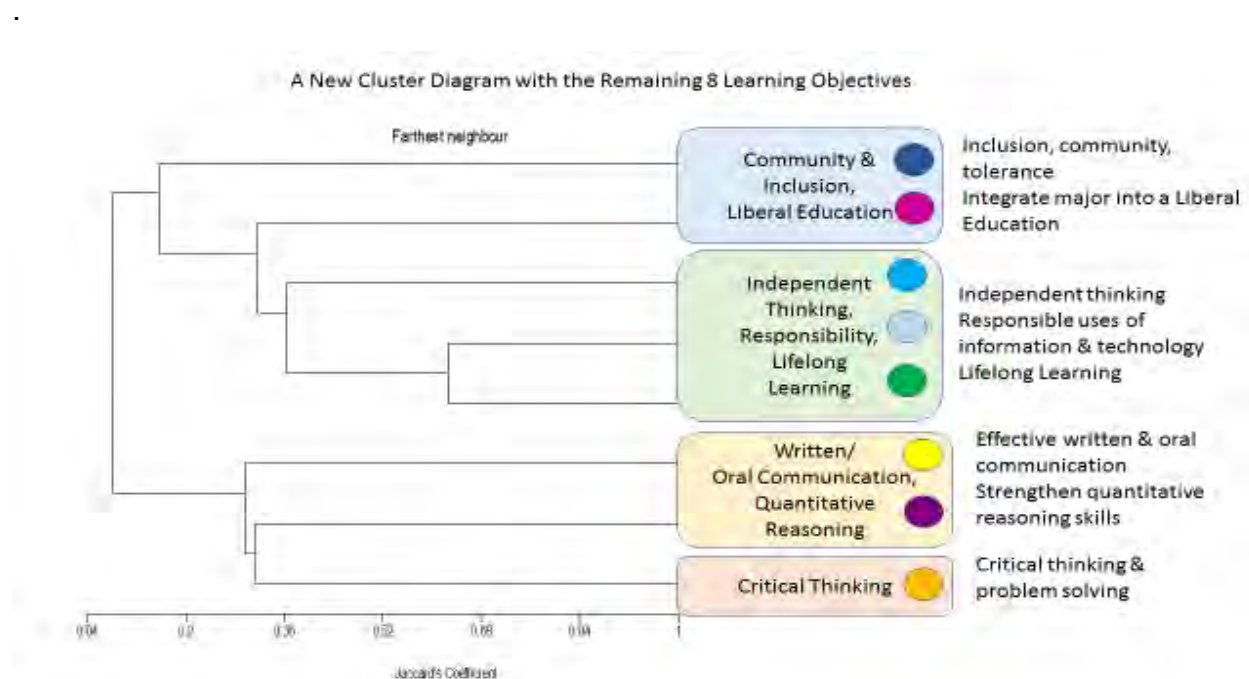


Figure 7: A cluster analysis of the 124 Kent core courses following removal of 3 of the learning objectives (see text) shows the persistence of four clusters that can serve as four broad categories or learning outcomes.

These four clusters represent all 124 courses, and can serve as the basis for four broad learning objectives, to be named by the faculty. In other words, the general education courses could be cross-listed in these four broad categories. The categories could draw their names from the original learning objectives, e.g., Critical Thinking, Written & Oral Communication, etc, but broader titles could be identified that closely link to our university mission and goals.

V.2. Mapping the LEAP Outcomes to the Kent Core

The nationally recognized LEAP (Liberal Education and America's Promise) Outcomes provide a common set of learning outcomes (www.aacu.org/leap):

- Knowledge of Human Cultures and the Physical and Natural World
- Intellectual and Practical Skills
- Personal and Social Responsibility
- Integrative Learning

Following discussions with faculty we plan to map these outcomes to the four broad clusters, and this will link our learning goals directly to the VALUE rubrics. By doing

this, we will have internal consistency linking the general education courses to LEAP outcomes, and the LEAP outcomes to the VALUE rubrics (see below).

V.3. Assessing General Education within the Majors using Paired Assessments

Paired assessments are important for an understanding how of learning is progressing. Our analysis of the past five years of Kent Core assessments indicate that we do not have reliable continuity in the area of giving paired assessments within the Kent Core courses. A better option is needed. The URCC proposes carrying out a first assessment of general education in the first course taken in a major by a student (but not one of the general education courses), and a second assessment during the senior year, in a course taken by most or all students in a major. This would provide the following benefits:

- The university would then be assessing our ability to reach the goals of general education within the majors, a new “best practice” as indicated by ODHE (2019);
- Reliable testing would be established for these paired assessments, as these courses in the majors are typically taught by full time faculty with the opportunity to develop continuity from one year to the next.

Alumni could then be surveyed in specific time windows following graduation, such as two and five years following graduation. These data could also be used in improving curriculum and increasing student success. (**Figure 8**).

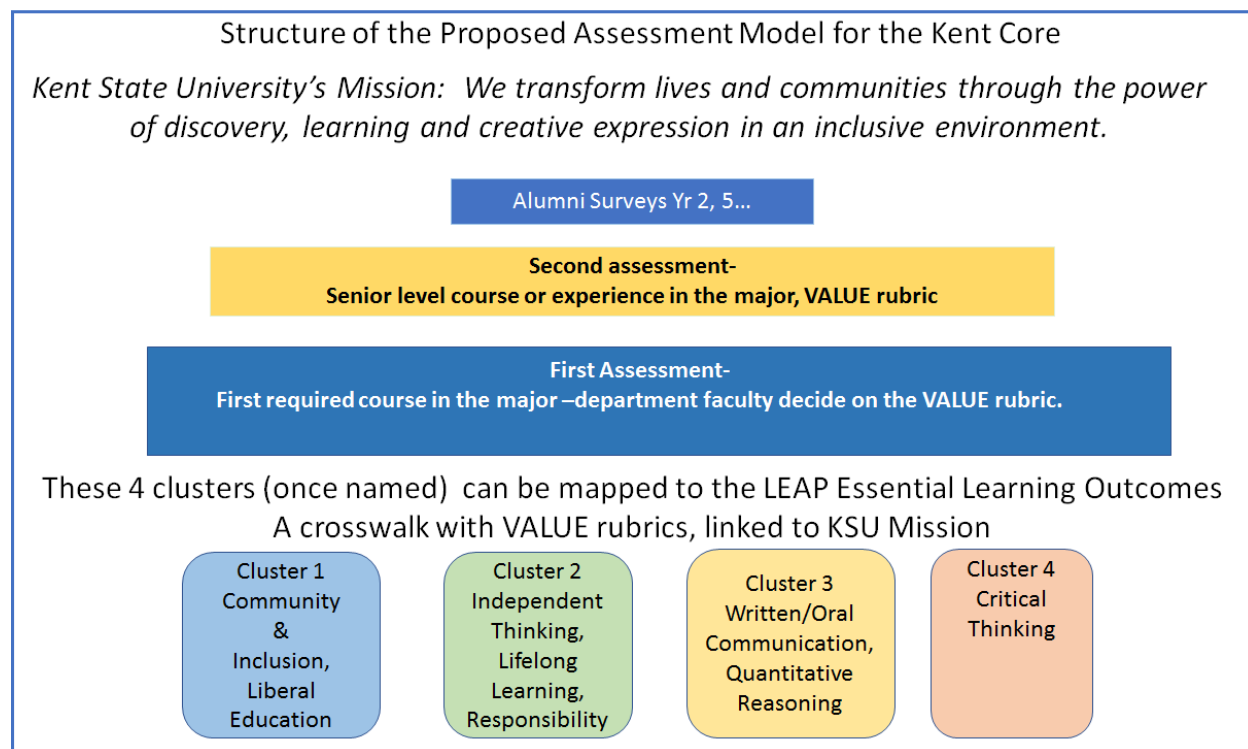


Figure 8: The general structure of the proposed Kent Core assessment plan.

V. 4. Using the AAC&U VALUE Rubrics

There is a distinct advantage in choosing nationally recognized rubrics for assessment of general education. The URCC recommends making use of the VALUE rubrics (Rhodes, 2010; AAC&U, 2010) which are freely available through the AAC&U and have been rigorously tested in a national setting through the LEAP initiative (www.aacu.org/leap).

One attractive aspect of making use of the VALUE rubrics is that faculty interested in publishing their pedagogical studies using these rubrics will be able to compare their results to results reported nationally. At present, our in-house rubrics do not have that capability. It is very likely that faculty will be keenly interested in this feature.

V. 5. A Recommendation for encouraging innovative pedagogy in the Kent Core and beyond

With the proposed mapping of LEAP outcomes to the four broad clusters of general education courses comes an opportunity to provide workshops for instructional development for those teaching in the Kent Core, and for those working with the VALUE rubrics in the majors. The Center for Teaching and Learning (CTL) at KSU was established as part of the university-wide assessment improvement project and does this now for other types of pedagogical projects. We view this faculty enrichment program through the Center for Teaching and Learning as an important part of transitioning to an improved assessment process.

V. 6. A recommendation for the formation of a Kent Core Assessment Council

The URCC expects that each department or program will discuss which of the VALUE rubrics is appropriate for the First Assessment and the Second Assessment in the major. The chosen rubric can then be adjusted to serve an assignment appropriate for the course. These assignments can be ranked and reported, with the data moving forward from the departments to a new central committee focused on the assessment of the Kent Core.

The URCC proposes the establishment of a council composed of faculty members interested in general education pedagogy and of specialists in assessment. Members should be drawn from all the colleges, include regional campus faculty, and serve on a two or three year rotation. It is important that this council sit above the level of the colleges, and not be composed of URCC members. This is because any course recommendations that come from this body would need to follow the established pathway of review by URCC, the EPC, and the Faculty Senate.

The council would be responsible for reviewing the paired assessments once a year and sending the review of these assessment outcomes to the university's office of Accreditation, Assessment and Learning and the University's Advisory Committee on Academic Assessment (ACAA), and also to the College Deans and Department Chairs.

These data would then be available for distribution to the public through the university's office of Accreditation, Assessment and Learning, and to the colleges and departments to use as evidence for progress in student retention and student success, and to improve the curriculum. The council would also recommend and consider changes, deletions, and additions to the Kent Core, which would be passed to the appropriate colleges and their departments. Departments could then propose changes which would then follow the standard path to the URCC, EPC, and Faculty Senate (**Figure 9**).

“Closing the Loop” brings the results of assessment forward to use in budget planning, curriculum development, and student success. We foresee this process as one in which the Kent Core Assessment Council and the department faculty and chairs will be actively involved, and that a process known as “double loop learning” (**Figure 10**) best describes this activity (Argyris, 2002; Senge, 2006)

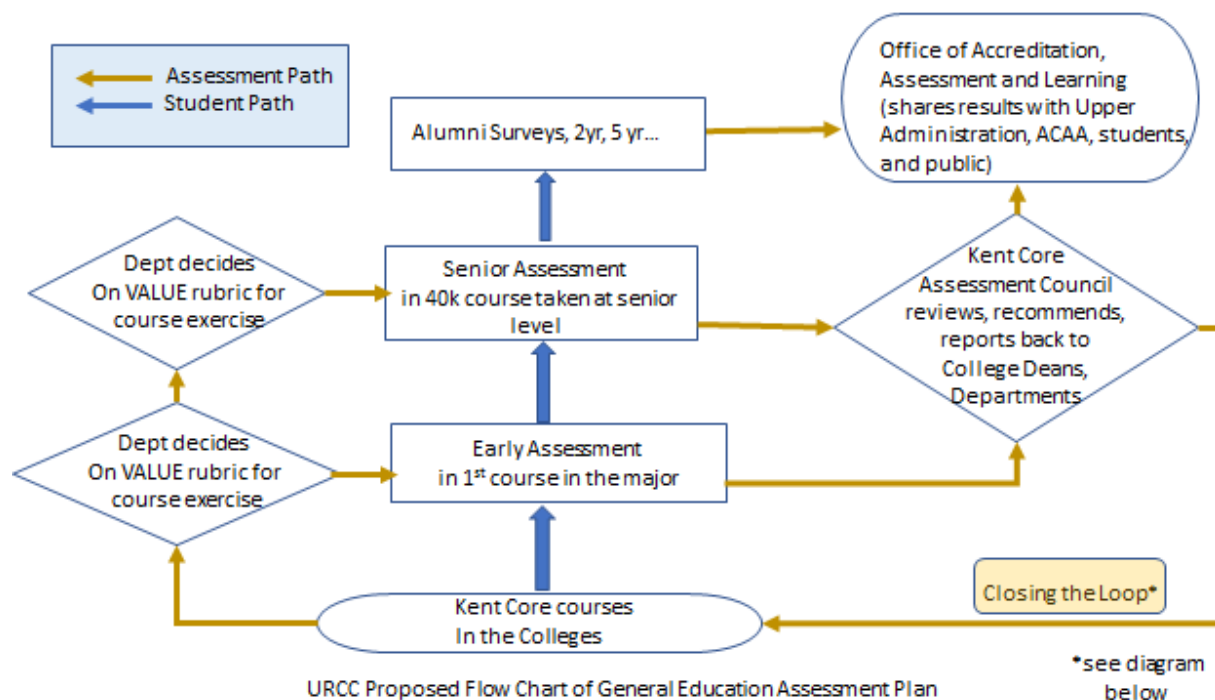
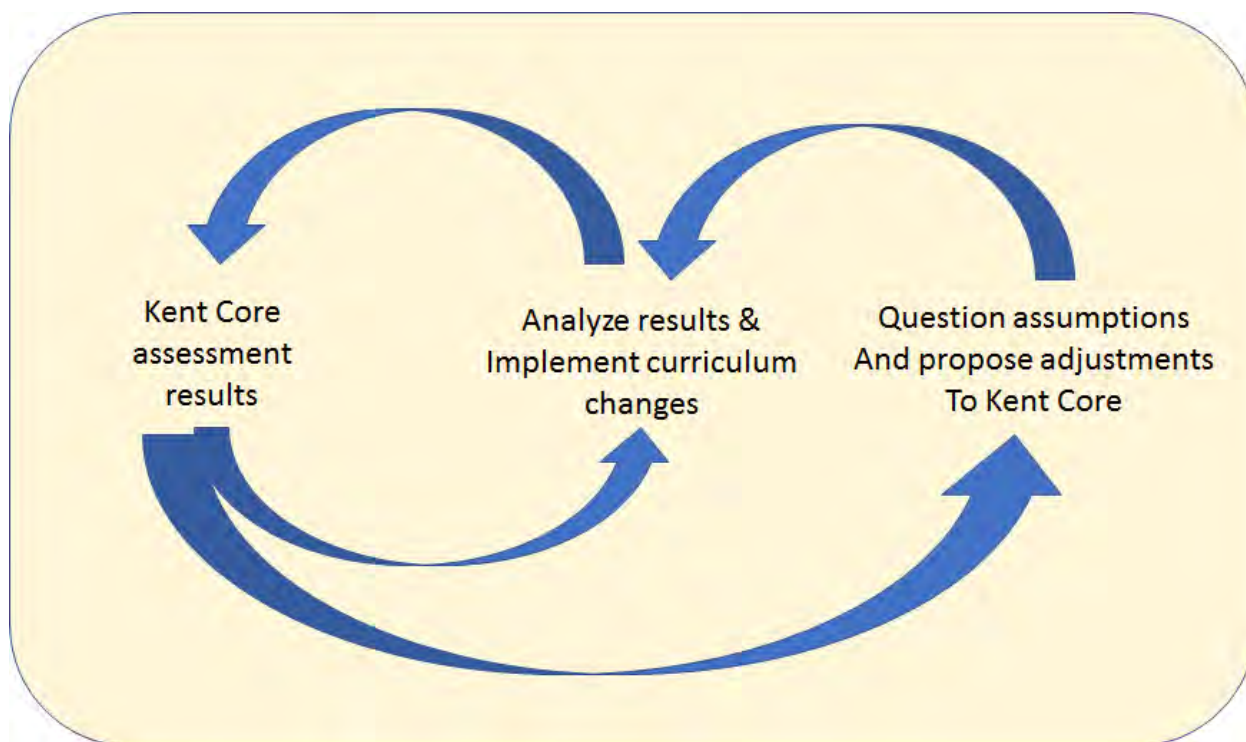


Figure 9: A flow chart showing the student path and the assessment path for the proposed Kent Core assessment model. “Closing the loop” involves a detailed process illustrated below in Figure 10.



Expanded from Figure 9 Flow Chart: Double Loop Learning Model, modified after Senge, 2006,p.236 and based on Argyris, 2002.

Figure 10: “Closing the loop” involves bringing the assessment results forward to implement curriculum changes, propose ways to enhance student success, and, using the double loop learning method, make adjustments to the Kent Core.

VI. Summary and Conclusion

A sound assessment process is central to the success of a general education program, and any reform of general education at this institution must begin with the assessment process. The URCC has analyzed and assessed the current assessment process used in our general education program, the Kent Core. We found opportunities to simplify and improve the assessment process, meet recommendations of HLC and ODHE, and make use of the assessment data to in order to improve general education curriculum and increase student success (**Table 1**).

Kent State is already a member of the LEAP Campus Action Network (<https://www.aacu.org/leap/can>), which includes more than 300 universities, including the University of Cincinnati, Miami University of Ohio, Bowling Green University, and Cleveland State University. In examining the assessment processes within this network, we found many useful approaches, particularly with the University of Cincinnati's model (<https://www.uc.edu/gened.html>). Our proposed path to a simplified,

paired assessment plan embedded in the majors is similar to the approach taken by the University of Cincinnati.

Table 1:

Summary Table of Proposed Outcomes of the Kent Core Assessment Revision

<i>HLC and ODHE Recommended Assessment Attributes</i>	<i>Current Assessment Process</i>	<i>Proposed Assessment Process</i>
<i>Paired Assessment</i>	variable	yes
<i>Assessment of General Education within the Majors</i>	no	yes
<i>Link of General Education to the University Mission</i>	yes	yes
<i>“Closing the Loop”- Assessment data circles back to be used in improving the curriculum, retention and student success</i>	variable	yes
<i>Ability to Link assessment outcomes to nationally recognized LEAP learning outcomes</i>	no	yes

Thinking ahead to the reform of the Kent Core program, the university expects to continue the process of reforming the Kent Core for 21st century students, and addressing topics such as upper division general education courses integrated with tools for information literacy and design innovation. Our goal is to make sure the general education program is relevant to student learning and success and will deliver a distinctive Kent State experience. Designing a meaningful assessment is the first step in this reform process.

VI.1 Timeline:

Here, the URCC has presented a plan for reforming the assessment of the Kent Core, which is one step in the process of reforming the entire general education program. These kinds of changes take time to implement. We expect the process to unfold along a timeline of 3 years, including the year we have spent on the assessment revision project. Below is our expected timeline for the reform of general education assessment and programming (**Figure 11**) . Our implementation of the new assessment plan for the Kent Core is targeted for Fall, 2020 and the revised Kent Core Program should be operational as early as Fall, 2021.

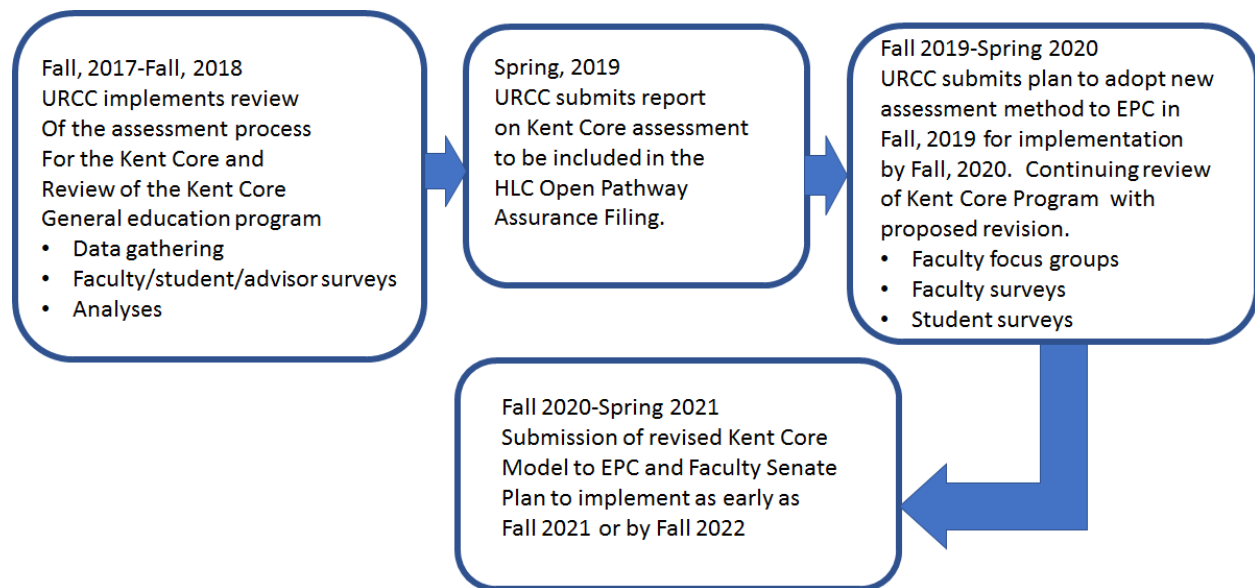


Figure 11: A timeline for implementation of the new Kent Core assessment plan and also the expected revision of the Kent Core program itself.

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- Rhodes, T.. 2010. *Assessing outcomes and improving achievement: Tips and tools for using rubrics*. Washington, DC: Association of American Colleges and Universities.
- Senge, Peter M., 2006. The Fifth Discipline-the Art and Practice of the Learning Organization, Chapter 11: Team Learning, pp. 216-252. m Connect/Doubleday Publishers, 2nd edition, New York.

Support Material for the EPC Item from the September 16, 2019 EPC Meeting

EPC voted to endorse the URCC Report: ***Analysis of the Kent Core assessment method, with a recommendation and plan for reform.*** The report includes recommendations to adopt language and tools developed by the Association of American Colleges and Universities (AAC&U). These recommendations address directives from both the Higher Learning Commission and the State of Ohio. Specifically, the following recommendations are made:

- a) Use paired assessment of core learning objectives with the students' first course and senior-level course in their majors to assess learning outcomes. This shifts decision-making authority regarding core courses majors take to the department housing a major. Departments are in the best position to know which learning objectives and set of core courses serve the interests of their majors (beyond those required by the State of Ohio – see page 6 and Appendix C (p. 69) of Guidelines and Procedures for Academic Program Review https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/program-approval/Academic-Program-Review-Guidelines_070516.pdf) This change is aligned with directives coming from both the State of Ohio, that core courses be more closely aligned with majors, and the HLC that paired assessments be part of the Core assessment process;
- b) Adopt language provided by AAC&U describing learning outcomes, referred to as LEAP Essential Learning Outcomes. These outcomes are largely consistent with current KSU learning outcomes and provide standards that can be compared across institutions;
- c) Assess learning outcomes using VALUE rubrics available from the AAC&U designed to assess LEAP essential outcomes;
- d) Establish a faculty-led Kent Core assessment council to review assessment data, provide feedback to departments regarding their students' learning in the core. Departments housing majors would share feedback with the departments providing the core courses their majors are taking.

This report does not make any recommendations regarding which courses are or aren't included in the core. Nor does this report address in any way the pedagogy that is used in core courses.

****Background Information on Ohio General Education, Higher Learning Commission, other Gen Ed programs in Ohio, and the Kent Core are available here provided by the URCC:**

https://docs.google.com/presentation/d/1k1OnvkM_o3CjZqPmDIsjRSKcNvbQCv1W46ydXgrfQBQ/edit?usp=sharing

(Note: if you have any difficulty accessing these slides, they are also available as a pdf in this packet)

The following are additional links to assessment resources referenced in the report.

Association of American Colleges and Universities (AAC&U)

LEAP Essential Learning Outcomes and VALUE Rubrics were developed by and made available through the ***Association of American Colleges and Universities***: <https://www.aacu.org/>

The purpose and mission of the AAC&U can be reviewed at <https://www.aacu.org/about/strategicplan>

AAC&U has developed LEAP essential learning outcomes and VALUE rubrics, which are also referenced in the report.

LEAP Essential Learning Outcomes

LEAP Essential Learning Outcomes <https://www.aacu.org/leap/essential-learning-outcomes>
Listed Here:

Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

Intellectual and Practical Skills, Including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Personal and Social Responsibility, Including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- **Ethical reasoning and action – the example VALUE rubric is provided here**
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

Integrative and Applied Learning, Including

- Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

VALUE (Valid Assessment of Learning in Undergraduate Education)

VALUE (Valid Assessment of Learning in Undergraduate Education) is a campus-based assessment approach developed and led by AAC&U as part of its Liberal Education and America's Promise (LEAP) initiative. There are 16 Rubrics and information about them can be accessed at <https://www.aacu.org/value-rubrics>

Attached to this document is a pdf that includes **VALUE rubric for ethical reasoning and action.**

KENT CORE (GENERAL EDUCATION REQUIREMENT)

**Background for Kent Core Assessment Activities 2018-2020:
These slides provide background (a mini-library) on the following topics:**

- slide 2: What is General Education (GE) ?**
- slide 3: What about GE, Ohio, and the Ohio Transfer Module ?**
- slide 4: What do GE programs look like in Ohio ?**
- slide 5: Why are we discussing assessment and reform of GE (Kent Core) at KSU ?**
- slide 6: Where can I learn more about the Higher Learning Commission (HLC) policies?**
- slide 7: What GE models are used currently in the US ?**
- slide 8: Who teaches "Kent Core" (GE) at KSU ?**
- slide 9: What are the Learning Objectives used in the Kent Core?**
- slide 10: What learning objectives are most frequently chosen for Kent core courses?**
- slide 11: How are learning objectives distributed through the 7 categories in the GPS planner ?**
- slide 12: At what level is the Higher Learning Commission going to assess general education at KSU ?**
- slide 13: Who is to drive the Kent Core development and what is the timeline ?**

What is General Education ?

Outline from the **State of Ohio Higher Education's** [Guidelines and Procedures for Academic Program Review-page 6](#)

General Education

General education includes a focus on “21st century” skills and knowledge² , including:

- » Knowledge of human cultures and the physical and natural world
 - » Intellectual and practical skills, including inquiry and analysis; critical and creative thinking; oral and written communication; quantitative literacy; information literacy; teamwork; and problem solving
 - » Personal and social responsibility, including civic knowledge and engagement; intercultural knowledge and competence; ethical reasoning and action; and foundations and skills for lifelong learning
- General education is required within every undergraduate degree and is guided by a mission and specific learning outcomes.
 - General education requirements reflect the degree designation (e.g., applied associate degree vs. associate of arts or associate of science; bachelor of arts vs. bachelor of science).
 - At a minimum, general education comprises no fewer than 36 semester hours for baccalaureate degrees and associate of arts and associate of science degrees and no fewer than 15 semester hours for applied associate degrees.
 - The general education curriculum reflects a breadth of study (the minimum number of hours in each general education area for baccalaureate, associate of arts, associate of science and applied associate degrees is outlined in Appendix C (see next slide)

² *The Essential Learning Outcomes from the **LEAP initiative**:* <http://www.aacu.org/leap/vision.cfm>

General Education in the state is tied to the Ohio Transfer Module - OTM

What does the state of Ohio require from state universities regarding general education programming?
Information below is from [Appendix C: General Education Guidelines, Academic Program Review](#)

Baccalaureate Degrees

For bachelor's degrees (e.g., Bachelor of Arts-BA, Bachelor of Fine Arts-BFA, Bachelor of Music-BM, Bachelor of Science-BS, or Bachelor of Applied Studies-BAS), the minimum general education requirements are the same as for the academic associate degrees (see below). However, many baccalaureate programs require general coursework beyond those minimum expectations and students may be required to complete additional general education requirements beyond the minimum upon transfer.

Ohio Transfer Module (OTM)

The OTM contains 36-40 semester hours of coursework in general education. It is a subset or the complete set of general education requirements at each college or university. In order for general education courses to be part of an institution's transfer module, all coursework is subject to a review by the statewide transfer module panels against the Ohio Transfer Module Guidelines and learning outcomes.

Each transfer module must include a minimum of 24 semester hours of approved OTM courses as outline below:

At least...

- 3 semester credit hours in English Composition and Oral Communication
- 3 semester credit hours in Mathematics, Statistics and Logic
- 6 semester credit hours in Arts and Humanities
- 6 semester credit hours in Social and Behavioral Sciences
- 6 semester credit hours in Natural Sciences

The additional 12-16 semester credit hours are distributed among these topics, based on needs of the degree.

How do state university general education programs in Ohio work now. * = recently reformed gen ed program

Kent State University

<http://catalog.kent.edu/undergraduate-university-requirements/kent-core/>

*University of Cincinnati - EXPLORE THIS-THEIR SIZE and STRUCTURE IS MOST SIMILAR TO OURS

<https://www.uc.edu/gened.html>

*University of Akron

<https://www.uakron.edu/general-education/>

*Ohio State University

<https://advising.osu.edu/general-education-requirements>

*Bowling Green University

<https://www.bgsu.edu/catalog/academic-policies/bg-perspective.html>

*Miami University of Ohio “The Miami Plan”

<https://miamioh.edu/academics/core-curriculum/index.html>

Cleveland State University

<https://www.csuohio.edu/gened/gened>

Why are we discussing assessment and reform of the Kent Core?

The [Higher Learning Commission \(HLC\)](#) is the organization tasked with the regional accreditation responsibilities for colleges and universities in the central United States, including Ohio and including Kent State University.

The HLC requires that KSU provide an assessment of the assessment of the General Education program (Kent Core) by June, 2019.

Assessment will include recommendations to reform the General Education model to be competitive with state requirements and principles and national trends, and to be better aligned with the university's [mission](#).

A reform of the Kent Core is a faculty endeavor.

The University Requirements Curriculum Committee ([URCC](#)), a subcommittee of the Educational Policy Council ([EPC](#)), is charged by the Provost with conducting this assessment and recommending reforms to the Kent Core.

Where can I learn more about the HLC policies?



HIGHER LEARNING COMMISSION

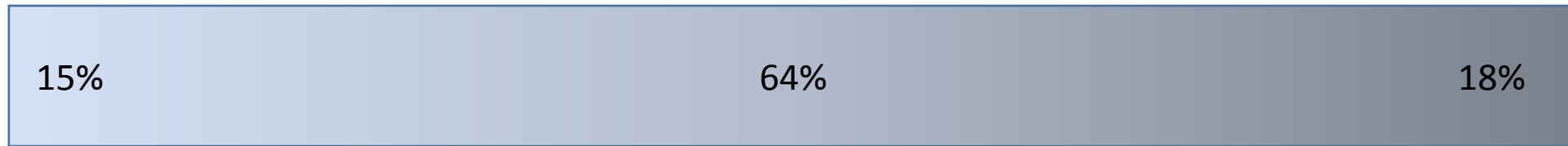
<https://www.hlcommission.org/Policies/criteria-and-core-components.html>

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs. Broadly...

- The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
- The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements.
- The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

General Education Models Currently Used In U.S. colleges and universities

KSU General Education
is here



Breadth Models
("distributed
models")

A blend of both types of models
(3% of programs do not fit these categories)

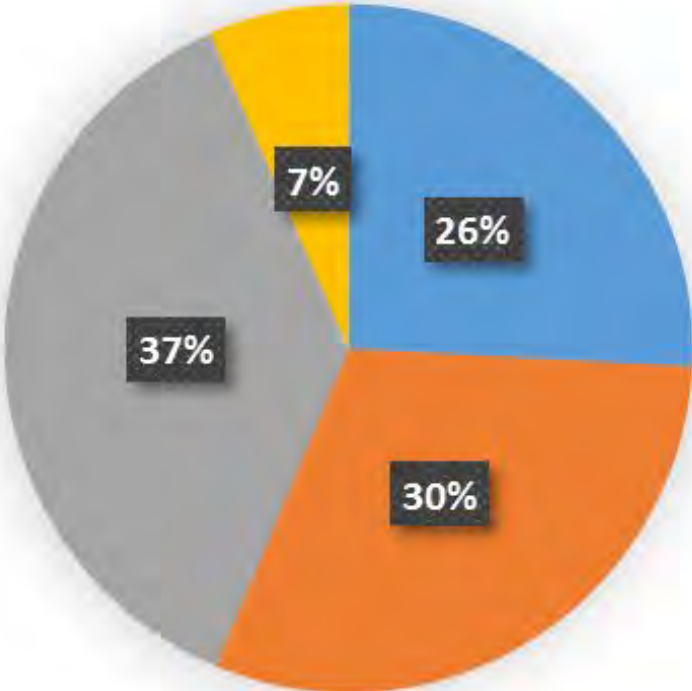
Integrative Models

The Ohio and national trend is towards integrative models

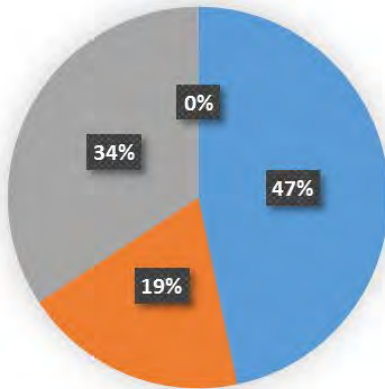
Data from Hanstedt, AAC&U, 2018 presented [here](#) and also in this publication:
Hanstedt, P., 2012. General Education Essentials: A Guide for College Faculty, an AAC&U Publication,
Jossey-Bass Publishers, 192 pp., **ISBN-10:** 9781118321850

Who teaches the Kent Core? AY 2017-18

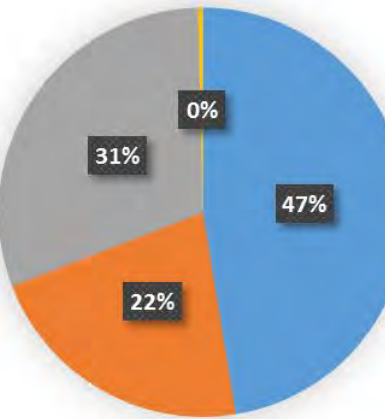
KSU All Campuses



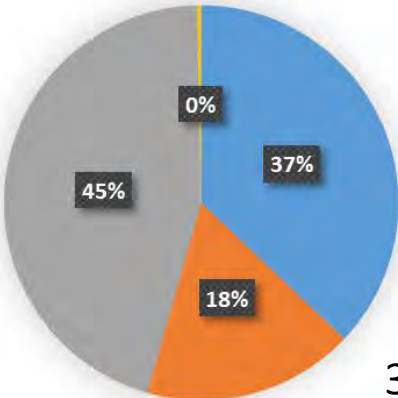
Tuscarawas



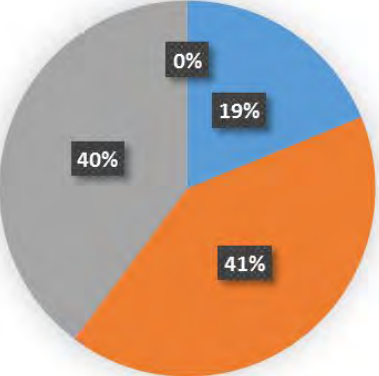
Trumbull



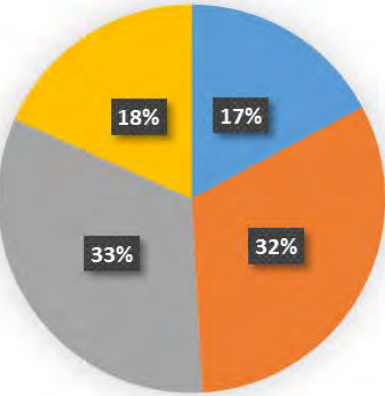
Stark



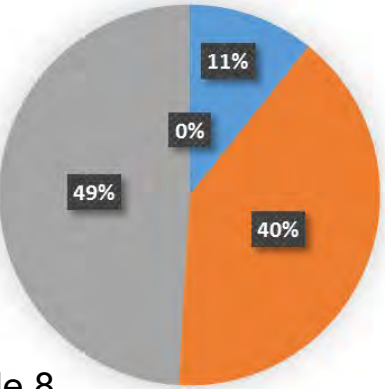
Salem



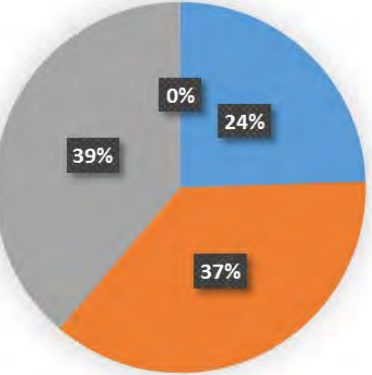
Kent



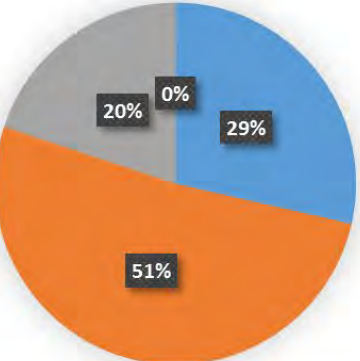
Geauga



East Liverpool



Ashtabula



- % Tenured/TT
- % NTT
- % Part Time/Adj
- % Grad Stu

3,104 sections taught AY17-18

What are the Learning Objectives of the Kent Core?

<http://catalog.kent.edu/undergraduate-university-requirements/kent-core/>

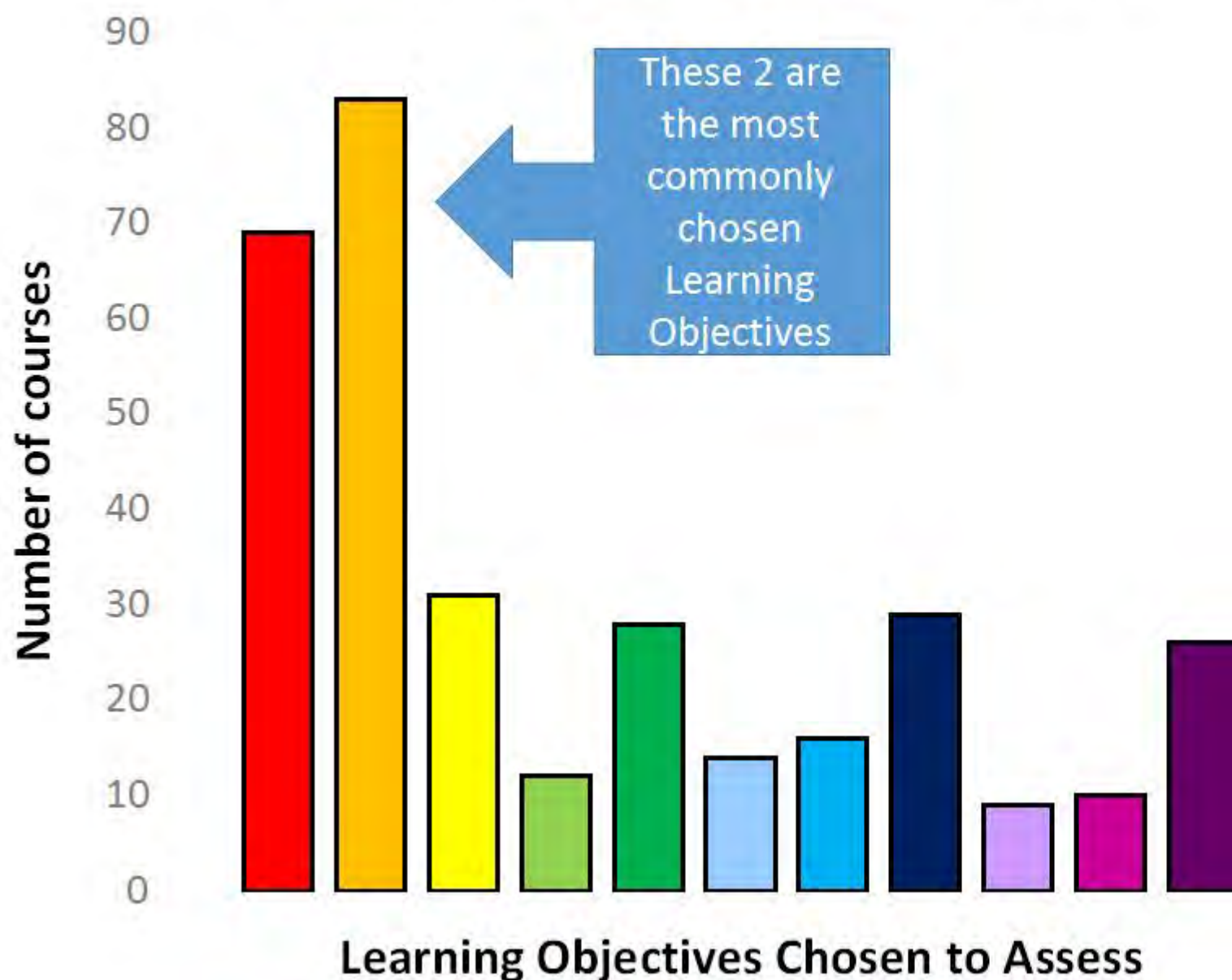
(words in **bold** indicate the abbreviated version of these learning objectives shown in the next few slides)

Kent Core courses enable students to:

- Acquire **critical-thinking** and problem-solving skills
- Apply principles of effective written and oral **communication**
- Broaden their imagination and develop their **creativity**
- Cultivate their natural curiosity and begin a **lifelong** pursuit of knowledge
- Develop competencies and values vital to **responsible uses** of information and technology
- Engage in independent thinking, develop their own voice and vision and become **informed, responsible citizens**
- Improve their understanding of issues and behaviors concerning **inclusion, community and tolerance**
- Increase their awareness of **ethical implications of their own and others' actions**
- Integrate their major studies into the broader context of **a liberal education**
- Strengthen **quantitative** reasoning skills
- Understand **basic concepts** of the academic disciplines

Although not every Kent Core course will address all these goals, learning within the Kent Core as a whole enables students to acquire the tools for living rich and meaningful lives in a diverse society.

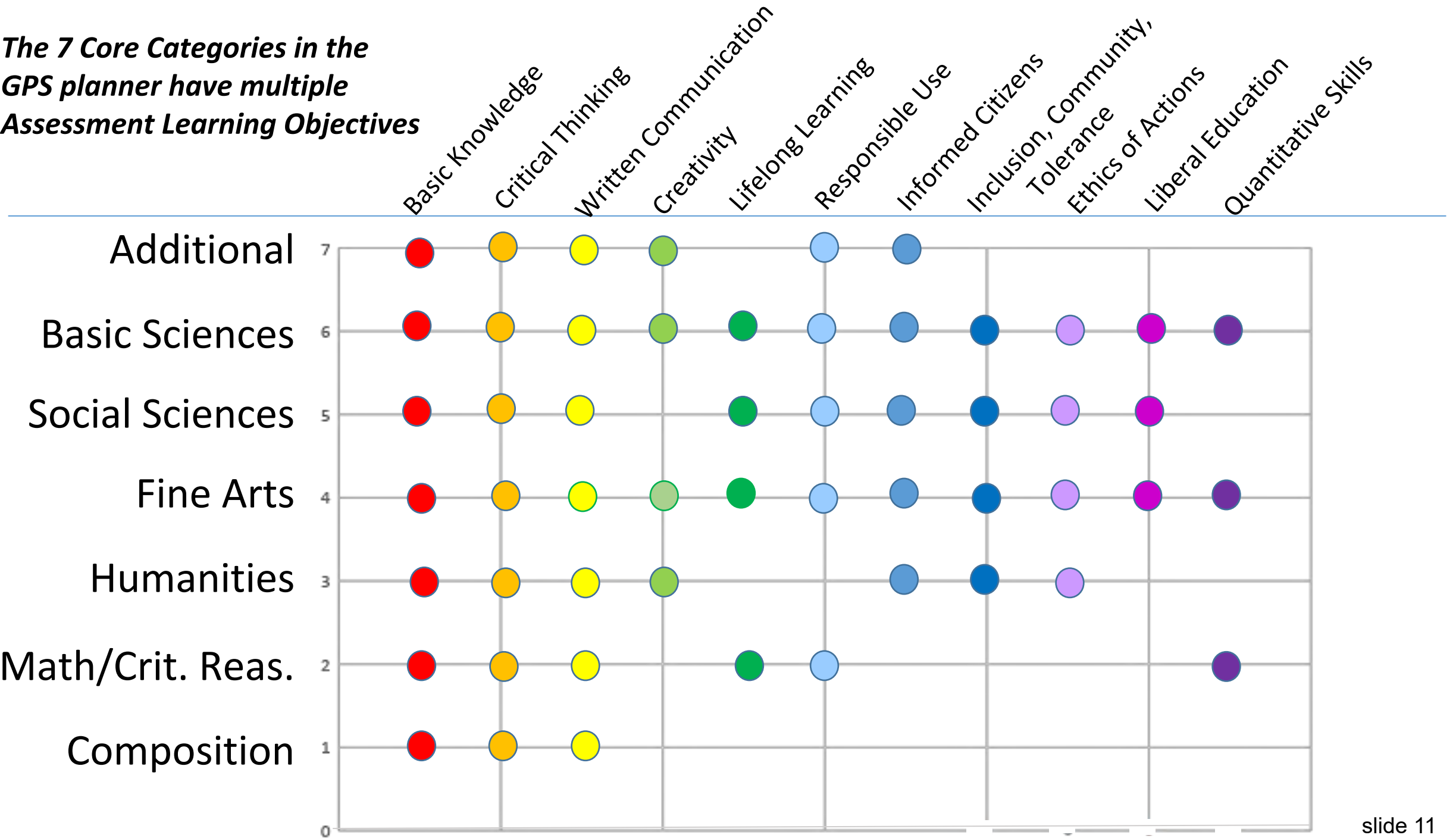
All 124 Kent Core Course Assessment Plans

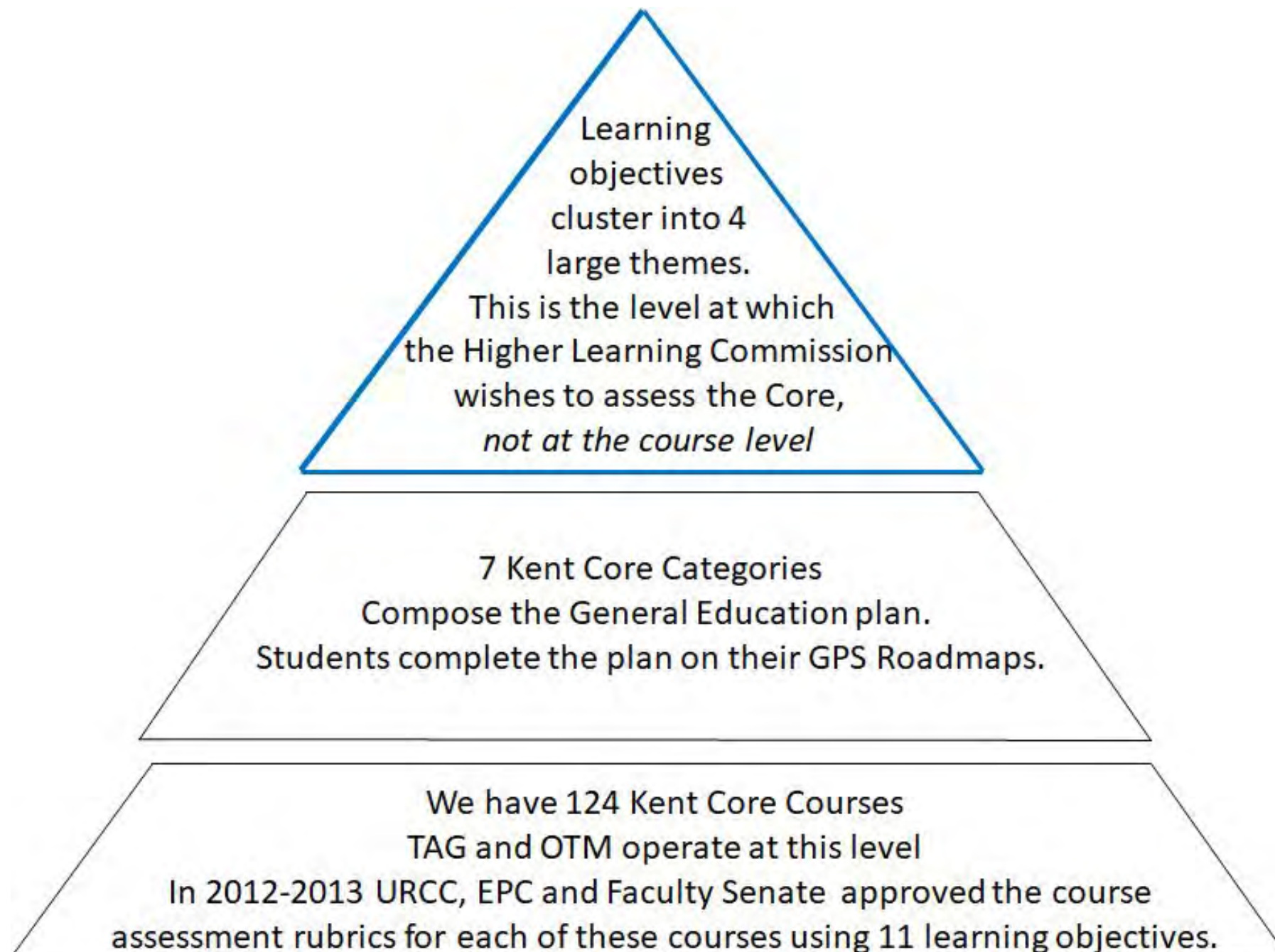


11 Learning Objectives

- Understand Basic Knowledge
- Critical Thinking
- Written Communication
- Develop Creativity
- Lifelong Learning
- Responsible Use
- Informed Citizens
- Inclusion, Community, Tolerance
- Ethics of Actions
- Liberal Education
- Quantitative Skills

*The 7 Core Categories in the
GPS planner have multiple
Assessment Learning Objectives*





What kind of general education do the Faculty want all Kent State Graduates to have?

- Designing a more integrated and meaningful General Education (Kent Core) is a faculty endeavor.
- General Education reaches every undergraduate student and is taught by every type of university instructor.
- Assessment must be built in to the model from the beginning, and operate consistently and above the course level.

An Approximate Timeline

HLC assessment recommendation
submitted



Bring Assessment Model to
EPC and Faculty Senate



Summer 2018	Fall 2018	Spring 2019	Summer 2019	Fall 2019	Spring 2020	Fall 2020	Fall 2021
URCC continues Kent Core assessment begun in Fall, 2017	Faculty Survey and Student Focus Groups, Review of Gen Ed Assessment in Ohio and nationally	Student and Advisor Surveys, Focus Groups	Design Plans for additional Faculty and Student Surveys for AY19-20	URCC Submits Proposal To EPC and Faculty Senate	Cont'd Faculty Develop- ment Re Gen Ed Pedagogy, Faculty Input	Earliest Start for New Assessment Model	Earliest Start for New Model of Kent Core

ETHICAL REASONING VALUE RUBRIC

for more information, please contact value@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Framing Language

This rubric is intended to help faculty evaluate work samples and collections of work that demonstrate student learning about ethics. Although the goal of a liberal education should be to help students turn what they've learned in the classroom into action, pragmatically it would be difficult, if not impossible, to judge whether or not students would act ethically when faced with real ethical situations. What can be evaluated using a rubric is whether students have the intellectual tools to make ethical choices.

The rubric focuses on five elements: Ethical Self Awareness, Ethical Issue Recognition, Understanding Different Ethical Perspectives/ Concepts, Application of Ethical Principles, and Evaluation of Different Ethical Perspectives/ Concepts. Students' Ethical Self Identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues. Presumably, they will choose ethical actions when faced with ethical issues.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Core Beliefs: Those fundamental principles that consciously or unconsciously influence one's ethical conduct and ethical thinking. Even when unacknowledged, core beliefs shape one's responses. Core beliefs can reflect one's environment, religion, culture or training. A person may or may not choose to act on their core beliefs.
- Ethical Perspectives/ concepts: The different theoretical means through which ethical issues are analyzed, such as ethical theories (e.g., utilitarian, natural law, virtue) or ethical concepts (e.g., rights, justice, duty).
- Complex, multi-layered (gray) context: The sub-parts or situational conditions of a scenario that bring two or more ethical dilemmas (issues) into the mix/ problem/ context/ for student's identification.
- Cross-relationships among the issues: Obvious or subtle connections between/ among the sub-parts or situational conditions of the issues present in a scenario (e.g., relationship of production of corn as part of climate change issue).

ETHICAL REASONING VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3 2		Benchmark 1
Ethical Self-Awareness	Student discusses in detail/ analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/ analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.
Understanding Different Ethical Perspectives/ Concepts	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/ he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/ he uses, and is only able to present the gist of the named theory.	Student only names the major theory she/ he uses.
Ethical Issue Recognition	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Application of Ethical Perspectives/ Concepts	Student can independently apply ethical perspectives/ concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently (to a new example) apply ethical perspectives/ concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/ concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/ concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/ concepts independently (to a new example.).
Evaluation of Different Ethical Perspectives/ Concepts	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/ concepts, and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/ concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/ concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/ concepts.



Faculty Senate Executive Committee

Minutes of the Meeting

July 12, 2019

Present: Pamela Grimm (Chair), Robin Vande Zande (Vice Chair), Ed Dauterich (Secretary), Tracy Laux (At-Large), Molly Wang (Appointed), Tess Kail (Office Secretary)

Not Present: Denice Sheehan (Appointed)

1. Call to Order

Chair Grimm called the meeting to order at 2:14 p.m. in the Faculty Senate Office in 227 Schwartz Center.

2. Approval of Minutes

a. Faculty Senate meeting minutes of May 13, 2019

A motion was made and seconded to approve the minutes (Laux/Vande Zande). The minutes were approved unanimously.

b. Executive Committee meeting minutes of May 22, 2019

A motion was made and seconded to approve the minutes (Laux/Vande Zande). The minutes were approved unanimously.

3. Review September Faculty Senate Meeting Agenda

The Executive Committee agreed to check with President Diacon to see whether he will speak at the first meeting of the year as the new president. The Committee will also invite Dr. Michael Lehman of the Brain Health Research Institute to present on their recent activities to the full Faculty Senate. The EPC item on changing the structure of the Educational Policies Council was shelved until the charter and by-laws can be rewritten. Items B & C from the EPC will go to senate for a vote but will not be effective in Fall 2019. The Fall retreat will take place on Oct. 18 or 25th.

4. Meeting Dates

a. Summer/Fall 2019 Executive Committee Meeting Dates

Dates were set for the meetings.

b. AY 19-20 EPC Meeting Dates Memo from Therese Tillett

Dates were looked over for the meetings.

5. Policy on Syllabi Retention

There was a discussion prompted by Kent State's legal department for how long we should keep old syllabi. The Executive Committee suggests keeping syllabi for a minimum of five years, but there should be no limit on how long individual departments choose to keep them. We also suggest that syllabi should be housed in the department from which they originated.

6. Discuss Interim Appointments and the National Search for a New Provost

The Executive Committee discussed the importance of a national search and of early meetings of the CAO to talk about a search process. Tess Kail will ask CAO members when they are available at the start of the faculty contract. It was also suggested that soliciting feedback from the faculty would be helpful.

7. Discuss Topics for the President and Interim Provost

Topics were deferred until the August meeting.

8. SSI Update

9. Student Complaint Policy Revisions (e-mail from Rob Kairis)

The discussion was tabled until the next meeting.

10. Future Planning Items:

a. Load Release for Executive Committee members

Letters will be written and sent to the appropriate departments

b. Fall Retreat, possible dates and topics

Dates in October (18th and 25th) were considered.

c. Potential issues and goals for AY19-20

There was a discussion of looking into additional conflict resolution problems in individual departments as well as the possibility of creating a Faculty Ombuds position.

11. Additional Items

There were no additional items.

12. Adjournment

The committee adjourned at 4:30 p.m.

Respectfully submitted by Edward Dauterich
Secretary, Faculty Senate



Faculty Senate Executive Committee

Minutes of the Meeting

August 20, 2019

Present: Pamela Grimm (Chair), Robin Vande Zande (Vice Chair), Ed Dauterich (Secretary), Tracy Laux (At-Large), Denice Sheehan (Appointed), Molly Wang (Appointed), Tess Kail (Office Secretary)

Guests: Jim Raber (Executive Director, Information Technology), Bob Eckman (Chief Information Security Officer)

1. Call to Order

Chair Grimm called the meeting to order at 2:15 p.m. in the Faculty Senate Office in 227 Schwartz Center.

2. Approval of Minutes: Executive Committee Meeting Minutes of July 12, 2019

A motion was made and seconded to approve the minutes (Laux/Vande Zande). The minutes were approved unanimously.

3. Student Complaint Policy Revision (carried over from July meeting)

The Executive Committee will contact the Professional Standards Committee (PSC) before moving forward with the policy revision.

4. (2:30) Jim Raber (Executive Director, Information Technology) and Bob Eckman (Chief Information Security Officer)

a. Update on Learning Management Software (LMS) Request for Proposal

The request for proposal (RFP) for a new learning management system was made in Fall 2018. Much of the past year was spent selecting faculty and students to gather responses. A committee (well represented by University Teaching Council (UTC)) was formed to work on the process. A faculty/staff/student survey was sent out and received 1,800 responses from all campuses. A request for information (RFI) was sent out to vendors, and it included many open-ended questions about development, corporate culture, release cycles, etc. There have also been many reports out to different groups through e-mails and meetings.

Deans were also updated. The RFP went out July 2nd and closed August 6. There were 90 questions covering functionality, user experience (UX), mobile strategy, data analysis, etc. Responses came from Blackboard, Canvas, and D2L (Desire to Learn). The next steps are to have vendors present to the committee in September, have the committee present to the public during the Fall 2019 semester, allow people to work with the three systems during the Spring 2020 semester to help gain nuanced understanding of each platform, and in Summer 2020, to make the award and plan the deployment strategy. The rollout will begin in Fall 2020; it will likely take 18 months to roll out. 12-24 months is normal for these types of rollouts. During the rollout, Kent State will support two platforms. Whether we move to a cloud-based platform or keep our servers here, there have already been meetings with security to make sure that concerns about who will have access to the data are already expressed in the RFP.

In addition to discussing the LMS, the Executive Committee and Executive Director Raber discussed SAS and whether Kaltura can provide closed captioning for videos. This is possible but expensive; if complete transcripts are provided, there can be free closed captioning. Kaltura has an automated system called Reach that is being explored in SAS. There may also be a platform that does this through Microsoft (creatively called "Video"). Microsoft does not yet tie in well with LMSs, but they are working on it.

The Executive Committee and Executive Director Raber also talked about Proctorio. Faculty have many concerns about the lack of efficiency in the new online proctoring system. Executive Director Raber says that the decision to move to Proctorio came down to cost, since the live ProctorU cost significantly more. The new system has not delivered on what was promised, and there have been talks about possibly creating a new RFP. OCDE is aware of the situation, but the automated system will continue into the Fall 2020 semester. Instructors can still use ProctorU, but support has been downscaled for it.

b. Transition in Office 365 Creating a System of Defense Against Cyber Threats

Chief Information Security Officer Eckman explained ATP (Advanced Threat Protection) and MFA (Multifactor Authentication). 22% of security breaches start with a credential compromise. 445 million records were stolen last year from government sectors worldwide, and 1 in 10 breaches start with some form of malware (phishing, e-mail attachments, etc.). Universities are increasingly becoming targets. State affiliated espionage has risen significantly, and nation states could be coming after our research data if there is not proper security. Ransomware has also been on the rise. Officer Eckman says that our system is well-protected. Microsoft has partnered with Kent State, and the ATP will stop infected files at the source and put malware alert text attachments in place of the original malware attachment. This tool is available today. The ATP can also do this with different URLs and check them the way it checks files. Officer Eckman says we would like to roll this out to faculty, and they will need faculty support to

get that done. Driving awareness through Faculty Senate and UTC is key to helping to educate everyone.

c. Brief Discussion of Multifactor Authentication

Chief Information Security Officer Eckman reiterated that credential compromise is a huge problem at Kent State. 5,000 accounts were compromised last year. 72% were students and alumni; 12% were staff; 8% were faculty, and 8% were “other.” This puts student data and research data at risk. Security will introduce multifactor authentication to make sure there is more than just a password entry to access accounts. MFA will take a password, determine if the login is risky, and then use an algorithm to deliver a 6-digit code that Microsoft can send through a text code or an authenticator app. Entering the code or using the app will then allow members of the Kent State community to continue logging in. The app is available through securemyaccount.kent.edu. This will eliminate most credential compromise.

The Executive Committee will contact both of today’s guests about returning to report on ATP, MFA, and the LMS before the full Faculty Senate. They will also contact the PSC and possibly Val Kelly about the situation with Proctorio.

5. Committee Appointments

a. Discussion of Adding EPC and FaSBAC Appointments to COC Work

Tracy Laux and Chris Fenk were appointed to FaSBAC. It was decided that the Faculty Senate Executive Committee will maintain the responsibility for making these selections rather than going through the COC.

b. Committee on Committees (COC)

The Executive Committee will send invitations to join the committee to those who expressed interest.

6. EPC Items from August 19 EPC Meeting

Item 1 (CAE revision of major) and 2 (athletic training) from the EPC memo will go forward as action items. Item 3 from the information items will be brought to the agenda as well, but other information items will not.

7. Finalize September Faculty Senate Meeting Agenda

The agenda was finalized.

8. Possible Topics for August 26 Meeting with the President and Provost

Topics for discussion at the meeting were finalized.

9. Future Planning Items:

a. Load Release Letters for Executive Committee Members were distributed.

b. Fall Retreat and Possible Topics

It was decided to move the date for the Fall Retreat to November 1st.

10. Additional Items

The Executive Committee will invite Dean Alison Smith to speak about the Kent Core at the next Executive Committee meeting.

11. Adjournment

The committee adjourned at 5:30 p.m.

Respectfully submitted by Edward Dauterich
Secretary, Faculty Senate



Faculty Senate Executive Committee

Minutes of the Meeting

August 26, 2019

Present: Pamela Grimm (Chair), Robin Vande Zande (Vice Chair), Ed Dauterich (Secretary), Tracy Laux (At-Large), Denice Sheehan (Appointed), Molly Wang (Appointed), Tess Kail (Office Secretary)

Guests: President Todd Diacon, Interim Provost Melody Tankersley, Dean Alison Smith

1. Call to Order

Chair Grimm called the meeting to order at 3:37 p.m. in the Urban Conference Room on the 2nd floor of the Kent State University Library.

2. Review of Topics for the President and Interim Provost

Topics were reviewed. It was decided to focus on priorities and plans that the president and interim provost have for the upcoming year.

3. (4:00) Meet with the President and Interim Provost

President Diacon and Interim Provost Tankersley discussed communication at the cabinet level, the need to be a student-ready college, the fiscal situation at the university, events for the May 4th commemoration, and student retention with the Executive Committee.

4. Approval of Minutes: Executive Committee Meeting Minutes of August 20, 2019

A motion was made and seconded to approve the minutes (Laux/Sheehan). The minutes were approved unanimously.

5. (4:45-5:00) Meet with Honors College Dean, Alison Smith

Dean Smith met with the Executive Committee to discuss possible upcoming changes and recommendations for improvement to the Kent Core. The University Requirements Curriculum Committee (URCC) addressed the charge from the former provost about the Higher Learning Commission's (HLC) need to get a solution to our assessment of the Kent Core. The HLC did not find the assessment adequate because they could not see

evidence that the program was working. The URCC was also asked to find what was needed to refresh or reform the Kent Core to make it competitive with other state general education programs. We have 124 core courses. The core is taught by every faculty cohort at the university. All students experience it. In 2012, the decision was made to discuss the core in the courses themselves, and eleven different learning objectives were identified. Unfortunately, more than 70% of the core courses were being assessed on two objectives: understanding basic knowledge and critical thinking. The URCC did several studies, ran through statistical analyses, and surveyed the assessments from the past; they went through five years of previous assessments and did an independent study with the help of grad students in EHHS, and in the end, they found that there were many problems: 1) great variability in how each assessment was done; 2) only 30% of courses had assessments, and many of the ones that did do it over five years changed what they were assessing; and 3) some assessments had writing components without rubrics. An all-campus survey was sent out to see what faculty thought; most importantly, the URCC learned that respondents agreed that while faculty valued general education, they did not find the assessments adequate. TT and NTT faculty were mostly aware of the assessment procedures, but adjuncts were not always aware. The assessments were also not based on national standards. Nationally, there should be between three and five learning assessments, and data needed to be brought more efficiently to both departments and upper administration. The state requires now that general education programs be linked to the major the student is taking. A new assessment model for the core was created to handle HLC requirements and state principles regarding general education. The URCC recommends reducing the eleven learning objectives to four, moving assessment out of the courses individually and into the majors, and using the American Association of Colleges and University's (AAC&U) assessment rubrics associated with Liberal Education and America's Progress (LEAP) to help standardize assessment and put it in line with national models.

The URCC also recommends the formation of a Kent Core Assessment Council composed of faculty and assessment experts to advise the colleges. They would be rotating members and would make recommendations but would not have URCC members on the council. The HLC approves of these ideas, and they will be delaying their reassessment for six years.

The idea behind all of this is that it will be faculty-driven. The things being assessed in the long run would hopefully then be achieved in both major courses and core courses. Overall, they want this to make sense to the students and make it clear what the core is.

It was also pointed out that students arrive with course credit for 30-40% of their core courses. Upper divisions courses are needed to provide a "Kent State" general education experience. Information literacy (IL) and design innovation (DI) are both strong KSU attributes and can be directly linked to KSU's mission, so some possibilities are (1) optional upper division options for IL and DI courses; (2) IL and DI could be infused into courses at any level; and (3) project based learning courses. They could be divided into four clusters for assessment: 1) Community, inclusion, and ethics; 2) independent

thinking, lifelong learning, responsibility; 3) written/oral communication, quantitative reasoning; and 4) critical thinking.

Overall, we want to satisfy HLC while also helping students understand the importance of the core.

In the future, this will go to the Educational Policies Council (EPC), and then it will go to senate.

6. Future Planning Items:

a. Load Release Letters for Executive Committee Members

Letters were distributed.

b. Fall Faculty Senate Retreat (November 1) and Possible Topics

The committee is waiting on confirmation from President Diacon about whether he is willing to speak with the full senate at the Fall Retreat.

c. Planning of Executive Committee Retreat for Strategic Planning

The Executive Committee suggested September 20 at the Conservancy in the Cuyahoga Valley National Park for a strategic planning retreat as a possibility.

7. Additional Items

Interim Associate Provost Manfred van Dulmen and Vice President Mary Parker will come to the next Executive meeting with the president and provost to discuss micro-credentialing.

8. Adjournment

The committee adjourned at 6:23 p.m.

Respectfully submitted by Edward Dauterich
Secretary, Faculty Senate