Attached you will find the agenda and the materials for the September 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 May 14, 2018 Faculty Senate Meeting Minutes
5. Chair's Remarks
6. President's Remarks
7. Report: Year-End Report for the Center for Teaching and Learning (Jennifer Marcinkiewicz, Director)
8. EPC Items:
   Discussion/Action Items
   a. Division of Student Affairs: Revision of the administrative policy regarding class attendance and class absence (3341-3-01.2). Revision seeks to provide greater clarity as to what constitutes a medical illness or injury to be an approved excuse, and what is expected from a medical provider in regards to documentation of the medical illness/ injury. Effective Fall 2019. Proposal
   b. College of Arts and Sciences: Establishment of an Actuarial Mathematics major within the Bachelor of Science degree in the Department of Mathematical Sciences. The major will be offered at the Kent Campus and replaces the Actuarial Mathematics concentration in the Mathematics major. Minimum total credit hours for program completion are 120. Effective Fall 2019, pending state and accreditor approvals. Proposal, Appendices
c. **College of Arts and Sciences:** Revision of the name of the Biomedical Sciences—Biological Anthropology major within the Doctor of Philosophy degree in the School of Biomedical Sciences. Revised major name is Biomedical Sciences—Human Evolutionary Biology. Effective Fall 2019. *Proposal*

d. **College of Communication and Information:** Establishment of a School Library Media K-12 major within the Master of Library and Information Science degree in the School of Information. The major will be offered online only and replaces the School Library Media concentration in the Library and Information Science major. Minimum total credit hours for program completion are 37. Effective Fall 2019, pending state and accreditor approvals. *Proposal, Appendices*

e. **Regional College:** Establishment of the Criminology and Justice Studies major within the Associate of Applied Science degree, to be offered fully online and on-ground at the Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull and Tuscarawas campuses, and the Regional Academic Center in Twinsburg. The major will include one optional concentration, Peace Officers Training Academy, which will be offered on-ground only at the Trumbull Campus. The major replaces the Justice Studies major within the Associate of Arts degree. Minimum total credit hours for program completion are 60.
  Effective Fall 2019, pending state and accreditor approvals. *Proposal, Appendices*

**Information Item**

f. **Office of the Provost:** Revision to the 2019-2020 academic calendar to observe the 50th anniversary of the events of 4 May 1970 (Remembrance Day). Effective Fall 2019. *Memorandum.*

g. At the May 2018, Faculty Senate meeting, a motion was approved to include MCLS 20001 in the Kent Core with the following amendment: As part of the approval process, the College of Arts & Sciences will take the following action: Remove Kent Core status from PSYCH 22221: Multicultural Psychology by the September meeting of the Faculty Senate and replace it with core status for MCLS 20001: Global Literacy and Cultural Awareness. The conditions for approval have been met.

9. **Old Business**

10. **New Business**

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

12. **Meeting Adjournment**
FACULTY SENATE
Meeting Minutes
May 14, 2018

Senators-Elect Present: Kathy Bergh, Sue Clement, Alice Colwell, Kimberly Peer

Senators Not Present: Ann Abraham, Jeffrey Child, Jeffrey Ciesla, Vanessa Earp, Mary Lou Ferranto, Farid Fouad, Bruce Gunning, Todd Hawley, David Kaplan, Richard Mangrum, Blake Stringer, Kathryn Wilson

Ex-Officio Members Present: President Beverly Warren; Executive Vice President and Provost Todd Diacon; Senior Vice Presidents: Karen Clarke, Mark Polatajko; Vice Presidents: Paul DiCorleto, Shay Little, John Rathje, Charlene Reed, Nathan Ritchey, Jack Witt; Deans: Sonia Alemagno, James Blank, Allan Boike, Barbara Broome, Ken Burhanna, James Hannon, Mark Mistur, Amy Reynolds, Alison Smith, Deborah Spake, Cynthia Stillings for John Crawford-Spinelli

Ex-Officio Members Not Present: Vice Presidents: Alfreda Brown, Stephen Sokany, Willis Walker; Deans: Eboni Pringle, Robert Sines

Observers Present: Wilma Crawford for Thomas Janson (Emeritus Professor), Mark Rhodes (GSS)

Observers Not Present: Haley Foster (USS)

Guests Present: Sue Averill, Keiran Dunne, Larry Froehlich, Mary Ann Haley, Mark James, Lynette Johnson, Tess Kail, Marge Kristof, Susan Perry, Jennifer Piatt, Swathi Ravichandran, Gail Rebeta, Therese Tillett, Manfred Van Dulmen, Ruth Washington

1. Call to Order

Chair Smith called the meeting to order at 3:20PM in the Governance Chambers, Kent Student Center.

2. Roll Call

Senator Kerns called the roll.

3. Approval of the Agenda

Chair Smith asked for a motion to approve the agenda. A motion was made and seconded (Kracht/Dauterich). No additional changes to the agenda were offered. The agenda was approved.
4. Approval of the Faculty Senate Meeting Minutes of April 9, 2018

Chair Smith asked for a motion to approve the minutes from the April 9, 2018 Faculty Senate meeting. A motion was made and seconded (Rollick/Mooney). One correction to the minutes was offered. The minutes were approved.

5. Chair's Remarks

Chair Smith thanked the outgoing members of Senate and the Senators who had served with her on the Executive Committee this year. She then discussed trends in faculty hiring and budgets for faculty salaries (see attached remarks and handouts).

6. Provost's Remarks

The Provost began by sharing information on enrollment trends at KSU. Enrollment for all campuses peaked in 2013 and has fallen about 5% since then. He also shared enrollment challenges the university will face in the future. There will be a decline in the number of high school graduates in the upper Midwest, with the biggest decline for those groups most likely to attend college (e.g., children whose parents are college graduates). In a few years there will be a sharp drop in students as there were fewer births during the last recession. The university experiences a $10,000 decline in revenue for each student who is not here. All administrative units and colleges were recently asked to model how they would meet a 5% reduction in their budget.

Although the original plan was to hire 20 – 25 faculty members per year for the next few years, using savings from the UESP, that will be reduced to 10 – 12 hires per year. There will be a drop in the number of tenure track faculty initially but the goal is to have 65% of full time faculty in tenure track positions. The Provost noted that KSU has a somewhat low percentage of tenure track faculty relative to other institutions, and he indicated that this was partly due to the fact that KSU has several professional programs that hire many non-tenure track faculty (e.g., nursing, aviation, fashion, podiatric medicine). Factors that will be considered in making decisions about future hires are how hires align with the strategic road map, opportunities to grow faculty in fundable research areas, and the KSU interdisciplinary research areas. Areas for future hiring include engineering, brain health, advanced materials, and peace and conflict studies. This year there were also hires approved in several other units.

KSU is pursuing several strategies to increase enrollment: reaching out to students who have been admitted, communicating more via social media, enrolling more transfer students and helping them map out paths to graduation, and hiring an external consultant to help with enrollment management. The university is also working on recruiting more international students, although that is challenging as students are having more difficulty getting visas. International students also have opportunities to complete non-degree work (e.g., at the Florence campus). The university has also developed a partnership with Pontifical Catholic University in Brazil.

Senator Laux asked whether the drop in enrollment is going to lead to a slow down in administrative hires or money spent on capital projects that are part of the recently announced one billion dollar plan. President Warren stated that current enrollment is similar to 2015, so they
are looking at whether they can get back to the number of position they had at that time (the number of administrative positions has grown since then). She also noted that the facilities master plan has three phases so there could be some slowing over time. Areas addressed in the first phase are those where growth is expected or public private partnerships are funding construction costs. Funds for buildings are one-time costs, but faculty hires incur ongoing expenses. Senior VP Polatajko commented that the strategic hiring control process that was implemented this year is intended to make sure hiring is aligned with the university mission. President Warren noted that the university had 13 endowed faculty positions last year, and the current capital campaign has already funded 10 new endowed positions. Senator Roxburgh pointed out that the new one university commencement ceremony is costly, and she asked whether the university is evaluating the benefits from spending those resources. President Warren stated that the commencement speaker creates free advertising for the university, but they do plan to look at the money that is invested in special speakers. Senator Seeley expressed concern that study abroad programs may not be accessible for some students (e.g., those using wheelchairs), and it is not clear how to help those students participate. Provost Diacon reported that the Florence campus has been upgraded to be fully accessible, and President Warren commented that the university needs to do more to improve accessibility. Senator Garrison suggested recruiting more students from the Pan African world and engaging professors at KSU in those efforts. Provost Diacon stated that the university has some new opportunities in Nigeria and Ghana.

7. Elections of Senate and Non-Senate members to the Committee on Administrative Officers (CAO)

Elections were held for two positions on the COA. The Faculty Senate Executive Committee had nominated Richard Mangrum for the Senate position and Mark Lyberger for the Non-Senate position. No other nominations were offered from the floor, and a ballot election was held. Both candidates were elected.

8. Elections for Senators to replace out-going At-Large positions with no Alternates

Elections were held to fill the seats of two retiring Senators who are At-Large representatives. Per the bylaws, the seats are to be filled by Faculty Senate, as there are no alternates from those elections who can serve. Senators were presented a ballot with four nominees, and they were asked to rank the candidate. Ballots will be scored electronically and the results announced later.

9. Report from the Faculty Senate Budget Advisory Committee (FaSBAC)

Senior VP Polatajko provided an update on the work of FaSBAC. This year the committee focused on changes to RCM, and reviewing budgets, fund balances, enrollment, and the service charges. The RCM 2.0 subcommittee started with the recommendations from last year’s committee, which included expanding the committee membership and modeling different budgeting scenarios. The committee is currently considering two budget models: a revised RCM model that would better align mission priorities with the budget, or a hybrid base budgeting model that would have a performance pool to be allocated in line with mission priorities. Next year, FaSBAC will model the 2019 budget using these two methods. Senior VP Polatajko ended by thanking his co-chair Deborah Smith and the committee for their work.
Chair Smith asked when a new budget model would be in place, and Senior VP Polatajko indicated that the goal is for the 2020 fiscal year. Senator Twieg asked why having budget decisions done at the college level is listed as a con for the hybrid model, given his understanding that college control was the point of RCM. He also urged a quick timeline for implementation. Chair Smith responded that the committee had hoped to be done sooner but the process has been more complicated than expected. The inability to move money between colleges is viewed as a problem because it does not allow for helping a college that is struggling, although it is a pro that RCM allows colleges to make decisions. Provost Diacon added that the university has to balance its budget at the 35,000 level. As colleges, units, and campuses implement plans to reduce their budgets, any colleges not in a deficit will be allowed to carry over their savings to the next year. Senator Chunn asked why the university consistently over budgeted for faculty salaries, and Senior VP Polatajko responded that the university spends less than budgeted due to faculty attrition and delays in hiring replacement faculty. Dean Mistur noted that adjunct or visiting professors are often hired to teach a faculty member's courses. Chair Smith stated that the problem was not that the budget was too high but that the university does not spend all the money allocated. Senator Kerns asked whether both models allow for incentives, and why the hybrid model is described as less volatile given that spending is not fixed by formula but at the discretion of the Provost. Chair Smith clarified that both models allow for incentives. The base model is viewed as less volatile because it allows for moving money around as needed, and also allows for one-time incentive money. Senior VP Polatajko added that it is less influenced by ups and downs in enrollment. Senator Grimm stated that she thought the current high RCM tax rate already incorporated money for strategic investments. Chair Smith explained that VPs oversee the budgets for service units, and fund balances can be used for strategic investments.

10. EPC Item:

   a. Action Item: University Requirements Curriculum Committee: Designation of Kent Core status in the Additional category to MCLS 20000 Global Literacy and Cultural Awareness (3). Course number will be revised to MCLS 20001. (This item was presented previously and tabled at the January 2015 EPC meeting.) Effective Fall 2019.

Chair Smith explained that Kent Core status had been requested for MCLS 20000 a few years ago, but the item had been tabled by EPC in January 2015 because it was not approved for the Ohio Transfer Module (OTM). Past practice for Senate has been to approve Kent Core status only for courses that are in the OTM (to address concerns raised by the Board of Regents), and to require that colleges remove a Kent Core course when they add another so that the total number of Kent Core courses is not increased. EPC recently approved Kent Core status for the course and renumbering the course. Dean Alison Smith indicated that the course is under review again as it was thought to be timely to include this course in the Kent Core. Dean Blank explained that it is timely given that students need to understand other cultures, and our student body is becoming more diverse. It is an interdisciplinary course and thus does not fit well into any one of the OTM areas. The college would like to remove a psychology course from the Kent Core. A motion was made to approve the item (Grimm).

Senators Williams moved to amend the main motion to add language that, as part of the approval process, the College of Arts and Sciences would remove an existing course from the Kent Core prior to the September Faculty Senate meeting. The motion to amend
received a second (Robinson). Senator Seelye asked whether the college had identified a specific course to remove. Senator Grimm suggested adding to the motion the course that would be removed, and Dean Blank said it was Psychology 22221, Multicultural Psychology. The addition of the course name and number, for the course to be removed, was accepted by the body as a friendly amendment to the amendment. As revised, the language of the amendment was: “As part of the approval process, the College of Arts & Sciences will take the following action: remove Kent Core status from PSYCH 22221: Multicultural Psychology by the September meeting of the Faculty Senate and replace it with core status for MSCLS 20001: Global Literacy and Cultural Awareness.” Senator Garrison spoke for the amendment, noting that students need more cultural education to be prepared for the world. The motion to amend the main motion was approved. Senator Kerns noted that OTM status for the course was denied in 2015 due to concerns about the course content, and she asked why OTM status had not been sought in the intervening time. Dean Blank stated that the course is unusual and difficult to evaluate for OTM status, and MCLS Chair Dunne stated that the course has a lot of video content that was not viewed by the review committee. Senator Stoker voiced support for adding the course to the Kent Core, noting regardless of OTM status the course addresses core values of KSU. The motion passed.

b. Information Item:

1. **Office of the Provost:** Revision of the policy for the Incomplete (IN) administrative mark to update language regarding an IN mark submission and to clarify some requirements and timing of the default grade process. Effective Fall 2018.

2. **Office of the Provost:** Revision of the policy for the Audit (AU), Never Attended–F (NF) and Stopped Attending–F (SF) administrative marks to clarify that students still are enrolled in a course receiving one of those marks even if their overall enrollment status has changed for financial aid and other purposes. Effective Fall 2018.

3. **Office of the Provost:** Revision of registration deadlines affected by changes to the academic calendar. Effective Fall 2018.

There was no discussion of the information items.

11. Old Business: Action Item: Revisions to University Policy Regarding Faculty Promotion, Sections A-B

Chair Smith explained that the Professional Standards Committee (PSC) had proposed revisions to the Promotion policy at the April Faculty Senate meeting and had considered the feedback provided by senators. The Executive Committee suggested having separate motions and votes on the four proposed changes.

The first change was to remove language about “sustained” and “distinguished” contributions in Section A as the terms are vague and have been interpreted in ways not intended. A motion was made to approve the proposed changes (Kristof/Vande Zande). There was no discussion, and the motion was approved.
The second change, in section B1c, is language suggested by the Provost to make clear that promotion to Professor does not involve an assessment of productivity within a set number of years but is based on contributions irrespective of years in rank. A motion was made to approve the proposed changes (Dauterich/Piccirillo-Smith). There was no discussion, and the motion was approved.

The third revision, in section B1b, refers to language regarding early promotion to Associate Professor. Language was changed from saying that early promotion is for extraordinary cases to stating that the criteria for early promotion are the same as for on time promotion (i.e., candidate has met the same standards, just in a shorter time period). It had been suggested at the April Senate meeting that a phrase be added that would allow units to set higher standards for early promotion in their handbooks if they chose to do so, but PSC decided to reject that suggestion. Before approving the item for today’s agenda, the Executive Committee added that language (“Unless otherwise specified in the unit handbook”) so units would have the option of setting higher standards. PSC Chair Roxburgh stated that the majority on the PSC preferred a single university standard that would apply to all units. A motion was made to approve the proposed changes from PSC as amended by the Executive Committee (Garrison/Mooney).

Senator Seelye spoke for having a single university policy rather than leaving it up to departments that might create an ambiguous standard. Chair Smith pointed out that units currently are allowed to link tenure and promotion decisions, so creating a single university standards would require changing that language as well. Senator Grimm supported letting units set higher standards, stating that for early cases departments might want to make sure the review period was sufficiently long to evaluate teaching and service as well as research. The motion passed.

The final revision was analogous to #3, adding the same language to the section on promotion to Professor (B1c). A motion was made to approve the changes (Piccirillo-Smith/Garrison). Senator Stoker asked about the wording of the section, but no further changes were made. The motion passed.

12. Adjournment

Chair Smith adjourned the meeting at 5:36PM.
Chair's Remarks for May 14, 2018 Senate Meeting

I want to begin my remarks by thanking my Executive Committee members this year: Vice Chair Kathy Wilson, Secretary Kathy Kerns, At-Large member Ed Dauterich, and appointed members Farid Fouad and Robin Vande Zande. Your advice and council this year has been very much appreciated.

I also want to recognize and thank a number of outgoing Senators who are not leaving the University entirely: Vinay Cheruviu, Mary Lou Ferranto, Stephen Minnick, Mary Mooney, and Jennifer Walton-Fisette. Your service to the Faculty Senate is greatly appreciated.

This year, we have a number of Senators who are retiring: George Garrison, Bruce Gunning, Albert Ingram, Kathy Kerns, John Stoker, Terrence Uber, and Linda Williams. Will you all please stand and be recognized for your service to the Senate and to Kent State University.

I also want to congratulate the newly elected Senators and previously elected alternates who will be stepping up to complete Senate terms of those retiring: Simon Adamtey (CAED), Kathy Bergh (NTE), Sheryl Chatfield (At Large), Alice Colwell (NTE), Sue Clement (NTE), Jean Engohang-Ndong (Tuscarawas), Kimberly Peer (EHHS), Brett Tippey (NTE), Donald White (At Large), and Melissa Zullo (Public Health).

For the bulk of my remarks, I want to update you on some faculty data that I first shared with Senate in September of 2016.

In AY 2014/15, when President Warren first arrived, there were a total of 811 tenured and tenure track (TT) faculty University-wide (620 on the Kent Campus and 191 on the Regional Campuses). There were 517 full-time non-tenure eligible (FTNTE) faculty University-wide (325 on the Kent Campus and 192 on the Regional Campuses). The overall percentage of full-time faculty who were TT faculty was 61% (66% on the Kent Campus and 50% on the Regional Campuses).

By AY 2015/16, the Faculty Census showed that the total of TT faculty University-wide had decreased to 722 and that the TT faculty made up only 59% of all full-time faculty (63% on the Kent Campus and 49% on the Regional Campuses). In AY 16/17, the total of TT faculty had rebounded somewhat to 780, but the percentage of full-time faculty who were TT faculty remained at 59% (62% on the Kent Campus and 50% on the Regional Campuses). This is how things stood when I presented this data at the September 2016 Senate meeting.

According to the AY 17/18 Faculty Census, there were 795 TT faculty University-wide (623 on the Kent Campus and 172 on the Regional Campuses) as of last October. There were 561 FTNTE faculty (376 on the Kent Campus and 185 on the Regional Campuses). The percentage of full-time faculty who were TT faculty remained at 59%.

Between AY 14/15 and AY 17/18, the percentage of full-time faculty who were TT faculty on the Kent Campus decreased from 66% to 62% and the percentage of full-time faculty who were TT faculty on the Regional Campuses decreased from 50% to 48%. Overall, despite an increase in the number of TT faculty between AY 16/17 and AY 17/18 of almost 2%, the number of TT faculty has decreased by almost 2% since AY 14/15.

Meanwhile, 55 TT faculty took the University Employee Separation Plan (UESP) offer—almost 7% of the total number of TT faculty in AY 17/18. 35 will be retiring this May while 20 have elected to defer for a year. TT faculty represent 60% of all full-time faculty taking the UESP and 58% of those retiring this May. So, we’ll have our work cut out just to replace the retiring TT faculty over the next two years.
In light of this, I was disappointed to hear President Warren say at last month’s meeting, that the University may have to scale back its plans to use the savings from the faculty UESP to hire additional TT faculty.

While I understand that there are some budgetary pressures, it is worth taking a look at the Educational and General (E&G) budget and expenditure data relating to faculty salaries. (I shared some of this data with FaSBAC’s RCM 2.0 subcommittee in March.) We don’t yet have the E&G Expenditure report for Fiscal Year (FY) 2018, so I’ve only included FY 2017 (which overlapped with AY 16/17), FY 2016 (which overlapped with AY 15/16), and FY 2015 (which overlapped with AY 14/15) here.

In FY 2017, the actual University-wide expenditure on TT faculty AY salaries was just over 65.4M (52.7M on the Kent Campus and 12.8M on the Regional Campuses). But the University had budgeted over 72M for TT faculty salaries. So, there was a budget savings of roughly 6.8M on TT faculty salaries. In FY 2016, the budget savings was also roughly 6.8M and, in FY 2015, the budget savings was roughly 5.5M. (I have analogous data for actual university-wide expenditures on FTNTT faculty academic year salaries.) The FY 2017 budget savings on full-time faculty salaries was over 7M. In FY 2016, the budget savings was roughly 6M and, in FY 2015, the budget savings was roughly 4.5M.

No doubt President Warren and Senior Vice President Polatajko will want to remind me that the budget savings in any given FY is one-time money and it takes ongoing funds to cover salaries. But the fact is that there has been a budget savings in TT faculty salary in every year since FY 2010, the first year of RCM, and that savings has been at least 4M in every year since FY 2012. There has been a budget savings in full-time faculty salary since FY 2011, and that savings has been over 3M since FY 2012.

As I mentioned, we don’t yet have the FY 2018, E&G report on actual expenditures. But, we do have the FY 2018 E&G Original Budget data and we can estimate the actual expenditures by increasing the FY 2017 actual expenditures to reflect a 2% pay increase and the increase in the number of faculty between AY 16/17 and AY 17/18. Using that rough guestimate, we can again expect a budget savings of almost 5M in TT faculty salaries and over 4M in full-time faculty salaries in FY 2018.

So, it seems to me that the budget savings in full-time faculty salary in general and TT faculty salaries in particular, rather than being a one-time event, is the result of systemic underspending since the implementation of RCM.

Given that the median AY 17/18 TT faculty salary was just under 85K, we could have hired nearly 12 new TT faculty for each 1M in budget savings in full-time faculty salaries. I would urge President Warren and Senior Vice President Polatajko to take a look at this systematic underspending when making decisions about how many TT faculty we can afford to hire going forward.

One final thing to consider is the relative compound annual growth rate (CAGR) in University-wide expenditures between FY 2015 and FY 2017 on (i) TT faculty salaries, (ii) full-time faculty salaries, (iii) total salaries and wages university-wide, and (iv) the total E&G expenditures. Total salaries and wages system-wide have increased at a CAGR of 2.54% and overall E&G expenditures have increased at a CAGR of 4.23%. But expenditures on full-time faculty (TT and FTNTT) salaries have increased at a CAGR of only 1.31%, while expenditures on TT faculty salaries have decreased at a CAGR of 0.57%.

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1 Note that this only includes FTNTT faculty and not the additional FTNTE faculty in the College of Podiatric Medicine.
In closing, I want to say that, in my 21 years at KSU, I have experienced three University Presidents and four Provosts. With each new President and Provost, there is always a new way of framing our mission—the five priorities contained in the Strategic Roadmap to a Distinctive Kent State, four pillars of excellence, etc. But, as I see it, the University has and always will have two primary missions: (i) excellence in instruction at both the undergraduate and graduate level and (ii) world class research and creative activity.

President Warren, you’ve heard me say it dozens of times, but I will say it again. It is the full-time faculty of this institution who bear the primary responsibility for fulfilling our mission. Not the administration, not the staff—the faculty. Now, I’m not going to stand here and tell you that what is in the best interest of the faculty and what is in the best interest of the university always coincide.

However, I will tell you this (and I think that most of my faculty colleagues would agree): if every single year the University does everything in its power to hire the best qualified full-time faculty from around the nation and the world and does everything in its power to make clear that it respects and values the faculty that it has hired, I promise you that we—the faculty of Kent State University—will deliver excellence in undergraduate and graduate education; we will deliver world class research and creative activity. That’s what we were trained to do. That’s what we were hired to do. That’s what the vast majority of us feel something like a calling to do. And sometimes, it seems that the only thing standing in our way is the University.

Thank you.
I will now take any questions, comments, or criticisms.

Chair Smith
<table>
<thead>
<tr>
<th>Faculty Totals</th>
<th>TT faculty</th>
<th>Non-tenure eligible faculty</th>
<th>All full-time faculty</th>
<th>Percentage of full-time faculty who are TT</th>
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<tbody>
<tr>
<td><strong>AY 14/15 Faculty Totals</strong></td>
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</tr>
<tr>
<td>Kent Campus</td>
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<tr>
<td>Kent Campus</td>
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<td><strong>17/18 Increase relative to 14/15</strong></td>
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<td>8.51%</td>
<td>2.11%</td>
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<td><strong>17/18 Increase relative to 16/17</strong></td>
<td>1.92%</td>
<td>3.51%</td>
<td>2.57%</td>
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**Faculty who took the UESP**

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<th>TT faculty</th>
<th>Non-tenure eligible faculty</th>
<th>All full-time faculty</th>
<th>Percentage of AY 17/18 Faculty taking UESP</th>
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<tbody>
<tr>
<td>Retiring May 2018</td>
<td>35</td>
<td>25</td>
<td>60</td>
<td>58%</td>
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<tr>
<td>Deferring to May 2019</td>
<td>20</td>
<td>11</td>
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<tr>
<td>Total</td>
<td>55</td>
<td>36</td>
<td>91</td>
<td>60%</td>
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<tr>
<td>Percentage of AY 17/18 Faculty taking UESP</td>
<td>6.92%</td>
<td>6.42%</td>
<td>6.71%</td>
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<tr>
<td></td>
<td>AY 16/17; FY 2017</td>
<td>AY 15/16; FY 2016</td>
<td>AY 14/15; FY 2015</td>
<td>Compound Annual Growth Rate in Actual Expenditures between FY 2015 and FY 2017</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------------</td>
<td>-------------------</td>
<td>-------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Kent Campus TT salary actual expenditures</td>
<td>52,663,627</td>
<td>50,704,740</td>
<td>52,892,554</td>
<td></td>
</tr>
<tr>
<td>Regional Campus TT salary actual expenditures</td>
<td>12,772,912</td>
<td>12,353,753</td>
<td>13,300,656</td>
<td></td>
</tr>
<tr>
<td><strong>Total TT salary actual expenditures</strong></td>
<td><strong>65,436,538</strong></td>
<td><strong>63,058,492</strong></td>
<td><strong>66,193,210</strong></td>
<td><strong>-0.57%</strong></td>
</tr>
<tr>
<td><strong>Total TT salary budgeted</strong></td>
<td>72,277,347</td>
<td>69,846,817</td>
<td>71,689,779</td>
<td></td>
</tr>
<tr>
<td><strong>TT salary budget/actual variance</strong></td>
<td>6,840,809</td>
<td>6,788,325</td>
<td>5,496,569</td>
<td></td>
</tr>
<tr>
<td>Kent Campus FTNTT salary actual expenditures</td>
<td>21,157,361</td>
<td>20,266,244</td>
<td>17,861,797</td>
<td></td>
</tr>
<tr>
<td>Regional Campus FTNTT salary actual expenditures</td>
<td>9,865,911</td>
<td>9,575,838</td>
<td>9,924,652</td>
<td></td>
</tr>
<tr>
<td><strong>Total FTNTT salary actual expenditures</strong></td>
<td><strong>31,023,272</strong></td>
<td><strong>29,842,082</strong></td>
<td><strong>27,786,449</strong></td>
<td><strong>5.66%</strong></td>
</tr>
<tr>
<td><strong>Total FTNTT salary budgeted</strong></td>
<td>31,250,318</td>
<td>29,014,662</td>
<td>26,831,467</td>
<td></td>
</tr>
<tr>
<td><strong>FTNTT salary budget/actual variance</strong></td>
<td>227,046</td>
<td>(827,420)</td>
<td>(954,982)</td>
<td></td>
</tr>
<tr>
<td><strong>Total full-time faculty salary actual expenditures</strong></td>
<td><strong>96,459,810</strong></td>
<td><strong>92,900,574</strong></td>
<td><strong>93,979,659</strong></td>
<td><strong>1.31%</strong></td>
</tr>
<tr>
<td><strong>Total full-time faculty salary budgeted</strong></td>
<td><strong>103,527,665</strong></td>
<td><strong>98,861,479</strong></td>
<td><strong>98,521,246</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Full-time faculty salary budget/actual variance</strong></td>
<td>7,067,855</td>
<td>5,960,905</td>
<td>4,541,587</td>
<td></td>
</tr>
<tr>
<td><strong>Total KSU salaries and wages actual expenditures</strong></td>
<td><strong>272,685,042</strong></td>
<td><strong>262,723,251</strong></td>
<td><strong>259,354,135</strong></td>
<td><strong>2.54%</strong></td>
</tr>
<tr>
<td><strong>Total Educational &amp; General actual expenditures</strong></td>
<td><strong>516,367,272</strong></td>
<td><strong>491,770,929</strong></td>
<td><strong>475,303,141</strong></td>
<td><strong>4.23%</strong></td>
</tr>
</tbody>
</table>

AY salary data from E&G Original Budgets and E&G Expenditures for KC and RCs

The budget variance in TT Faculty salary has been positive since the start of RCM in FY 2010 and over 4M since FY 2012.
The budget variance in full-time faculty salary has been positive since FY 2011 and over 3M since FY 2012.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 17/18 TT Faculty median salary: $84,891</td>
<td></td>
</tr>
<tr>
<td>New TT Faculty that could be hired at median salary per 1M budget variance: 11.8</td>
<td></td>
</tr>
</tbody>
</table>
Contents

I. Introduction

II. CTL Activities
   A. Overview
   B. Faculty Development Workshops and Online Resources
   C. Programs
   D. University Initiatives and Collaborations
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Introduction

The Center for Teaching and Learning (CTL) has a primary mission to provide opportunities, leadership, and support for all faculty to grow in their scholarly and professional endeavors. The long-term aim is to support community members in the process of creating, transforming, and/or maintaining Kent State University’s environments where all students can succeed. The mission of the center is well aligned with Kent State’s Students First Priority.

The four service areas of the Center are:
- Connect, network, and support continuity in opportunities for faculty to explore, research, and support student learning.
- Serve as a portal of all information and services related to faculty at Kent State University.
- Offer expertise and consultation related to specific areas of scholarship and professional issues related to teaching and learning.
- Provide peer review and guidance on teaching innovations and improvement.

The Center is funded through collective bargaining, with the Director, Jennifer Marcinkiewicz, reporting to Associate Provost for Faculty Affairs, Sue Averill. The CTL has four additional full-time staff members and two student workers responsible for coordinating all efforts of the CTL and its collaborative activities across the Kent State system.

- Dr. Jennifer Marcinkiewicz, Director
- LeighAnn Tomaswick, Innovation Learning Design Specialist
- Judy Lightner, Portal Liaison & Teaching Associate
- Phyllis Vair, Special Assistant
- Nancy Daczko-Krestan, Administrative Secretary
- Amal Alhadabi, Graduate Assistant
- Madeleine Kidd, Student Associate Technician

The CTL is located in Cartwright Hall, including a suite of 4 offices, a faculty innovation space, conference room, library area and work spaces for student workers. Additional space shared with the College of the Arts (Active Learning Classroom) is located in 251 Center for Visual Arts.
Center for Teaching and Learning Activities

A. Overview

The impact of the Center for Teaching and Learning (CTL) in fulfilling its primary mission is clear. The CTL offered 19 workshops, either individually or in collaboration with other units. These workshops reached approximately 500 participants coming from 55 departments, 9 colleges, and 6 campuses. Those attending were primarily faculty members (tenure-track, non-tenure track and adjunct), with smaller numbers of graduate students, staff and administrators (Appendix I). The Center’s impact on individual faculty members was also apparent, with over 100 individual consultations focused on peer review, course design, course revisions, teaching innovations, student success, and career development among others. In addition, members of the Center continue to serve in advisory and leadership capacities on a number of university initiatives, including diversity/inclusion efforts, assessment/accreditation, technology, career advancement, and graduate student development. The work of the CTL has impacts beyond Kent State University through national and international presentations and social media outreach efforts.

B. Faculty Development Workshops & Online Resources

The Center offers many different opportunities for professional development. The over-arching theme of professional development offerings is that they are grounded in scholarship. Scholarship is evident in the emphasis on evidence-based practices and speakers with significant expertise to share. Our varied formats include face-to-face workshops, brief “how-to” guides termed Teaching Tools in a Flash and the Change in a Minute video series produced in collaboration with the SOLE Center. The CTL also provides in-depth professional development through individual consultations, peer reviews, and course analyses.

Workshops

Workshop programming is designed to be educational, inspirational, interactive and responsive to the needs of the faculty. The keynote speaker for 2017/2018 was Dr. James Lang, author of the educational bestseller “Small Teaching.” Dr. Lang was on campus for two days, delivering an evening keynote and two workshops. A new addition to CTL workshops is that participants receive “One Small Thing” cards on which they are asked to reflect on the actions they will take based on what they have learned. In addition to keynote events, the CTL developed workshops for individual units, programs and campuses based on the needs expressed by those units. Many of these and other workshops used the popular “Working Lunch” format in which participants have the opportunity to learn in a relaxed, interactive environment.

The response to the workshop offerings was overwhelmingly positive. For example, our keynote events were met with 80-91% positive overall ratings (good/excellent) and 92-100% positive ratings for the session impacts (agree/strongly agree) (Appendix III). See Appendices IV-VII for all other workshop evaluations.
Teaching Tools in a Flash

Teaching Tools in a Flash guides provide on-demand professional development for instructors at Kent State and external to the university. These short, evidence-based guides provide scholarly background, strategies, answers to frequently asked questions and additional resources for implementing particular teaching approaches. These guides are available online at the CTL website, and in print at the Center. Guides are also distributed at workshops and consultations as appropriate. There are currently 11 Teaching Tools organized in four categories: Preparing to Teach, Teaching, Assessing Learning and Student Success. We are partnering with other individuals and units on campus in developing additional Teaching Tools and anticipate the coming academic year will at least double the number of Teaching Tools available. See Appendix VIII for a sample Teaching Tool in a Flash.

Change in a Minute Blog

The Center for Teaching and Learning continues to collaborate with the SOLE Center to produce video blogs that offer quick tips and suggestions to improve student learning that are based on high quality research.

C. Faculty Programs

The profile of faculty programs continues to increase as indicated by applications exceeding capacity by 50% or more for each program.

Teaching Scholars

The Teaching Scholars program, which focuses on providing an intensive faculty learning community for faculty to engage in the scholarship of teaching and learning completed its 17th year with 9 faculty participants. Teaching Scholars reported increased behaviors related to critical reflection, knowledge of evidence-based teaching practices, and engagement with colleagues on innovative/effective teaching (Appendix IX, Table 1). In addition, participants developed the skills needed to conduct research on teaching and learning (Table 2). All participants disseminate the results of their research, by presentation at the Teaching Scholars Colloquium, and other conferences such as the Celebration of College Teaching, disciplinary conferences, and national teaching conferences. All of the cohort ultimately intend to publish their work in peer-reviewed journals.

Faculty Fellows

The Faculty Fellows program is designed to give individual faculty members the opportunity to serve in a leadership role in a professional development area of their choosing. Kim Karpanty completed her Transitions to Leadership project that she initiated in the previous year. Eric Taylor’s work on Online Science Laboratories will be developed as a Teaching Tool in a Flash. Ed Dauterich will continue his leadership project on adjunct faculty issues related to professional development in the coming year. Each of the fellows also presented their work to the university community in well-received workshops (See Appendix VII).

Intercultural Faculty Scholars

The Intercultural Faculty Scholars Cohort program is designed to provide faculty members with a better understanding of intercultural issues in teaching and learning and culturally responsive ways to enhance teaching practices. The expectation is that participants will serve in a leadership capacity in
this area in their own units. The program is facilitated by Dr. Martha Merrill (a faculty member in the College of Education, Health and Human Services with expertise in intercultural communication). The program has been offered in alternating years and a cohort of participants has been selected for the 2018/2019 cohort through administrator- and self-nomination.

**Innovation Intersession**

The innovation Intersession program on Flipping Your Classroom provides faculty participants with all of the skills needed to flip a course. The program models the flipped approach and includes workshops focused on evidence-based techniques for designing and implementing a flipped course. By the end of the 3-week intersession faculty have developed and received feedback on a flipped module for their course. Twelve faculty were selected to participate, and all but one completed the program. Program participants found the program to be both helpful (80%, Appendix X, Figure 1) and effective (95%, Figure 2).

**D. Initiatives and Collaborations**

**Faculty Institute for Student Success**

The Center for Teaching and Learning partnered with University College to create the first Faculty Institute for Student Success (FISS). Provost Diacon invited 19 faculty to participate and 13 faculty completed the FISS. Participants in the Institute worked together as a community to identify and implement best practices in teaching and learning at Kent State. Participants (either individually or in pairs) identified specific projects they will lead in their own units to impact student success. Examples of projects include departmental teaching development activities (for faculty and/or graduate students); study skills workshops for students; and specific pedagogical approaches for student success. Impacts of these projects will be assessed in the coming academic year.

**SoTL Central**

The CTL is partnering with the Regional Campuses to increase faculty participation in the scholarship of teaching and learning. The CTL is collaborating with Rachael Blasiman (appointed to lead the Regional Campus SoTL efforts) in developing a key resource for SoTL scholars, a BlackBoard course called SoTL Central. SoTL Central provides how-to guides, contacts, research instruments, publication and presentation outlets and many other resources that will assist faculty with their endeavors related to the scholarship of teaching and learning. These efforts will be ongoing, with joint efforts such as workshops, meetings and other face-to-face opportunities for faculty.

**Classroom Response Systems**

The University Council on Technology serves as the University’s advisory body for matters related to technology. This year, the CTL Innovation and Learning Design Specialist, LeighAnn Tomaszewick, served as the representative for the CTL on the Council. She played a significant leadership role on the subcommittee charged with examining classroom response systems. She was instrumental in surveying faculty and conducting evaluations of different CRS platforms. These efforts will be ongoing until a recommendation is reached.
Active Learning and Virtual Reality Classrooms

The Active Learning Classroom renovation in 251 CVA was completed in August 2017. The flexible space permits a high degree of collaboration with rolling white boards and a set of Chromebooks for student work. The space is used primarily by faculty using flipped course design and other active learning approaches. To date, 5 faculty have utilized the space; 2 are working with the CTL to conduct research on student learning in this space.

The Virtual Reality (VR) project initiated by former CTL Director David Dees was intended to support the development of a VR classroom in collaboration with the College of Arts and Sciences on the Kent Campus. Funds were used to purchase VR equipment and space in Moulton Hall was set aside for the classroom. After many months of delays, it was finally determined that no space on the Kent Campus was available that was suitable for the applications envisioned by the VR developers in Arts and Sciences. The VR Classroom Project will instead be completed on the East Liverpool Campus and will mirror the VR classroom in use on the Salem Campus.

Faculty Writing Groups

The CTL created four faculty writing groups to support faculty in achieving their summer writing goals. A total of 41 faculty participated in the writing groups which were organized by theme (Women Faculty, Mid-Career Faculty, Early Career Faculty and Specific Projects). The writing groups afforded faculty the opportunity to identify goals and share their progress in a supportive community of peers. The Center provided a welcoming space and additional resources for faculty (such as sessions on citation software).

Student Surveys of Instruction

The Director of the CTL, Jennifer Marcinkiewicz, continued to lead the subcommittee on reviewing and revising university practices on Student Surveys of Instruction. A pilot project testing the core questions and feasibility of online distribution was completed in Spring 2017. A final recommendation to adopt the new survey instrument and online distribution was made to Faculty Senate in January 2018 and approved at that time.

Faculty Career Development

The CTL continues to work closely with Associate Provost Mandy Munro-Stasiuk to provide support for the mid-career faculty coaching program. Each year, there are more applicants for the coaching program than can be supported. This year, 10 faculty and 1 Chair participated in the Coaching program, which uses external, certified career coaches experienced in faculty development. In addition, the Center supported the mid-career workshop series designed to provide guidance for faculty through post-tenure career development. The CTL also provided ongoing support for new faculty by participating in the New Faculty Orientation, new faculty visits and a new faculty wrap-up luncheon held in Spring, 2018.

Issues Related to Campus Climate

Jennifer Marcinkiewicz serves as the Change Agent for the National Science Foundation IDEAL grant (Institutions Developing Excellence in Academic Leadership) which seeks to advance careers of women and faculty of color in the sciences. The CTL co-sponsored the Summit on Women Faculty, and also
presented a workshop on Preparing an Effective Teaching Narrative for personnel files. Jennifer Marcinkiewicz also serves on the faculty subcommittee of the Great Place Initiative committee which seeks to improve the campus climate for faculty. Judy Lightner worked with Mandy Munro-Stasiuk and Madeleine Kidd to develop a brochure of family-friendly policies.

Phyllis Vair and Nancy Daczko-Krestan continue to serve on improving campus climate for individuals with accessibility issues. They served on the campus electronic and information technology accessibility strategic plan working group. In addition, CTL co-sponsored the first campus accessibility colloquium “Living, Working and Learning with Disabilities” held in October.

Collaborations with OCDE, Information Services

CTL continues to collaborate with the Office of Continuing and Distance Education. For example, OCDE contributes significantly to Innovation Intersession training and consultation. In addition, CTL and OCDE serve on an ad hoc committee organized by the Provost to address issues related to quality of online instruction. CTL, OCDE and Information Systems have also begun to identify opportunities for faculty to explore innovative pedagogy involving the Adobe suite. In addition, the CTL will co-sponsor an upcoming education technology conference that will occur in Fall 2019.

Zoom Rooms

The CTL is working with the Regional Campuses to support their efforts related to remote classrooms. Zoom Rooms provide regional campuses the ability to deliver courses synchronously across multiple campuses while maintaining as much of the traditional face-to-face classroom experience and interaction as possible. LeighAnn Tomaswick has provided faculty with information on best practices for pedagogy in remote classrooms through multiple workshops and individual consultations. In addition, LeighAnn is a member of the Zoom Room Governance Group.

University Teaching Council

The CTL continues to provide advisory, administrative and website support for the UTC as well as the Annual UTC Celebrating College Teaching Conference held each Fall. The Center will continue to provide services to support the enhancement of teaching and learning opportunities through travel, workshop and teaching development grants.

FlashPort

FlashPort is continuing to gain prominence as a key resource for faculty and staff. Judy Lightner, the FlashPort liaison, works with university and department representatives to keep FlashPort current. Most notably, she implemented a Faculty Success tab to serve as a repository for university resources such as Family Friendly policies and mentoring information.

E. Scholarship

The Center for Teaching and Learning was very active in scholarship this year with presentations at the International Society for the Scholarship of Teaching and Learning, the Professional and Organizational Development (POD) Network, the Lilly Conference on College Teaching, International Perspectives in Higher Education and the Pittsburgh Regional Teaching and Learning Symposium (see Appendix XI).
F. CTL Social Media Presence

The Center for Teaching and Learning made a concerted effort during Spring semester to increase its social media presence by: 1) increasing the number of individuals and units followed at KSU; 2) following other Centers for Teaching and Learning; 3) increasing the number of tweets/retweets on topics related to Teaching and Learning. This resulted in a 25% increase in the number of followers on Twitter and a 10 to 20-fold increase in "traffic" as gauged by the numbers of Tweet impressions and profile visits (See Appendix XII). In the coming year, the Center will continue working to enhance the visibility of resources to support teaching and learning through social media.
Appendix I: CTL Audience

CTL Workshop Attendance by Position

Figure 1. Participants at CTL events based on position

Table 1: CTL Workshop Attendance by College and Department

<table>
<thead>
<tr>
<th>Departments</th>
<th>Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>College of Arts &amp; Sciences</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>College of Arts &amp; Sciences</td>
</tr>
<tr>
<td>Chemistry &amp; Biochemistry</td>
<td>College of Arts &amp; Sciences</td>
</tr>
<tr>
<td>Teaching, Learning &amp; Cur STD</td>
<td>College of Education, Health and Human Services</td>
</tr>
<tr>
<td>Foundations, Leadership, and Administration</td>
<td>College of Education, Health and Human Services</td>
</tr>
<tr>
<td>College of Podiatric Medicine</td>
<td>College of Podiatric Medicine</td>
</tr>
<tr>
<td>Art</td>
<td>College of the Arts</td>
</tr>
<tr>
<td>Ashtabula Campus</td>
<td>Regional Campuses</td>
</tr>
<tr>
<td>Mathematics</td>
<td>College of Arts &amp; Sciences</td>
</tr>
<tr>
<td>Theater &amp; Dance</td>
<td>College of the Arts</td>
</tr>
<tr>
<td>Modern &amp; Classical Lang Studies</td>
<td>College of Arts &amp; Sciences</td>
</tr>
<tr>
<td>School of Health Sciences</td>
<td>College of Education, Health and Human Services</td>
</tr>
<tr>
<td>Fashion Design &amp; Merchandising</td>
<td>College of the Arts</td>
</tr>
<tr>
<td>Office of Continuing and Distance Education</td>
<td>Office of the Provost</td>
</tr>
<tr>
<td>Public Health</td>
<td>College of Public Health</td>
</tr>
<tr>
<td>Business Administration</td>
<td>College of Business Administration</td>
</tr>
<tr>
<td>Psychology</td>
<td>College of Arts &amp; Sciences</td>
</tr>
<tr>
<td>Departments</td>
<td>Colleges</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Management &amp; Information Systems</td>
<td>College of Business Administration</td>
</tr>
<tr>
<td>Computer Science</td>
<td>College of Arts &amp; Sciences</td>
</tr>
<tr>
<td>Geology</td>
<td>College of Arts &amp; Sciences</td>
</tr>
<tr>
<td>Geography</td>
<td>College of Arts &amp; Sciences</td>
</tr>
<tr>
<td>Lifespan Development and Educational Sciences</td>
<td>College of Education, Health and Human Services</td>
</tr>
<tr>
<td>Journalism &amp; Mass Communication</td>
<td>College of Communication &amp; Information</td>
</tr>
<tr>
<td>College of Arts &amp; Sciences</td>
<td>College of Arts &amp; Sciences</td>
</tr>
<tr>
<td>College of Education, Health and Human Services</td>
<td>College of Education, Health and Human Services</td>
</tr>
<tr>
<td>Others- Non-university Organization</td>
<td>Others</td>
</tr>
<tr>
<td>History</td>
<td>College of Arts &amp; Sciences</td>
</tr>
<tr>
<td>College of Communication and Information</td>
<td>College of Communication &amp; Information</td>
</tr>
<tr>
<td>Academic Affairs – Education</td>
<td>Office of the Provost</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>College of Communication &amp; Information</td>
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<tr>
<td>NE OHIO Trade &amp; Econ Consortium</td>
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<td>Visual Communication Design</td>
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<td>UNIVERSITY COLLEGE</td>
<td>University College</td>
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<tr>
<td>Institutional Research</td>
<td>Office of the Provost</td>
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<tr>
<td>Architecture &amp; Environmental Design</td>
<td>College of Architecture &amp; Environmental Design</td>
</tr>
<tr>
<td>Sociology</td>
<td>College of Arts &amp; Sciences</td>
</tr>
<tr>
<td>Stark Campus</td>
<td>Regional Campuses</td>
</tr>
<tr>
<td>Center for the Study of Gender and Sexuality</td>
<td>College of Arts &amp; Sciences</td>
</tr>
<tr>
<td>School of Digital Sciences</td>
<td>College of Communication &amp; Information</td>
</tr>
<tr>
<td>BIO/ EP/ ENV</td>
<td>College of Public Health</td>
</tr>
<tr>
<td>Dance Division - MACC Annex</td>
<td>College of Arts &amp; Sciences</td>
</tr>
<tr>
<td>Graduate students</td>
<td>Others</td>
</tr>
<tr>
<td>Provost Office</td>
<td>Office of the Provost</td>
</tr>
<tr>
<td>Accounting</td>
<td>College of Business Administration</td>
</tr>
<tr>
<td>UNIV COMMUNICATIONS &amp; MARKETING</td>
<td>University Communications and Marketing</td>
</tr>
<tr>
<td>Student Affairs</td>
<td>Division of Student Affairs</td>
</tr>
<tr>
<td>Airport</td>
<td>Others</td>
</tr>
<tr>
<td>DL/Pedagogical Support</td>
<td>University Libraries</td>
</tr>
<tr>
<td>Political Sciences</td>
<td>College of Arts &amp; Sciences</td>
</tr>
<tr>
<td>OFC OF VP, Diversity Equity Inclusion</td>
<td>Others</td>
</tr>
<tr>
<td>Philosophy</td>
<td>College of Arts &amp; Sciences</td>
</tr>
<tr>
<td>Physics</td>
<td>College of Arts &amp; Sciences</td>
</tr>
</tbody>
</table>
Appendix II: Workshop Evaluation Process

The success of workshops was determined through surveying workshop participants. Workshops held early in the year were evaluated using a survey (Original) with four total items intended to measure four dimensions of success, whereas later workshops were evaluated with a more detailed instrument (Updated) that measured 5 dimensions over 18 items. Both instruments used a 5-point Likert scale ranging from “strongly disagree” to “strongly agree”.

- The Original Survey consists of four dimensions:
  1. Learning degree (1 item).
  2. Session impact (1 item).
  3. Presentation proficiency (1 item).
  4. Overall rating (1 item).
- The Updated Survey consists of five dimensions:
  1. Workshop content suitability (5 items).
  2. Workshop delivery (2 items).
  3. The presenter (3 items).
  4. Impact on participants (4 items).
  5. Overall organization (4 items).

Workshop Evaluation Form (Updated Survey)

**Workshop Title: ........................................... Date: ................................**

Please, would you return the evaluation form to the evaluation box and the name tag to the name tag box on the registration table at the end of the workshop.

We appreciate your time and participation.

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Strong agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The workshop content was clear and organized.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>If materials were provided, materials were relevant to the topic.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Workshop provided practical strategies to implement.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Workshop provided opportunities to connect with other colleagues.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Workshop encouraged me to reflect critically on the learning and teaching process.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Workshop activities suited and supported the workshop outcomes.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>No.</td>
<td>Statement</td>
<td>Strong agree</td>
<td>Agree</td>
<td>Neutral</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>-----</td>
<td>--------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>8</td>
<td>The workshop atmosphere was positive and simulated learning.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>The presenter created an interactive environment.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>The presenter was able effectively to facilitate the discussion.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>The presenter was engaging and informative.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>This session broadened my knowledge on this topic.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>The session stimulated me to think about new concepts.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>The session stimulated me to see old concepts in a new way.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>15</td>
<td>Workshop motivated me to consider making some changes in regard to teaching.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Excellent</th>
<th>Very good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Workshop location.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>17</td>
<td>Workshop duration.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>18</td>
<td>The workshop was well planned.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>19</td>
<td>Overall rating of the workshop.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

1. What was best about this session and its contents?
2. What will you do with your key learning (One Small Thing)?
3. What could be improved or revised?
4. Would you like more information on this topic? If so, please provide more details.
5. Any questions or comments about the event?
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 28-Jun-18  Curriculum Bulletin
Effective Date  Fall 2019  Approved by EPC

Department  Division of Student Affairs
College
Proposal  Revise Policy
Proposal Name  Class attendance/absence policy - revision

Description of proposal:
The proposed revision attempts to provide greater clarity to the Class Attendance/Absence policy (3-01.2), particularly with regards to the medical illness/injury section, by articulating more specifically what constitutes a "medical illness/injury" and what constitutes appropriate medical documentation. Additionally, minor revisions clarify procedures with regards to some sponsored activities.

Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need, audience)
The revision to the medical illness/injury section of the policy, is intended to assist instructors and students as to what constitutes a medical illness/injury, and the expected documentation to support that illness/injury.

Units consulted (other departments, programs or campuses affected by this proposal):
The Division of Student Affairs, namely the Student Ombuds office, University Health Services, and Student Accessibility Services, participated in the revision process, along with Collegiate Athletics, the General Counsel's office, and a faculty/staff representative from Stark Campus, and various faculty offered input.

REQUIRED ENDORSEMENTS

Department Chair / School Director  /

Campus Dean (for Regional Campuses proposals)  /

College Dean (or designee)  /

Dean of Graduate Studies (for graduate proposals)  /

Senior Vice President for Academic Affairs and Provost (or designee)  /
Proposal Summary—Revision of Policy 3342-3-01.2
Administrative Policy Regarding Class Attendance and Class Absence

Subject Specification:

The primary purpose of the proposed revision is to provide greater clarity to the Class Attendance/Absence policy (3-01.2) particularly with regards to the medical illness/injury section.

Background Information:

Currently, the medical illness/injury section of the Class Attendance/Absence policy provides little clarity as to what constitutes a medical illness/injury that would warrant a student’s absence from class, and what is expected from a medical provider in regards to documentation of the medical illness/injury. The proposed revisions are intended to provide that clarity.

The Division of Student Affairs endorses these revisions as they align with its mission to, among other things, “enhance the educational process,” by assisting both faculty and students in understanding the expectations relative to students’ class absences due to medical illness/injury.

The Division of Student Affairs supports these revisions that will benefit students and faculty by clarifying what constitutes a medical illness/injury, and what the expectations are of the medical documentation supporting the class absence relative to a medical illness/injury.

There is no anticipated fiscal or staffing needs for this revision.

Alternatives and Consequences:

If not approved, the current policy will remain in effect.

Specific Recommendation and Justification:

See attached proposal (underline and strikethrough) for the specific action and wording of the proposed revisions. See above for justification.

Timetable and Actions Required:

1. Approval by EPC
2. Submitted to Cabinet for review
3. Review by Faculty Senate
4. Revision enacted effective for beginning of Fall semester 2019
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 1-May-18  Curriculum Bulletin
Effective Date  Fall 2019  Approved by EPC

Department Mathematical Sciences
College AS - Arts and Sciences
Degree BS - Bachelor of Science
Program Name Actuarial Mathematics Program Banner Code AMAT (This has been the Banner
code for the concentration. I assuming that the same code will be used for the program)
Concentration(s) Concentration(s) Banner Code(s)
Proposal Establish program

Description of proposal:
We are proposing the establishment a Bachelor of Science degree in Actuarial Mathematics.
Currently, there is an actuarial mathematics concentration. The current program is existing at the
bachelor's degree level, albeit as a concentration within the Mathematics major. The curriculum
requirements are essentially the same as the requirements for the current concentration with one
change. We are requiring COMM 15000 which will count as a Kent Core Additional course, so it
does not change the number of hours currently required by the concentration.

Does proposed revision change program's total credit hours?  ☐ Yes  ☐ No
Current total credit hours: Proposed total credit hours 120

Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and
staffing considerations; need; audience; prerequisites; teacher education licensure):
Since this program currently exists as a concentration, we are not expecting any impact on other
programs, policies, procedures, etc. from this change.

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

REQUIRED ENDORSEMENTS

[Signatures and dates]

Department Chair / School Director

[Signature]

5/1/18

Campus Dean (for Regional Campuses proposals)

[Signature]

5/11/18

College Dean (or designee)

[Signature]

5/11/18

Dean of Graduate Studies (for graduate proposals)

[Signature]

5/11/18

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

[Signature]

5/11/18

Math
TRANSMITTAL MEMO:

To: Dean Mary Ann Haley, Arts & Sciences

From: Mark L. Lewis, Mathematical Sciences

The Department of Mathematical Sciences is asking for consideration regarding establishing a Bachelor of Science in Actuarial Mathematics. This will replace the current Actuarial Mathematics concentration in the Mathematics Bachelor of Science. The curriculum is essentially the same as the curriculum in the current concentration with one exception. We are adding the requirement of COMM 15000. This will count as on the Kent Core Additional Courses, so it will not change the number of credits required to complete the program.
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 27-Apr-18  Curriculum Bulletin
Effective Date Fall 2019  -Approved by EPC

Department  Biomedical Sciences
College  AS - Arts and Sciences
Degree  PHD - Doctor of Philosophy
Program Name  Biomedical Sciences - Biological Anthropology  Program Banner Code BANT
Concentration(s)  BMS  Concentration(s) Banner Code(s)
Proposal  Revise program

Description of proposal:
This proposal makes changes to the Ph.D. program as described in the graduate catalog, including updates to the program description, admission requirements, and curricular changes. The goal of these changes is to bring the catalog in line with actual practices and to make program requirements more clear to potential applicants.

Program Name: The name of the program has been updated from Biological Anthropology to Human Evolutionary Biology.

Program Description: The catalog description of the program has been updated to more accurately reflect the organization of the program and areas of research focus.

Program Requirements: The current catalog entry for program requirements does not accurately reflect the current curriculum. It has been replaced by the curriculum voted on by BMS-Biological Anthropology faculty and that has been in place for the past several years.

Does proposed revision change program’s total credit hours?  ☑ Yes  No
Current total credit hours: 65  Proposed total credit hours 60

Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
This program revision should not impact other programs, policies, or procedures.

Units consulted (other departments, programs or campuses affected by this proposal):
Not applicable

REQUIRED ENDORSEMENTS

Department Chair / School Director

Campus Dean (for Regional Campuses proposals)

College Dean (or designee)

Dean of Graduate Studies (for graduate proposals)

4/27/18

5/1/18

7/18/18

AN7H1

Curriculum Services | Form last updated June 2015

Attachment 8.c.
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 2/27/2018  Curriculum Bulletin 
Effective Date  Fall 2019  Approved by EPC 

Department  School of Information
College  CI - Communication and Information
Degree  Master of Library and Information Science
Program Name  K-12 School Media Librarianship
Concentration(s)  
Proposal  Establish program - Full proposal

Program Banner Code  CI-MLIS-SML
Concentration(s) Banner Code(s)  

Description of proposal: This proposal seeks to establish the Master of Library and Information Science in K-12 School Media Librarianship. The K-12 School Library Media Licensure currently exists as a concentration option in the Master of Library and Information Science. In order to more effectively respond to curricular requirements for accreditation, the School of Information is seeking a separate degree program in K-12 School Media Librarianship.

Does proposed revision change program’s total credit hours?  X Yes  No
Current total credit hours:  0  Proposed total credit hours  37

Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
Since this program currently exists as a concentration in the Master of Library and Information Science in Library and Information Science, we do not foresee any impact on other programs, policies or procedures. Establishing a separate program in K-12 School Media Librarianship will provide School of Information faculty the flexibility to respond to accreditation requirements and make revisions to the curriculum as needed. We anticipate this will also elevate the visibility of the program for students. Having two separate MLIS degree programs (one in Library and Information Science and one in K-12 School Media Librarianship) will also allow faculty the ability to customize the curriculum for both programs more easily.

Units consulted (other departments, programs or campuses affected by this proposal):
College of Education, Health, and Human Services, Educational Technology

REQUIRED ENDORSEMENTS

Kendria Athia  4/13/18
Department Chair / School Director

[Signatures]
Campus Dean (for Regional Campuses proposals)
College Dean (or designee)
Dean of Graduate Studies (for graduate proposals)
Senior Vice President for Academic Affairs and Provost (or designee)

Curriculum Services | Form last updated July 2017
Attachment 8.d.
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date
Effective Date  select one  Approved by EPC
Curriculum Bulletin

Department
College
Degree
Program Name
Concentration(s)
Proposal

RE - Regional College
AAS - Associate of Applied Science
Criminology and Justice Studies Program Banner Code
Concentration(s) Banner Code(s)
Establish program

Description of proposal:
Establish an AAS degree, major Criminology and Justice Studies

Does proposed revision change program's total credit hours?  ☐ Yes  ☒ No
Current total credit hours: 60  Proposed total credit hours 60

Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
No impact; faculty and staffing are in place, Associate degree graduates will be able to seamlessly transition into the existing BA in Criminology and Justice Studies or utilize Police Academy courses in completion of the AAS degree.

Units consulted (other departments, programs or campuses affected by this proposal):
Respective Campus Faculty Councils, Sociology Department, Regional College Curriculum Committee, EPC

REQUIRED ENDORSEMENTS

Department Chair / School Director

Campus Dean (for Regional Campuses proposals)

College Dean (or designee)

Dean of Graduate Studies (for graduate proposals)

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