Attached you will find the agenda and the materials for the February 10th Faculty Senate meeting. As always, we will meet in the Governance Chambers at 3:20 p.m. Refreshments will be provided.

1. Call to Order
2. Roll Call
3. Approval of the Agenda
4. Approval of the December 9, 2019 Faculty Senate Meeting Minutes
5. Chair's Remarks
6. President's Remarks
7. EPC Items:
   A. Action Items:
      1. **College of Aeronautics and Engineering**: Establishment of the Aerospace Engineering major within the Master of Science and Doctor of Philosophy degrees. Minimum total credit hours to program completion are 30 for the M.S., 60 for post-master's Ph.D. and 90 for post-baccalaureate Ph.D. Effective fall 2020 pending final approvals. [Proposal](#)
      2. **College of Aeronautics and Engineering**: Establishment of a Cybersecurity Engineering major within the Bachelor of Science degree. Minimum total credit hours to program completion are 123. Effective fall 2020 pending final approvals. [Proposal](#)
      3. **College of Arts and Sciences**: Establishment of a Data Science major within the Master of Science degree to be jointly administered by the Department of Computer Science and the Department of Mathematical Sciences. Minimum total credit hours to program completion are 30. Effective fall 2020 pending final approvals. [Proposal](#)
4. **Office of the Provost**: Revision of 3342-3-01.1 Administrative Policy and Procedure Regarding Academic Requirements, Course Specifications and Course Offerings (Policy Register) and Catalog Rights and Exclusions policy (University Catalog). The revision updates language, clarifies current procedures and practice, allows for consistent application and brings consistency with other policies and procedures. In addition, the name of the administrative policy is revised to Administrative Policy Regarding Academic Requirements, Courses and Policies. Effective fall 2020. [Proposal]

8. **Old Business:**
   
   A. Technology Update

   B. Action Item: 3-02 University Policy on Instructors in Courses Carrying Academic Credit

9. **New Business:**

   A. University Calendar – Spring Break

   B. Provost Search

   C. Discussion Item: 3342-6-15.1 Administrative Policy Regarding Graduate Faculty

10. **Announcements/Statements for the Record**

11. **Adjournment**

---

**B. EPC Information Items:**

1. **University Requirements Curriculum Committee**: Designation of Kent Core status to ENVS 22070 Nature and Society (3) in the Social Sciences category. The course replaces GEOG 10160 Introduction to Geography (3) in the Kent Core. Course content and description for ENVS 22070 are revised. Effective fall 2020.

2. **College of Applied and Technical Studies**: Revision of name and course requirements for the Computer Design, Animation and Game Design major within the Associate of Applied Science degree. Revised name is Technical Modeling Design. Minimum total credit hours to program completion decrease, from 61 to 60. Effective fall 2020.
3. **College of Applied and Technical Studies:** Inactivation of the Mechanical Engineering Technology major within the Associate of Applied Science degree at the Trumbull Campus. Admission to the program at Trumbull was suspended in fall 2018. The program is and will continue to be offered at the Tuscarawas Campus. Effective fall 2020.

4. **College of Applied and Technical Studies:** Revision of name, establishment of two concentrations and revision of course requirements for the Modeling, Animation and Game Creation major within the Bachelor of Science degree. Revised name is Animation Game Design. New concentrations are Animation and Game Design. Minimum total credit hours to program completion are unchanged at 120. Effective fall 2020.

5. **College of the Arts:** Establishment of an Acting for the Returning Professional major within the Master of Fine Arts degree to be administered by the School of Theatre and Dance. The major replaces a concentration in the Theatre Studies major. Minimum total credit hours to program completion are 60. Effective fall 2020 pending final approvals.

6. **College of the Arts:** Establishment of a Theatre Design and Technology major within the Master of Fine Arts degree to be administered by the School of Theatre and Dance. The major replaces four concentrations in the Theatre Studies [THEA] major: Design/Technology–Costume Design; Design/Technology–Lighting Design; Design/Technology–Scene Design; and Design/Technology–Technical Direction. Minimum total credit hours to program completion are 60. Effective fall 2020 pending final approvals.

7. **College of the Arts:** Inactivation of the Theatre Studies major within the Master of Fine Arts degree in the School of Theatre and Dance. The program is replaced by two new majors (formerly concentrations): Acting for the Returning Professional and Theatre Design and Technology. Effective fall 2020 pending final approvals.

8. **College of Arts and Sciences:** Revision of name, inactivation of optional concentration and substantial revision of course requirements for the Chemical Physics major within the Master of Science degree. Revised name is Material Sciences. Inactivated concentration is Liquid Crystal Engineering. Minimum total credit hours to program completion decrease, from 30-38 to 30. Effective fall 2020.

9. **College of Arts and Sciences:** Revision of name and course requirements for the Chemical Physics major within the Doctor of Philosophy degree. Revised name is Material Sciences. Minimum total credit hours to program completion are unchanged at 60 for post-master's and 90 for post-baccalaureate. Effective fall 2020.
10. **College of Arts and Sciences**: Revision of name and course requirements for the German Literature, Culture and Translation major within the Bachelor of Art degree in the Department of Modern and Classical Language Studies. Revised name is German. Minimum total hours to program completion is unchanged at 120. Effective fall 2020.

11. **College of Arts and Sciences**: Revision of name for the Global Studies major within the Bachelor of Science degree in the Department of Political Science. Revised name is International Relations. Admission, course and graduation requirements are unchanged. Effective fall 2020.

12. **College of Communication and Information**: Revision of school name, from School of Digital Sciences to School of Emerging Media and Technology. Effective fall 2020.

13. **College of Communication and Information**: Revision of name, inactivation of all concentrations and substantial revision of course requirements for the Digital Sciences major within the Bachelor of Science degree in the School of Digital Sciences. Revised name is Emerging Media and Technology. Minimum total hours to program completion is unchanged at 120. Effective fall 2020.

14. **College of Education, Health and Human Services**: Revision of name for the Sport and Recreation Management major within the Master of Arts degree in the School of Foundations, Leadership and Administration. Revised name is Sport Administration. Admission, course and graduation requirements are unchanged. Effective fall 2020.

15. **College of Education, Health and Human Services**: Revision of name, admission and course requirements for the Rehabilitation Counseling within the Master of Education degree in the School of Lifespan Development and Educational Sciences. Revised name is Clinical Rehabilitation Counseling. Minimum total credit hours to program completion increase, from 53 to 60. Effective fall 2020 (effective spring 2021 for admission revision).
1. Call to Order

Chair Grimm called the meeting to order at 3:23 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 (Mukherjee/Bagheri). The agenda was approved unanimously.
4. Approval of the Faculty Senate Meeting Minutes of November 4, 2019

Chair Grimm asked for a motion to approve the minutes from the September 9, 2019, Faculty Senate meeting. A motion was made and seconded (Tippey/Kracht).

The minutes were approved unanimously as written.

5. Chair’s Remarks

Chair Grimm delivered her remarks. [Attachment]

She then invited comments or questions. There were no questions or comments.

6. Interim Provost’s Remarks

Interim Provost Tankersley spoke to senate about completing her doctoral studies while living with her roommate and their dogs. She said that she romanticized that time in her life, but she now values that time because she was able to be with supportive people with similar ideas and experiences. She then talked about her first panic attack and the worries she had at the time. She recognized that many graduate students had similar concerns and said that to be a student-ready university for graduate students, we need to be aware of the data. Our climate data show that graduate students are experiencing difficulties at a high rate. 17% of master’s students and 31% of doctoral students consider leaving the university. Doctoral students are less comfortable with the climate in their classes, feel less valued by their faculty, and are less likely to believe that Kent State faculty are genuinely concerned with their welfare when compared to master’s students. They are significantly more likely to experience exclusionary, intimidating, offensive, and/or hostile conduct than other students. The source of this conduct is most often a faculty member, and the most likely place that the conduct occurs is in a classroom, lab, or clinical setting. She expressed shock at the information and reminded faculty of the difficulty of being a graduate student; she said this speaks directly to our climate at Kent State and the need to support our doctoral students more fully. To do this, we need to focus on specific areas including (1) a creation of a guide to graduate expectations that will go beyond the policies and procedures and include expectations that all members of the university community share in ensuring that graduate students make progress toward their degrees, have the opportunity for appropriate professional development, and have meaningful and responsive mentorship; (2) the concern over graduate student mental health and ways to help improve it including long-term strategies and increasing both the number of direct-care providers and training for faculty and staff; (3) creating a family leave policy for graduate assistants; and (4) developing an expanded grievance policy that more fully addresses the needs of students.

She then invited comments and/or questions. There were no comments or questions.

7. Presentation on Kognito (Deric Kenne, Associate Professor, Health Policy and Management and Associate Director of the Division of Mental Health and Substance Use in the Center for Public Policy and Health at Kent State University)
Associate Director Kenne began by talking about the scope of the mental health problem on campus. He said that it is clear that there is a problem, and it is getting worse. He mentioned that a third of college students exhibit symptoms of mental health issues, and he then asked senators how many of them have noticed an increase in mental health issues among their students. Many senators raised their hands. Associate Director Kenne continued by mentioning that depression and anxiety are the two most common issues that we see among college students. He said that death by suicide is increasing, and it is now the second most prevalent cause of death for college students. Data from 2014 shows that 8% of college students reported seriously considering suicide. 2.3% make a plan for suicide, and up to 1.2% have made a suicide attempt. Counseling centers are struggling to keep up with the demand for services, both at Kent State and in the surrounding communities. One problem that occurs is that if someone tries to get a student connected to services, that person will find that the student will wait for an extended time to receive services regardless of where they try to go.

He then explained that in 2015, Kent State received a grant to provide what was referred to as Mental Health First Aid. This is an eight-hour training that is being provided for the three years of the grant. To date, about 720 people have been trained on campus, including faculty, staff, and students. Because of the success of that grant when it ended in 2018, the very next day a new grant started.

He then provided some data from the National College Health Assessment that showed that Kent State students have a slightly higher rate of reporting feeling very sad, feeling overwhelming anxiety, and feeling hopeless in the survey when compared to students at other universities. It also showed that 12.5% of students at Kent State reported seriously considering suicide and that 1.9% attempted it, which are low percentages compared to other colleges; however, he said that if you take the enrollment in 2016 on campus, the number would include over 3,600 Kent State students that seriously considered suicide. 553 have actually attempted suicide.

He then returned to the available mental health trainings. Mental Health First Aid is an eight-hour, in-person training. He said that he realizes that not everybody has eight hours in a day to devote to the training. Another training option is Question, Persuade, and Refer (QPR), which is an online training that focuses on suicide. They will teach you specifically what to look for in terms of signs of suicide, how to interact with a student, and how to connect them to services.

All of the available trainings feature three steps where attendees learn how to identify the signs, engage with the student, have a conversation with the student, and connect the student to the services we have here on campus. QPR on-line is like a traditional online class with PowerPoint slides and a voiceover. Another available training, Kognito, is an online simulator, which features moving characters like in a video game; trainees play the role of the instructor and have three different scenarios presented to them, which last 10 or 15 minutes each. One student might come in and be exhibiting signs of depression. As you play the instructor, the dialog between you and the student plays out; then it stops, and a menu will come up, and you can select what you want to do or say next from a list of options. After you make your selection, you see how the student reacts to that, and the dialog continues and keeps stopping and keeps playing again as you select your choices through the scenario. Kognito also has a counselor coach that pops up, so if you make the wrong choice, the coach will suggest other options. Overall, it is good for role playing and learning how to interact with students.
He then mentioned that they have also created the Hear to Help Initiative. The initiative has its own logo, and anyone who takes any of the trainings can get a version of the logo on a cling sticker, plaque, pin or other item to let students know that you are trained and ready to engage with them on mental health gatekeeping issues.

He reminded senate that none of the trainings can make someone a counselor, but they do teach trainees how to identify the signs, interact with the student, and connect them to services.

He then asked senators to spread the word about the mental health trainings to their departments and schools; if even a handful of individuals are trained in each department or school, then everybody knows that those individuals have been trained, and those are possible points of contact. In addition, if a faculty member has been trained as a Hear to Help participant, the initiative has statements that faculty can include at the bottom of their e-mail or on their Blackboard courses.

He then pointed out that all of the information was available in a handout in the room, and that senators could also go to the College of Public Health’s Center of Public Policy website for the information or e-mail him directly if they have questions or want to schedule a training.

Dr. Kenne then invited comments and/or questions.

Senator Peer commended Dr. Kenne and asked if they offer programs for after a crisis has already occurred to offer support to loved ones and friends after an incident.

Dr. Kenne said there is a post-event protocol at the university, but his college is not currently creating a group that addresses the issue; he said that they don’t want to reinvent the protocol, so anyone who was interested should refer to the already existing postvention protocol and work from there.

Senator Bagheri mentioned the situation of regional campus students and how they might be under even more pressure than students at Kent and asked if regional campus students could use services at the Kent campus.

Dr. Kenne said he believes they can.

Interim Vice President Hylton added that students from any campus can take advantage of some services through University Health Services, which are listed on their website. He also mentioned that there is a fairly robust postvention program which includes how we utilize staff in spaces to have community facilitated meetings about crises in different spaces.

Interim Provost Tankersley added that regional campuses have mental health professionals present and that the ratio of professional to student is better than the ratio on the Kent campus.

Interim Vice President Hylton mentioned Step Up and Speak Out and explained how community partners could be asked for help through that Kent State program.
Senator Piccirillo-Smith asked about availability of services/resources for online students.

Dr. Kenne replied that we do not have any immediate services on campus set up at the time, but the Step Up and Speak Out folder has many hotline and text line numbers that help refer people to help they may need as well as apps that can help them deal with stress.

Senator Twieg said that the approach was reactive rather than proactive and asked if there was anything being done to prevent mental illness problems before we have to deal with them.

Dr. Kenne replied that they are being proactive in some ways by encouraging things like Kognito, QPR, and Mental Health First Aid. These allow faculty and staff to nudge students toward seeking help before it is too late, and they face extensive waiting times when they are in crisis.

Senator Tippey asked about services for other outlying students like the ones at the Cleveland studios in architecture, which are part of the campus. He also asked about the students in Florence and what resources they might have.

Interim Provost Tankersley said we do have a counselor in Florence.

Senator Roxburgh asked about how we can inculcate resilience in graduate students; she said that graduate students need more awareness of the challenges they will face and need to be taught skills to manage these challenges in a proactive way. She suggested that the training that Graduate Student Senate does for them should try to incorporate things.

Dr. Kenne said that Psychological Services offers some workshops for resilience and time management, but students often do not turn out for in-person sessions, so they are working on developing webinars or other ways to reach students.

Senator Ciesla suggested that there are two challenges. One is to be able to identify and do an initial intervention, to educate the faculty to be able to intervene, and to get someone connected with services. The second is to provide the services. With regard to the first, he suggested working with the FYE courses in addition to the provided trainings, so we can move beyond having faculty alone be the contacts for people in distress. He said that students are more likely to tell their peers they are dealing with stress than to tell faculty. Their peers need to be ready as well. We need to teach students how they can be a first line person to help somebody who might be in crisis. With regard to the second challenge, we need to be ready to connect to somebody that is in crisis and provide services without having that person wait a month for assistance. We need to look at what we can do to double the staff and the services that we can provide through the Student Health Center.

Senator Smith echoed that coping skills and time management could be done in FYE. She then added that she usually is not aware of student mental health issues until they are in her office discussing why they are failing her class. The situation itself is already distressing, and they often become even more stressed when presented with the options. She said that it would be helpful if the simulations and trainings offered advice for faculty to help them prevent their options realistically, but without further aggravating students who are already in distress.
Dr. Kenne replied they are working on developing trainings that would address those issues.

Senator Smith pointed out that one of the universal symptoms of mental health problems is that the student stops coming to class, and that despite using the Early Alert System and reaching out in other ways to students, university policies (such as applying SF and NF grades, which can cost students their financial aid) can lead to the situation becoming even more stressful for both students and faculty.

Senator Piccirillo-Smith echoed Senator Smith’s concerns, both that students often wait too long to seek help, and that some policies have a snowball effect of increasing the stress for both students and faculty. She also mentioned that students avoid talking about issues like counseling and would rather try to fit in than seek help in most cases.

Senator Sheehan asked if the apps Dr. Kenne mentioned in his talk could be made available.

Dr. Kenne said he will give the apps to Chair Grimm for distribution on the Faculty Senate listserv. He also said he often goes to FYE classes to share this information and can go to any class that requests it.

Ms. Solberg asked if the training was also available to graduate students.

Dr. Kenne replied that they could do any of the trainings they wished to complete.

Chair Grimm thanked the senators for listening and offering thoughtful comments.

There were no further comments or questions.

8. **EPC Items:**

A. Information Item: College of Arts and Sciences: Establishment of a Center for Research and Innovation in Translation and Translation Technology. The proposed center will provide faculty and students with a structure to pursue individual and collaborative multidisciplinary research. Faculty affiliated with the center will be drawn from the Department of Computer Science, Department of Psychological Sciences, and Department of Modern and Classical Language Studies. Effective Fall 2020.

B. Information Item: College of Education, Health and Human Services: Revision of name and course requirements for the Physical Education major within the Bachelor of Science degree in the School of Teaching, Learning and Curriculum Studies. Name changes to Physical Education and Sport Performance. Minimum total credit hours to program completion decrease, from 120-158 to 120-157, depending on concentration. Effective Fall 2020.

There were no questions or comments about either item.
9. **Old Business**

There was no old business.

10. **New Business**

A. **Action Item**: Revisions to Existing University Policy 10-02 and New Policies 10-02.3 and 10-02.4 Concerning Research Compliance.

Senator Smith explained that the item was referred to PSC and that they had no changes to make to it; the policies listed are driven by requirements of the federal government, so PSC is simply presenting the same policy that Vice President DiCorleto sent to them.

There were no questions or comments. The item passed unanimously.

B. **Discussion Item**: Motion: Given the large number of adjunct faculty teaching at Kent State University, and given that about a third of our courses are taught by adjunct faculty, the Faculty Senate Executive Committee moves that the Faculty Senate a) establish an Adjunct Faculty Senate Observer position and b) conduct the nomination and election process to identify an elected Adjunct Faculty Observer.

Note: If passed, this motion will require a change in the Senate Charter and Bylaws.

Chair Grimm explained the motion and asked for discussion.

Vice Chair Vande Zande clarified that an observer position is a non-voting position.

Senator Smith brought up the earlier attempt by adjunct faculty to have a voting position on senate; their representatives rarely attended meetings, which would be a problem if they were voting members, but less so from observers. She also mentioned the difficulty of getting up-to-date lists of who the adjunct faculty were in any given semester.

Chair Grimm echoed Senator Smith’s concerns about the difficulty of finding current lists of adjunct faculty, which could definitely be a problem for holding elections, but also for providing adjunct faculty with important information.

Senator Roxburgh said she was not opposed to the idea but asked how it could benefit the adjunct faculty members.

Chair Grimm replied that it gives them the chance to have a voice. She suggested that those most interested in the observer position would likely be long-term adjuncts who have invested time and effort and have strong feelings about what happens at the university and the relationships that they have built here.

Senator Roxburgh repeated again that she was not opposed to the idea, but she questioned whether that voice they would receive would be worth the sacrifice of the limited time the adjunct faculty member actually has.

Senator Tippey mentioned that when he sees the NTT at-large ballots he has no recognition of the names, and he suggested that this could be even worse for a pool of adjuncts.
Senator Laux pointed out that adjuncts contribute to the university, and many of them want to have positive impacts on where they work, so they deserve the opportunity to show up and have their voice heard even if they do not get a vote.

Senator Mangrum asked why, if adjuncts have the academic standing to teach approximately one third of the classes, would we invite them to join senate and then tell them that they can not vote?

Chair Grimm pointed out that the past attempt by adjuncts to join senate had a different agenda than the present motion. The previous attempt seemed to lack a full grasp of the idea that the senate is primarily a body of policy. She pointed out that NTT faculty were originally admitted to senate as observers, which is where they eventually learned about how they could contribute to that policy; the same could eventually hold true for adjunct observers.

Senator Wilson remarked that she could see no downside to the proposal.

Senator Roxburgh agreed with Senator Wilson, but suggested that rather than seeing an eventually organized group of adjuncts, she would prefer to see fewer people in that position in the first place given that adjuncts are overworked and underpaid.

Senator Smith clarified that the discussion of organizing adjunct faculty as a labor unit should be taken off the table; this issue was blurred with admittance to senate in the minds of adjuncts who made the previous attempt. With that issue out, the results of the current attempt will let senate know whether they actually have a critical mass of people who want to participate and have a voice, or they do not. She saw no downside to allowing them the attempt.

Senator Laux pointed out that while not having a vote may sound discouraging, as long as the observer is recognized by the Chair of Senate, then the President of Kent State, and possibly two Vice Presidents, administration and full-time faculty are going to hear their voices and concerns. He also suggested that if members of senate and the administration have heard a good idea from the observer, they would not disregard it simply because they observer does not have a vote.

Emeritus Professor Janson pointed out that he is currently an observer with no vote. Despite having been chair of the senate several times, he loves having the opportunity to speak. However, he did point out that because of how adjunct faculty are hired, Faculty Senate will have to make sure that the observer is actually an employee at the moment they are elected or appointed. He personally favors having the position be appointed.

Chair Grimm agreed that senate would have to be responsible for checking every fall and every spring to make sure the observer was still employed.

Senator Mangrum reiterated the idea that without a vote, there is little incentive for the observer to come to senate given the hectic schedule for adjunct faculty. He also suggested that adjuncts have plenty of interest in the university and that the policy discussions that take place at senate meetings would not be too difficult for them to understand.

Chair Grimm responded that she had not heard anyone say policy would be too difficult.
Senator Mangrum replied that it had been mentioned previously in the meeting, possibly in Chair Grimm’s own remarks.

Chair Grimm replied that the earlier reference may have been to the first group that attempted to get senate membership, who seemed more concerned with conditions of employment organization than with policy.

Senator Mangrum maintained that if they are admitted to the body, they should have a vote; otherwise, we are creating a third tier of faculty.

Chair Grimm replied that we are not creating a third tier of faculty because there already is one.

Senator Child asked if they would be selected on a semester-by-semester basis since implying that they would serve two-year terms like other senators would send a message contradicting hiring practices at the university.

Chair Grimm suggested that the problem could be easily addressed by going through a ranking process and having the position be contingent on continuing employment; if the faculty member was not rehired in a given semester, that position could be filled by the next person on the list.

Chair Grimm then thanked senators for their input and asked for announcements and statements for the record.

10. Announcements / Statements for the Record

Emeritus Professor Janson mentioned the stress graduate students often undergo is sometimes the fault of the professor not responding to students or their work even when it is submitted and said that problems at the professorial level seemed to have been overlooked in the conversation about mental health. He pointed out that a professor’s priority is often their own research and publications, but not the student. He mentioned that he had invited an international student to dinner who was having a similar poor experience with the professor. He suggested that she go to the director, but she had already done that. He maintained that we need to police ourselves as well as enacting the ideas mentioned in the senate discussion today.

Chair Grimm thanked President Diacon for all the work he did to make his inauguration a success and for the gift she received as a member of the inauguration party. She then offered her thanks and best wishes to senate for the holiday season.

11. Adjournment

Chair Grimm adjourned the meeting at 4:49 p.m.

Respectfully submitted by Edward Dauterich
Secretary, Faculty Senate

attachment
Grimm Chair’s Remarks December 9, 2019

First, materials have gone out seeking nominations for those Senate positions which have terms expiring in Spring 2019. Thanks to those of you who have either nominated or agreed to be nominated for Faculty Senate. The Faculty Senate Bylaws encourage a minimum of two candidates for each position being elected. We are often short that number in many units. We ask that senators help identify additional candidates within their units. Specific positions for which we are seeking a minimum of two candidates are:

At-large 3  
Aeronautics and Engineering 1  
Architecture and Environmental Design 1  
Arts and Sciences 2  
College of Business Administration 1  
College of Communication and Information 1  
College of Podiatric Medicine 1  
University Libraries 1  
Geauga Regional Campus 1  
Non-Tenure Eligible 4 (including NTE at all campuses)

If, like me, you can’t remember when your term ends, you can go to the Senate Home page and link to the Senate membership, which gives you the terms of each member. There are no term limits and if your term is expiring and you wish to run again, you may nominate yourself. If you have transitioned to an administrative position, you are not eligible to run for another term. If you are ready to move on to another form of service or are ineligible to run for a senate position, please consider encouraging a colleague to run by discussing senate with them and, perhaps nominating them.

I moved out of my parents’ home when I was 19, into my father’s childhood home. I shared it with my sister Gretchen and my best friend Sue. We didn’t have much of anything, but the house was furnished, we only had to pay utilities and for food and transportation, and we had a lot of fun there. We left the door open in case any of our friends wanted to stop by and visit when we weren’t there – they could come in and wait.  
We had a group of people at the house one afternoon, just hanging out. It was a mixed bag - neighborhood friends, girl scout friends, some work friends. Included in the group was my friend Debbie. I had met her working at McGaurd Wheel Lock company. She was the genius who realized packaging wheel locks would be a lot more fun with Kazoos. It was. Well into our gathering, I looked around for my friend Debbie. Someone said she had gone into the back yard.  
I followed and found her sitting under the big tree in our back yard. She had her sleeves rolled up, she had a razor out and she was cutting herself. I had never seen or heard of such a thing. I said “what are you doing?” She said “I’m cutting myself.” I said “why the BLEEP would you do that?” She said “because I hurt.” I said “well, I think cutting yourself is going to make you hurt more. You can’t cut yourself in my backyard. I’m a Girl Scout! We are going upstairs, cleaning those cuts and
bandaging them.” She burst out laughing at that point. I think she was shocked at my ignorance, and also at the idea that the inhibiting factor was supposed to be “I'm a Girl Scout.”

Later that night, I called the suicide hotline to discuss this incident and got a really nice person who basically told me what I needed to do as a friend was simply listen. I think they also explained that self-harm (or whatever it was being called at the time) was not necessarily a sign that someone was about to commit suicide. That was very helpful. I later learned that Debbie also suffers from manic-depression, what we now refer to as bi-polar disorder. And for many years I thought of Debbie as my friend with mental health issues. It wasn’t until years later that I realized that my perfectly “normal” family was, in fact, heavily populated with people who abused alcohol and who, not coincidentally, suffered from depression. I also experienced mental health challenges first-hand, suffering PTSD after being attacked by an escaped K-9 core dog and almost killed. “Normal” is the existence of mental health challenges among us all, ourselves, our family, friends and colleagues.

However, the “normal” we grew up with is not today’s normal, at least for our students. Somethings going on. I’m not sure if anyone knows exactly what it is, but our students (undergraduate and graduate) are struggling with mental health. And it’s not just Kent State University Students. This is a national crisis. In an article from the Journal of American College Health titled “Trends in college students’ mental health diagnoses and utilization of services, 2009–2015,” published in February 2019, the authors studied the extent of the problem and suggested responses. One possible response they noted was as follows: “One component could be to identify MH as a community problem that is shared by all members of the institution. Educating and encouraging others in the university community to recognize signs of students’ distress and providing increased awareness about campus MH resources are both important in addressing MH concerns.”

Today we will be hearing from Deric Kenne who has undertaken that mission. He will be discussing Kognito. This is a free, online interactive role-play simulation for faculty and staff. It won’t turn you into a mental health counselor, but it will build awareness, knowledge, and skills around mental health and suicide prevention issues. If you choose to engage with this training, you will be better prepared to have conversations with students about challenges they are facing and connect them with support. It lasts about 45 minutes.

Having Deric come in and present is not an academic exercise. I’m hoping many of you will chose to engage with Kognito and I’m hoping that you will also encourage your colleagues to as well. On a daily basis, we are facing a lot of problems in the world that we can’t do anything about. We can do something about this. Let’s work together to create an ecosystem at Kent State University that is more informed and supportive around issues of mental health.

Any questions or comments?
3 - 02
UNIVERSITY POLICY ON INSTRUCTORS IN COURSES CARRYING ACADEMIC CREDIT

A. The instructor of record for all coursework carrying academic credit at Kent State University will have a Kent State University appointment. The instructor of record has primary responsibility for course instruction, including the assignment of appropriate grades. In addition, all individuals providing ongoing instruction or a significant portion of instruction (25% or more) in a course will have a university appointment as an instructor or graduate teaching assistant. All instructors on Kent State University appointment will be approved by the academic unit. This includes full-time instructors whose primary appointment is on the Kent campus as well as adjuncts, who may teach at any campus. With respect to full-time faculty whose appointment will be in the regional campus system, the relevant academic unit will assess basic qualifications in the academic discipline, but the regional campus to which the faculty member will be primarily assigned has final say in the appointment. Specific teaching assignments on the Kent campus will be made by the academic unit. Specific teaching assignments on regional campuses will be made by the regional campus offering the course.

B. Instructor Credentials. Qualified instructors are identified primarily by academic credentials, but other factors, including but not limited to equivalent, tested experience, are considered in determining whether a faculty member is qualified. A current curriculum vita, along with academic transcripts or other documents verifying credentials, must be submitted prior to the hire for all instructor positions.

(1) Academic credentials. Individuals who assume responsibility for teaching courses at the university should meet the minimum degree requirements in their field of instruction as specified below. Terminal degrees should be verified during the hiring process as part of the background check and prior to beginning instructional duties.

The minimum degree requirements for individuals with instructional responsibilities are as follows:

a. Instructors that are solely responsible for teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline.

b. Instructors and graduate teaching assistants that are solely responsible for teaching upper-level undergraduate course work (30-40,000 level):
   (i) earned doctorate or terminal degree in the teaching discipline or a related discipline,
   (ii) master’s degree in the teaching discipline or a related discipline, or
   (iii) at least 30 graduate credit hours in the teaching discipline.

c. Instructors and graduate teaching assistants that are solely responsible for teaching lower-level undergraduate course work (10-20,000 level):
   (i) earned doctorate or terminal degree in the teaching discipline or a related discipline,
(ii) master’s degree in the teaching discipline or a related discipline, or
(iii) at least 18 graduate credit hours in the teaching discipline. Graduate teaching assistants in this category must also have direct supervision by a full-time faculty member experienced in the teaching discipline, and must be given both in-service training and planned and periodic evaluations.

d. Graduate teaching assistants with less than 18 graduate credit hours in the teaching discipline shall be able to:
   (i) teach lab sections or discussion/quiz sections connected to a parent class for which there is a full-time faculty member experienced in the teaching field serving as instructor of record and who will provide direct supervision, in-service training, and planned and periodic evaluations of the graduate teaching assistant, and
   (ii) serve as sole instructor in undergraduate courses at the 10,000 level that do not count toward the major in the teaching discipline provided that they are directly supervised by a full-time faculty member experienced in the teaching discipline, and are given both in-service training and planned and periodic evaluations.

Any exceptions to these minimum standards must be approved by the Provost.

(2) Tested experience. For individuals who do not meet the minimum degree requirements, academic units must provide a written explanation of the person’s qualifications in the area of instruction and explicit evidence of those qualifications including, but not limited to:
   a. academic degrees in related areas as documented on an official academic transcript;
   b. documentation of relevant scholarly accomplishments, relevant creative accomplishments, and/or relevant professional experience or credentials; or
   c. appropriate coursework as documented on an official academic transcript.

Any exceptions to these minimum standards must be approved by the Provost.

(3) Academic units are responsible for verifying and maintaining documentation of instructional qualifications for all faculty and staff and for forwarding copies of this documentation to the Office of Accreditation, Assessment, and Learning. The local administrator and faculty advisory body of the academic unit will be solely responsible for defining the terminal degree(s) for the discipline. The local administrator and faculty advisory body of the academic unit will be solely responsible for determining whether or not a discipline other than the teaching discipline is sufficiently related to meet the minimal degree requirement specified in section B.1 above. The local administrator and faculty advisory body of the academic unit will be solely responsible for determining whether or not a given individual who lacks the minimal degree requirement meets the tested experience requirement specified in section B.2 above.

C. Kent State University appointments. Instructional appointments will specify the rank and/or title of the individual appointment for the purposes of instruction and will note whether the appointment is a continuing one or for a specified term period only and whether the salary, if any, is from Kent State University or another source. Examples of such appointments include full-time tenure-track faculty, full-time non-tenure-track faculty, adjunct faculty, and graduate teaching appointees.
D. Employment relationship. Except in instances where the university has established a formal relationship with an accredited educational institution, a hospital or other health care organization, or a governmental agency, or where the university employs artists, actors or musicians who are customarily represented by agents or artistic organizations, the employment relationship between the university and individuals involved in credit instruction will be direct. Only under rare and extraordinary circumstances, and only after the prior approval of the educational policies council and the provost, will the university enter into agreements that provide for the subcontracting of credit instruction. In these instances, the provisions in A-C above with regard to the processing of appointments will be followed. Agreements that provide for the subcontracting of credit instruction shall be reviewed by the appropriate academic unit every five years.

Policy Effective Date:
Mar. 01, 2015

Policy Prior Effective Dates:
A. Process. The instructor of record for all coursework carrying academic credit at Kent State University will have a Kent State University appointment. The instructor of record has primary responsibility for the delivery of course instruction in a course, including the assignment of appropriate grades. In addition, all individuals providing ongoing instruction or a significant portion of instruction (25% or more) in a course will have a university appointment as an instructor or graduate teaching assistant. All instructors on Kent State University appointment will be approved by the disciplinary area. Assignments academic unit. This includes full-time instructors whose primary appointment is on the Kent campus as well as adjuncts, who may teach at any campus. With respect to full-time faculty whose appointment will be in the regional campus system, the relevant academic unit will assess basic qualifications in the academic discipline, but the regional campus to which the faculty member will be primarily assigned has final say in the appointment. Specific teaching assignments on the Kent campus will be made by the academic unit, or. Specific teaching assignments on regional campuses will be made by the regional campus if offering the course is to be offered at a regional campus.

B. Kent State University appointments. Appointments

B. Instructor Credentials. Qualified instructors are identified primarily by academic credentials, but other factors, including but not limited to equivalent, tested experience, are considered in determining whether a faculty member is qualified. A current curriculum vita, along with academic transcripts or other documents verifying credentials, must be submitted prior to the hire for all instructor positions.

(1) Academic credentials. Individuals who assume responsibility for teaching courses at the university should meet the minimum degree requirements in their field of instruction as specified below. Terminal degrees should be verified during the hiring process as part of the background check and prior to beginning instructional duties.

The minimum degree requirements for individuals with instructional responsibilities are as follows:

a. Instructors that are solely responsible for teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline.

b. Instructors and graduate teaching assistants that are solely responsible for teaching upper-level undergraduate course work (30-40,000 level):
   (i) earned doctorate or terminal degree in the teaching discipline or a related discipline,
   (ii) master’s degree in the teaching discipline or a related discipline, or
   (iii) at least 30 graduate credit hours in the teaching discipline.

c. Instructors and graduate teaching assistants that are solely responsible for teaching lower-level undergraduate course work (10-20,000 level):
Policy 3-02 PSC revisions approved by PSC on 11-22-19

(i) earned doctorate or terminal degree in the teaching discipline or a related discipline,
(ii) master’s degree in the teaching discipline or a related discipline, or
(iii) at least 18 graduate credit hours in the teaching discipline. Graduate teaching assistants in this category must also have direct supervision by a full-time faculty member experienced in the teaching discipline, and must be given both in-service training and planned and periodic evaluations.

d. Graduate teaching assistants with less than 18 graduate credit hours in the teaching discipline shall be able to:
   (i) teach lab sections or discussion/quiz sections connected to a parent class for which there is a full-time faculty member experienced in the teaching field serving as instructor of record and who will provide direct supervision, in-service training, and planned and periodic evaluations of the graduate teaching assistant, and
   (ii) serve as sole instructor in undergraduate courses at the 10,000 level that do not count toward the major in the teaching discipline provided that they are directly supervised by a full-time faculty member experienced in the teaching discipline, and are given both in-service training and planned and periodic evaluations.

Any exceptions to these minimum standards must be approved by the Provost.

(2) Tested experience. For individuals who do not meet the minimum degree requirements, academic units must provide a written explanation of the person’s qualifications in the area of instruction and explicit evidence of those qualifications including, but not limited to:
   a. academic degrees in related areas as documented on an official academic transcript;
   b. documentation of relevant scholarly accomplishments, relevant creative accomplishments, and/or relevant professional experience or credentials; or
   c. appropriate coursework as documented on an official academic transcript.

Any exceptions to these minimum standards must be approved by the Provost.

(3) Academic units are responsible for verifying and maintaining documentation of instructional qualifications for all faculty and staff and for forwarding copies of this documentation to the Office of Accreditation, Assessment, and Learning. The local administrator and faculty advisory body of the academic unit will be solely responsible for defining the terminal degree(s) for the discipline. The local administrator and faculty advisory body of the academic unit will be solely responsible for determining whether or not a discipline other than the teaching discipline is sufficiently related to meet the minimal degree requirement specified in section B.1 above. The local administrator and faculty advisory body of the academic unit will be solely responsible for determining whether or not a given individual who lacks the minimal degree requirement meets the tested experience requirement specified in section B.2 above.

C. Kent State University appointments. Instructional appointments will specify the rank and/or title of the individual appointment for the purposes of instruction and will note whether the appointment is a continuing one or for a specified term period only and whether the salary, if any, is from Kent State University or another source. Examples of such
appointments include full-time tenure-track faculty, full-time non-tenure-track faculty, adjunct faculty (with or without compensation), and graduate teaching appointees.

C.D. Employment relationship. Except in instances where the university has established a formal relationship with an accredited educational institution, a hospital or other health care organization, or a governmental agency, or where the university employs artists, actors or musicians who are customarily represented by agents or artistic organizations, the employment relationship between the university and individuals involved in credit instruction will be direct. Only under rare and extraordinary circumstances, and only after the advance prior approval of the educational policies council and the provost, will the university enter into agreements that provide for the subcontracting of credit instruction. In these instances, the provisions in A-C above with regard to the processing of appointments will be followed. Agreements that provide for the subcontracting of credit instruction shall be reviewed by the appropriate academic unit every five years.

Policy Effective Date:
Mar. 01, 2015

Policy Prior Effective Dates:
3342-6-15.1 Administrative policy regarding graduate faculty

A. Each academic unit shall form a graduate faculty committee selected from its present full members of the graduate faculty. It may be desirable for this committee to be the graduate studies committee to the academic unit. This committee shall evaluate its faculty for graduate faculty status and forward its recommendations to the academic unit administrator or designee for approval. Recommendations for graduate faculty status shall be based on the following minimum criteria. Additional criteria may be specified in the academic unit handbook.

B. Criteria for full membership on graduate faculty.

1. Appointment of full-time faculty status at Kent State University.

2. Possession of the terminal degree that is appropriate to the discipline. In most academic units, this is the doctorate. In some instances, such as the case of an outstanding artist, musical performer, or other specialist, achievement that has received regional, national, or international recognition in the discipline may take the place of the terminal degree.

3. Scholarly, creative, or professional activities resulting in publications or other recognition of distinction during the past five years as defined in the academic unit handbook. In rare instances and with great caution, this requirement may be waived for senior faculty members who have a distinguished record of thesis direction.

4. Good teaching at the graduate level, where appropriate. It is understood that not all faculty members who participate regularly in the training of graduate students have the opportunity to teach at the graduate level.

5. Good advising/mentoring at the graduate level, where appropriate. It is understood that not all faculty members who participate regularly in the training of graduate students have the opportunity to advise/mentor students at the graduate level.

C. Criteria for associate membership on graduate faculty.

1. Appointment of full-time faculty status at Kent State University.

2. The possession of the appropriate degree in the discipline as stated in paragraph (B)(2) of this rule.

3. Strong potential for the training of graduate students as determined by the graduate faculty of the academic unit.

4. Any additional criteria as specified in the academic unit handbook.

D. Criteria for temporary membership on graduate faculty.

1. The possession of the appropriate degree in the discipline as stated in paragraph (B)(2) of this rule.
2. Scholarly, creative, or professional activities resulting in publications or other recognition of distinction as defined in the academic unit handbook.

3. Time-limited appointment and specified responsibilities as recommended by the graduate faculty of the academic unit.

4. Individuals with temporary graduate faculty membership need not have appointment as a full-time faculty member at Kent State University.

E. Duties and privileges of full members of graduate faculty.

1. Teach graduate courses.

2. Advise graduate students on their program of study.

3. Serve on master's and doctoral examination committees.

4. Direct master's theses, projects, or capstones.

5. When approved by the graduate faculty of the academic unit, direct doctoral dissertations. Additional criteria for directing doctoral dissertations will be established in the academic unit handbook.

6. Serve as voting members of the graduate faculty, able to serve on the graduate council and other graduate faculty committees.

F. Duties and privileges of associate members of the graduate faculty.

1. Teach graduate courses. Additional criteria for teaching specific graduate courses may be specified by the graduate faculty of the academic unit.

2. Advise graduate students on their program of study.

3. When appropriate as judged by the graduate faculty of the academic unit, serve on master’s and doctoral examination committees.

4. When appropriate as judged by the graduate faculty of the academic unit, direct master’s theses, projects, and capstones.

5. When appropriate as judged by the graduate faculty of the academic unit, co-direct doctoral dissertations with a full member of the graduate faculty.

6. When appropriate as judged by the graduate faculty of the academic unit, serve as voting members of the graduate faculty, able to serve on the graduate council and other graduate faculty committees.

G. Duties and privileges of temporary members of the graduate faculty.

1. Teach specific graduate courses as specified by the graduate faculty of the academic unit.
2. When appropriate as judged by the graduate faculty of the academic unit, serve on master’s and doctoral examination committees.

4. When appropriate as judged by the graduate faculty of the academic unit, co-direct masters’ theses, projects, and capstones with a full member of the graduate faculty.

5. When appropriate as judged by the graduate faculty of the academic unit, co-direct doctoral dissertations with a full member of the graduate faculty.

H. All full and associate members of the graduate faculty shall have their graduate faculty status reviewed according to the foregoing procedures in the fall semester of every fifth year beginning in the fall of 2024. Academic units may review the graduate faculty status of full and associate members as necessary given revisions to academic criteria for graduate faculty status.
3342-6-15.1 Administrative policy regarding graduate faculty

| A. Each department:academic unit shall form a graduate faculty committee selected from its present full members of the graduate faculty. It may be desirable for this committee to be the graduate studies committee to the department:academic unit. This committee shall evaluate its departmental faculty for graduate faculty status and forward its recommendations to the appropriate graduate dean:academic unit administrator or designee for approval. Recommendations for graduate faculty status shall be based on the following minimum criteria. Additional criteria may be specified in the academic unit handbook. |

| B. Criteria for full membership on graduate faculty. |

1. **Appointment of full-time faculty status at Kent State University.**

2. Possession of the terminal degree which:that is appropriate to the discipline. In most department:academic units, this is the doctorate. In some instances, such as the case of an outstanding artist, musical performer, or other specialist, achievement which:that has received regional, national, or international recognition in the discipline may take the place of the terminal degree.

23. Scholarly or creative activity, or professional activities resulting in publications or other recognition of distinction:

   a. In most academic departments this should be interpreted to mean substantial publication of scholarly research during the past five years, as defined in the academic unit handbook. In rare instances, and with great caution, the publication requirement may be waived for senior faculty members who have a distinguished record of thesis direction. Publication should not normally be expected for full graduate faculty membership of faculty who are in artistic and performing fields. This is not meant to exclude the scholarly areas in the fine arts such as art history, music history, musicology, music education, music theory, and history of the theater, all of which should be viewed as typical academic departments in which publication is the usual form of scholarly achievement.

   b. For faculty members whose primary responsibility is the teaching of artistic performance such as musicians, actors, and dancers, the appropriate productivity would be continued professional activity in their performing field. This activity should receive significant regional, national, or international recognition by such demonstrations as invitations to perform and favorable critical notice. Local or on-campus performances should not be counted.

   c. For faculty members in the fine arts whose primary responsibility is the teaching of a craft which the objects is to produce a work of art, the faculty member should be able to demonstrate productivity in his or her field and continued off-campus recognition of his or her own works of art. For a composer, this would mean performances of his or her compositions under significant off-campus auspices. For a painter, sculptor, or other plastic artist, this would mean exhibitions of his or her work under significant off-campus auspices and invitations to have his or her work.
exhibited. For the architect, this would mean continued activity as a practicing architect and continued demand for his or her professional services.

34. Good teaching at the graduate level, where appropriate. It is understood that not all faculty members who participate regularly in the training of graduate students have the opportunity to teach at the graduate level.

5. Good advising/mentoring at the graduate level, where appropriate. It is understood that not all faculty members who participate regularly in the training of graduate students have the opportunity to advise/mentor students at the graduate level.

C. Criteria for associate membership on graduate faculty.

1. Appointment of full-time faculty status at Kent State University.

2. The possession of the appropriate degree in the discipline as stated in paragraph (B)(2) of this rule.

3. Strong potential for the training of graduate students as determined by the graduate faculty of the academic unit.

4. Any additional criteria as specified in the academic unit handbook.

D. Criteria for temporary membership on graduate faculty.

1. The possession of the appropriate degree in the discipline as stated in paragraph (B)(42) of this rule.

2. Scholarly, creative, or professional activities resulting in publications or other recognition of distinction as defined in the academic unit handbook.

3. Time-limited appointment and specified responsibilities as recommended by the graduate faculty of the academic unit.

4. Individuals with temporary graduate faculty membership need not have appointment as a full-time faculty member at Kent State University.

E. Great potentiality for the training of graduate students and the production of scholarly research as indicated by letters of recommendation and other documents.

2. These recommendations shall be forwarded from the departmental committee to the dean of the appropriate graduate school for approval accompanied by appropriate documentation of the recommendations. These material will be kept on file in the appropriate graduate school office. All college deans and graduate department chairpersons will be "ex officio" full members of the graduate faculty.

D. Duties and privileges of full members of graduate faculty.
1. Teach graduate courses.

2. Direct master's theses and, when approved by the department, direct doctoral dissertations.

3. Advise graduate students on their program of study.

4. Serve on master's and doctoral examination committees.

4.4 Direct master's theses, projects, or capstones.

5. When approved by the graduate faculty of the academic unit, direct doctoral dissertations. Additional criteria for directing doctoral dissertations will be established in the academic unit handbook.

6. Serve as voting members of the graduate faculty, able to serve on the graduate council and other graduate faculty committees.

E. F. Duties and privileges of associate members of the graduate faculty.

1. Teach certain designated graduate courses. Additional criteria for which they would teaching specific graduate courses may be specifically approved as stipulated specified by the department and filed in the graduate faculty of the appropriate graduate school of the academic unit.

2. Advise graduate students on their program of study.

3. When appropriate as judged by the graduate faculty of the academic unit, serve on master's and doctoral examination committees.

4. When appropriate as judged by the department graduate faculty of the academic unit, direct master's theses, projects, and serve on master's and doctoral examination committees, with the approval of the dean of the appropriate graduate school of the academic unit.

5. When appropriate as judged by the department graduate faculty of the academic unit, co-direct doctoral dissertation research dissertations with a full member of the graduate faculty.

6. When appropriate as judged by the graduate faculty of the academic unit, serve as voting members of the graduate faculty, able to serve on the graduate council and other graduate faculty committees.

G. Duties and privileges of temporary members of the writing of graduate faculty.

1. Teach specific graduate courses as specified by the dissertation as coadvisor graduate faculty of the academic unit.

2. When appropriate as judged by the graduate faculty of the academic unit, serve on master’s and doctoral examination committees.
4. When appropriate as judged by the graduate faculty of the academic unit, co-direct masters’ theses, projects, and capstones with a senior faculty member who is a full member of the graduate faculty.

5. When appropriate as judged by the graduate faculty of the academic unit, co-direct doctoral dissertations with the approval of a full member of the appropriate graduate dean faculty.

FH. All full and associate members of the graduate faculty shall have their graduate faculty status reviewed according to the foregoing procedures in the fall semester of every fifth year beginning in the fall of 1969. Academic units may review the graduate faculty status of full and associate members as necessary given revisions to academic criteria for graduate faculty status.
Faculty Senate Executive Committee
Minutes of the Meeting
November 19, 2019

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

Not Present: Molly Wang (Appointed)

1. Call to Order

Chair Grimm called the meeting to order at 12:10 p.m. in the Faculty Senate Conference Room in 227 Michael Schwartz Center.

2. Approval of Minutes:

   a. Approval of the Faculty Senate Meeting Minutes of November 4, 2019

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

   b. Approval of the Executive Committee Meeting Minutes of November 8, 2019

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

3. Draft revisions to existing University Policy 10-02 and draft new policies 10-02.3 and 10-02.4 concerning Research Compliance.

   The revisions will be brought to Faculty Senate for a vote as an action item.

4. Issue Related to Fall Break

   There are concerns over the number of contact hours being out of compliance with state regulations; the Executive Committee also noted that we are still waiting for evidence that the Fall Break did what it was proposed to do.
5. **Mandy Munro-Stasiuk’s Request for a Meeting**

Secretary Dauterich will contact Interim Associate Provost Munro-Stasiuk to discuss the university being out of compliance with contact hours, the university calendar, and class time patterns.

6. **EPC Items from the November 18, 2019 EPC Meeting**

   a. **Office of the Provost:** Revision of 3342-3-01.1 Administrative Policy and Procedure Regarding Academic Requirements, Course Specifications and Course Offerings (Policy Register) and Catalog Rights and Exclusions policy (University Catalog). The revision updates language, clarifies current procedures and practices, allows for consistent application and brings consistency with other policies and procedures. In addition, the name of the administrative policy is revised to Administrative Policy Regarding Academic Requirements, Courses and Policies. Effective Fall 2020.

   b. **College of Arts and Sciences:** Establishment of a Center for Research and Innovation in Translation and Translation Technology. The proposed center will provide faculty and students with a structure to pursue individual and collaborative multidisciplinary research. Faculty affiliated with the center will be drawn from the Department of Computer Science, Department of Psychological Sciences, and Department of Modern and Classical Language Studies. Effective Fall 2020.

   c. **College of Education, Health and Human Services:** Revision of name and course requirements for the Physical Education major within the Bachelor of Science degree in the School of Teaching, Learning and Curriculum Studies. Name changes to Physical Education and Sport Performance. Minimum total credit hours to program completion decrease, from 120-158 to 120-157, depending on concentration. Effective Fall 2020.

The Executive Committee would like clarification with some language in item A, specifically the statement in (C)(1) which reads, “Academic policies not covered in the Kent state [sic] university [sic] policy register are defined by the university catalog.” Chair Grimm will contact Interim Associate Provost van Dulmen to address this. A motion was made and seconded to table the item (Sheehan/Dauterich). The item was tabled.

The Executive Committee made and seconded a motion to pass item B (Dauterich/Laux). The item passed and will be an information item at the next Faculty Senate meeting.
The Executive Committee made and seconded a motion to pass item C (Dauterich/Vande Zande). The item passed and will be an information item at the next Faculty Senate meeting.

7. Finalize Agenda for the December 9, 2019 Faculty Senate Meeting

The agenda was finalized.

8. Review Topics for Lamar Hylton (Interim VP, Student Affairs) and Jill Jenkins (Executive Director, Residence Services)

Topics will include finding out more about working conditions for RAs, the decision to have RAs room with others, encouraging RAs to take second jobs on campus, how the hiring freeze is affecting residence life, cutbacks in services from Aramark for the RA food plan, and the possibility of domestic and international RAs having different hourly work requirements.

9. Additional Items

There were no additional items.

10. Adjournment

The committee adjourned at 1:45 p.m.

Respectfully submitted by Edward Dauterich
Secretary, Faculty Senate
Faculty Senate Executive Committee
Minutes of the Meeting
November 21, 2019

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

Not Present: Pamela Grimm (Chair)

1. Call to Order
Vice Chair Vande Zande called the meeting to order at 2:45 p.m. in the Faculty Senate Conference Room in 227 Michael Schwartz Center.

2. Meeting with Interim Vice President for Student Affairs, Lamar Hylton, and Executive Director of Residence Services, Jill Jenkins

The Executive Committee asked Interim Vice President Hylton and Executive Director Jenkins about the following things: (1) working conditions for RAs in general, (2) the decision to have RAs room with others, (3) RAs being encouraged to take second jobs on campus to supplement their income, (4) how the hiring freeze is affecting residence life, (5) cutbacks in services from Aramark for the RA food plan, and (6) the possibility of domestic and international RAs having different hourly work requirements.

With regard to the meal plan, Executive Director Jenkins said that the RA position changed from 28-20 hours, changing their meal plan value as a result. Some RAs perceived this as coming from Aramark, but it was Residence Services that had to make the decision. The hours were changed to make RA positions available to international workers, who have a limited number of hours they can work. The concept of differing hours for national and international was found to add too much complication to scheduling and an unnecessary burden for those in charge of RAs. As far as RAs being encouraged to have roommates, that has been in place since 2015 to meet enrollment demands and admission targets; we needed more beds on campus and this was one way to get them. In addition, Executive Director Jenkins pointed out that other new options for meal plans RAs (which will be rolled out in Spring 2020) have been created for the RAs. These options were added in response to RA concerns and should meet the individual needs of RAs. With regard to the effects of the hiring freeze, Interim Vice President Hylton said that the freeze has left 3-4 hall director vacancies, which does cause some strain on students, particularly with regard to mental health. The remaining
staff have been taking on more students to make up for the vacancies. There was further initial discussion about resources available through “Step Up, Speak Out” and off-campus resources for mental health.

The Executive Committee also asked about Aramark, including the closing of the Schwebel Room and the name of the Rathskeller being changed to the Patio. The Patio as a facility appears to be mostly empty since the Aramark contract was signed. Interim Vice President Hylton responded that he is looking into those changes, and he intends to look into whether we need to continue to go in that direction. University Dining Services and Aramark will work on this and the discontinuation of the “Fork in the Road” food truck with him. He also invited all of us to reach out to him at any time with other comments or suggestions.

3. Additional Items

There were no additional items.

4. Adjournment

The committee adjourned at 4:05 p.m.

Respectfully submitted by Edward Dauterich
Secretary, Faculty Senate
Faculty Senate Executive Committee
Minutes of the Meeting
December 6, 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

1. Call to Order
   Chair Grimm called the meeting to order at 10:32 a.m. in the Urban Conference Room on the 2nd floor of the library.

2. Review Topics for the President and the Interim Provost
   Topics were set for the discussion with the president and the provost.

3. Approval of Minutes:
   a. Executive Committee meeting of November 19, 2019
      A motion was made and seconded to approve the minutes of the meeting (Sheehan/Laux). Senator Laux suggested a change in wording for item 5. The minutes were approved as amended.
   b. Executive Committee meeting of November 21, 2019
      A motion was made and seconded to approve the minutes of the meeting (Laux/Vande Zande).
      The minutes were approved.

4. (11:00) Meet with President Diacon and Interim Provost Tankersley
   The president and provost arrived at 10:55 a.m. The Executive Committee asked about concerns over open Resident Hall Director positions and the effects that understaffing may have on students. Interim Provost Tankersley said that she has met with Interim Vice President Hylton and that four new directors will be hired shortly. The committee also had questions about the policy for late withdrawals (based on an inquiry from a faculty senator), and Interim Provost Tankersley agreed to follow up with the Registrar’s office.
and get back to us with the numbers of students who take advantage of this, but she maintained that the policy itself is a rigorous one. There were also concerns expressed by the committee about whether the university was taking on debt to finance the new parking deck. President Diacon said we are taking on debt to build it, but the debt will be covered by increases in the charges for parking fees for non-faculty and fines in general. President Diacon also addressed the possibility of incentivizing university employees to purchase housing in the city of Kent, and Interim Provost Tankersley let us know that she was looking for input from the committee on what we should be looking for with regard to a graduate dean and what would be expected of the position. This will be addressed in a future meeting with the president and provost.

5. Establish the SSI Oversight Committee

A committee may be created to look at the custom questions on the SSIs, rid the list of any duplicate questions, and remove questions that are close to being redundant. A charge is needed for the suggested committee, and membership needs to be suggested before they can start working over the next several weeks. Chair Grimm will work on the charge and membership guidelines. The COC will then be able to recommend members. There is also concern that some units were adding inappropriate questions (e.g. overall questions) and that will be included in the wording of the charge for the committee. The committee will forward flagged questions to the Faculty Senate Executive Committee. Anthony Parker, system support specialist for Academic Affairs Operations and Administration, will help with the committee, and others will be selected after the charge and guidelines for the committee are created. The group will originally start as a commission and will be put to senate as a whole in order to become a committee.

6. Set Meeting with Relevant Parties for the Faculty Marshals

The Executive Committee selected a group of people to invite to the meeting on January 29th at 3:00. The revitalizing of the Faculty Marshal program will be discussed.

7. Additional Items

We are still waiting to hear from possible nominees for JAB.

8. Adjournment

Chair Grimm adjourned the meeting at 12:45 p.m.

Respectfully submitted by Edward Dauterich
Secretary, Faculty Senate
Faculty Senate Executive Committee  
Minutes of the Meeting  
December 16, 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: Interim Senior Associate Provost Mandy Munro-Stasiuk, Associate Vice  
President of Curriculum Planning and Administration Therese Tillett, University  
Registrar Gail Rebeta, and Associate University Registrar Lynette Johnson

1. Call to Order

Chair Grimm called the meeting to order at 10:09 a.m. in the Faculty Senate Office in  
229 Michael Schwarz Center.

2. Review Topics for the Meeting with Interim Senior Associate Provost Mandy Munro- 
Stasiuk, Associate Vice President of Curriculum Planning and Administration Therese  
Tillett, University Registrar Gail Rebeta, and Associate University Registrar Lynette Johnson

The Executive Committee chose to discuss the following topics with the guests listed  
above: (1) the university being out of compliance with ODHE contact hours per semester;  
(2) the university calendar in general and how it may connect with the previous items;  
and (3) aspects of the Fall Break (what it means, who is impacted, and what expectations  
are for student assignments).

3. Approval of Minutes of the Executive Committee Meeting of December 6, 2019

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

4. (10:30) Meet with Interim Senior Associate Provost Mandy Munro-Stasiuk, Associate  
Vice President of Curriculum Planning and Administration Therese Tillett, University  
Registrar Gail Rebeta, and Associate University Registrar Lynette Johnson

Associate Vice President Tillett spoke with the committee about the university being out  
of compliance with ODHE requirements for contact hours. She presented five options for  
ways that the university could get back in compliance, all of which involved expanding
class times from 50 to 55 or from 75 to 80 minutes. The Executive Committee was concerned with the options because the addition of minutes was not pedagogically useful, as opposed to adding days, which would be more helpful. Interim Senior Associate Provost Munro-Stasiuk mentioned that none of these changes would happen until the Fall 2021 Semester. The Executive Committee talked about other options including making the first week start on a Monday, but they were informed that there is too much time lost to get graduation, grading, and moving students into residence halls done if the first week started that way. If the semester was moved ahead instead of back, finals would take place at Christmas. Interim Senior Associate Provost Munro-Stasiuk mentioned that loosening up the summer schedule would not work because of restrictions in other departments. Reducing Winter Break was mentioned as an option as well, but this might cause problems with when exams took place and with 9-month contracts for faculty members. Interim Senior Associate Provost Munro-Stasiuk brought up a different way of scheduling summer courses as something that might be done to alleviate the problem. She also said that the Summer Schedule is primarily driven by faculty members’ choices of when they want to teach, so there certainly could be room to revise the schedule in ways that were more pedagogically sound. Interim Senior Associate Provost Munro-Stasiuk suggested that members of Faculty Senate be invited to work with the group working on the calendar. The Executive Committee recommended that an ad hoc committee on scheduling be formed, and everyone agreed that this would be a joint administration/senate committee with faculty appointed by senate. Interim Senior Associate Provost Munro-Stasiuk will talk to Mary Parker about whether or not there should be a presentation before senate about these issues and the committee soon.

She also provided a handout with results from a survey of students done in the Provost’s Office that had information about their perception of Fall Break. According to the survey, they had a generally positive response to the break, but there were concerns about students receiving extra work over the break or having work due during the break. The current problem is that we have no definition of or documentation of what “break” means in the first place. The Executive Committee agreed that the definition needs to be created and needs to be clear. Interim Senior Associate Provost Munro-Stasiuk said she would like input from the committee for creating the definition. The Executive Committee will start with creating a document that can be sent to the Professional Standards Committee. The definition may eventually go into the policy register. Chair Grimm expressed concern that the survey was biased in favor of the Fall Break, and that the survey itself is not adequate or valid for providing data about the effectiveness of the break. Interim Senior Associate Provost Munro-Stasiuk replied that the bias may have been there without her realizing it when she helped design the survey, but the goal was simply to get a reaction from students about how they felt about the break. The committee offered some suggestions for how to improve the survey in the future.

5. Review Draft of the SSI Commission and Committee for Oversight

The draft was discussed; suggestions for changes were made, and the document will be shared with Jenny Marcinkiewicz (Director of the Center for Teaching and Learning) and Senator Deborah Smith for comment before moving forward.
6. **JAB Election Update**

   Three more candidates were chosen to approach about running for election for JAB.

7. **Nominations Update for Faculty Senate Representatives**

   Tess Kail will ask those whose terms are expiring whether they wish to run again.

8. **Update on Invitations to Discuss Faculty Marshals**

   The Executive Committee will invite members of the administration, staff, and faculty to discuss the possibility of revitalizing the Faculty Marshals Program at Kent State.

9. **Discussion of Some Items from the Notes from the Academic Affairs Retreat Regarding “Becoming a Student-Ready College”**

   This item was postponed for a January retreat in order to examine the material more fully.

10. **Review of Schedule for Spring 2020**

    The schedule was reviewed, and a date was added to the list. Tess Kail will send invitations for the meetings to the Executive Committee.

11. **Additional Items**

    There were no additional items.

12. **Adjournment**

    Chair Grimm adjourned the meeting at 1:10 p.m.

Respectfully submitted by Edward Dauterich
Secretary, Faculty Senate