I. Dr. Mariann Harding-Called to order (4:00) and opening comments given.
   A. Prior conducted business: Supplemental travel requests-Roman, Harding, Bailey, McEnroe-Petitte, Bihn-Coss approved.
   B. Beth Osikiewicz offered (through email) that the prior supplemental amounts which have been awarded since the November FC meeting are as follows: Chris Roman ($1227.83), Ginger Bihn-Coss ($399.30), Denise McEnroe-Petitte ($1374.93), Mistey Bailey ($377.70), and Mariann Harding ($320.50). Thanks to Beth for the update and monitoring of the travel requests and reimbursements to date.

II. Dr. Nicole Willey-Secretary/Treasurer Report (Dr. Willey not able to attend, report given by Dr. Denise McEnroe-Petitte)
   A. There were 0 new contributions ($520 this year so far) to the flower fund, and $350 in expenses. ($200 of those have not been paid yet.)
   B. Our current balance is 1370.75, but really 1170.75.
   C. Please submit to the Flower Fund if you have not already.
III. Standing Committee and Faculty Reports—See additional attached reports.
   A. Academic Affairs—No current report, but January report attached.
   B. Academic Learning Commons—November report attached, along with Workshop flyer.
      1. Dr. Bihn-Coss passed out fliers for upcoming educational sessions.
   C. Community Engagement—see report.
      1. Dr. Gerbig discussed information regarding a campus wide service project. One idea was a Christmas tree at the Warther/Union Hospital event for Christmas. One tree could be from the 50th anniversary event committee and the other from student groups.
      2. The committee also suggested a campus wide event to be coordinated with the 50th anniversary plans and planting of a tree.
      3. In addition, the thought of documenting all memorials at the campus. This could be put on the campus website for all to see.
         a. A bulb garden around the PAC was suggested.
      4. Dr. Gerbig announced that the campus was named a Tree Campus USA status. Carol Mace put together a map with all of the trees (located currently in the faculty lounge in ST building).
      5. CE award nominations are forthcoming.
   D. Electronic Communications—No report.
   E. Faculty Affairs—Report attached from January meeting.
      1. The handbook changes were presented at the JFA, which had been voted on and approved.
   F. Student Affairs
      1. Some student travel requests have been approved with some additional ones submitted that need to be looked at. The committee continues to move along with their charges.
G. Faculty Senate-Feb. 12 notes attached, with supplemental material on SSI review and Fall break information.
   1. Previously reported at the February JFA.
H. RCFAC-Notes from December attached.
   1. There was no meeting last month.
I. Diversity Committee
   1. Dr. Kathy Davis Patterson reported that the Taste of the World will be held 4/11/18 from 12-1P. All welcomed. If you make something, please save receipts to be reimbursed.
IV. Dean Bielski, Administrative Report
   A. Recent meeting with President Warren and Deans. Topics related to expectations with enrollment and enrollment management, which will be passed onto the board were discussed. “It is going to be OK.” May not expect increased growth as we have seen. Decreasing number of high school students and decrease in popularity of bachelor’s degrees. It was a “bleak” presentation. We are doing well, but it may not continue. We need to work on educating students and fostering their growth.
   B. Dr. Ritchey and Melody Tankersley are ill-if you correspond with them, they may not answer right away.
   C. Vet Tech in Ashtabula: We still have work to do to add this program. Technically on “hold.” Looking for clinical sites without success at this time. No concerns from the Dean related to the work expectations of KSUT staff at this time.
   D. Seven searches taking place at this time. Carla is doing a nice job with coordinating all of the activities.
   E. Coordinator positions-There have been some conversations about these positions. It was a 3-year appointment originally. Dean will review the handbook for guidance. All positions will be advertised in case others want to do these roles. The Dean will make a call per the faculty handbook with the Faculty Chair to review the applications and make recommendations.
   F. Distinguished Teaching Award-There have been both full-time and part-time nominations submitted. The first meeting of the committee will be tomorrow.
G. Cabinet meeting-A major concern is that of safety at the campus. Plans are for a campus assessment with law enforcement agents, possibly Orvis Campbell. Some ideas are burying buckets and ALICE kits, having New Philadelphia 911 dispatcher call and do a lock down at the campus. Applications for the second shift security position are being submitted.

H. $300,000 grant from the state for Engineering Technology with Buckeye Career Center. County Commissioners may also donate to the fund.

I. Question asked about Buckeye Career Center helping with the walking trail around the campus. Applying for money for trail in June.

J. ALICE training-Discussion held about non-lock down training-student distress/domestic disputes-what to do/who to alert of situation/chain of commands/call policies? Internal protocols need established. Dean offered that this information will be added to the safety concerns. Promotion of continued ALICE training to all-faculty, staff, and students. If a 911 call is made for an emergency situation, the security team is notified via email/text. A form with the current protocols for emergency situations has been placed in all classrooms.

V. Asst. Dean Minnick, Administrative Report
Dr. Minnick brought up the Human Services AAS degree. It is currently being offered at the Ashtabula and Salem campuses and we would like to offer it here. A motion to move this forward was brought to the table (Brindley/Galati) and passed. Faculty here may qualify to teach the courses needed. Discussion held and Dr. Minnick will move forward.

VIII. Old Business
A. Revised AAS in Justice Studies-see report.
   1. This is wanted at Trumbull to attract others from the police academy. Came back to us to move forward. Concern about the course. Changes are not being beneficial. Diversity courses are not sufficient. Science courses cut. We abstain.

VIII. New Business
A. Human Services Technology-see attached report.
B. Emeritus Status
   1. Dr. Karen Powers is retiring at the end of the semester. Emeritus status was requested (Patterson/Brindley). Unanimously passed.

C. Supplemental Travel Requests-Sharma, Akpan
   Travel requests approved by all with the amounts for Dr. Akpan ($360) and Sharma ($229.30).

VIII. Announcements
   A. Dr. Harding reminded that this is the last Faculty Council meeting of the academic year with the current Faculty Council in place. The April meeting will be with her and the newly voted in Faculty Council members. Dr. Harding will assist with the election of new officers and then the newly elected Faculty Council will plan an April meeting according to their availability. She thanked all the committee members for their work. Dean Bielski additionally noted the work completed by Dr. Harding during this academic year.
   B. Dr. McEnroe-Petitte announced that the ballots for the next year’s faculty council will be put out Thursday. Dr. Harding and Dr. Gerbig have approved opt-outs.

IX. Adjournment-The meeting was adjourned at 5:16PM.

Respectfully Submitted,

Denise McEnroe-Petitte, Vice Chair Faculty Council
MEMORANDUM

Department of Sociology

(330) 672-2562 Fax: (330) 672-4724

TO: Larry Froehlich
FROM: Richard T. Serpe, Chair
DATE: February 8, 2018
SUBJECT: Associate of Applied Science Degree in Criminology and Justice Studies

The Department of Sociology has reviewed the proposal for the Criminology and Justice Studies major in the Associate of Applied Science degree, with two concentrations – one for BA degree articulation, one for Police Academy/Peace Officer students. We support this proposal. It provides a good educational plan for students seeking the AAS degree. Additionally, proposes a articulation standard for students who wish to pursue the B.A. in Criminology and Justice Studies.
New Programs
Substantive Change Application
Institution: Kent State University     City, State: Kent, Ohio
Name of person completing this application:
Title:           Phone:           Email:
Date Submitted:
The questions are designed to elicit brief, succinct, detailed information, rather than a
narrative or references to extensive supporting documents. Do not attach other
documents unless they are specifically requested in the questions and are germane to
the request. The total submission should be no more than 10–12 pages on a single
classification of change. (The page limit excludes attachments. However, the overall
length, including attachments, should not exceed 200 pages.) If the person
completing this application is not the CEO, CAO or the ALO of the institution, it is
understood that the person completing and submitting this application has consulted with
and informed those individuals. Please note: HLC plans to update the change forms
annually, on or about September 1 of each year. However, if a change application form
was accessed more than 90 days prior to filing, it is recommended that the institution
visit http://www.hlcommission.org/change to ensure that there have been no changes to
the application form in the intervening time. Submit the completed application as a
single PDF file on the following webpage:
Part 1: General Questions
1. Requested Change(s). Concisely describe the change for which the institution is
seeking approval.

Kent State University proposes the establishment of a Criminology and Justice Studies major in
the Associate of Applied Science degree, with two concentrations – one for BA degree
articulation, one for Police Academy students.

2. Is this application being submitted in conjunction with another application?
Yes
3. **Classification of Change Request.**

*Note: not every institutional change requires prior review and approval. Review the “Overview of HLC Policies and Procedures for Institutional Changes Requiring HLC Notification or Approval” to make certain that current HLC policy requires the institution to seek approval.*

New academic program(s):
Certificate Bachelor’s Diploma Master’s/specialist Associate’s Doctorate Check if program is at a new degree level

An institution submitting more than one change request should complete multiple applications, one for each type of change. The types of change requests include:
- Change in mission
- Change in student body
- Competency-based education (credit-based; direct assessment; hybrid) programs
- Consortial arrangement
- Contractual arrangement
- Substantially changing the clock or credit hours required for a program
- Change in academic calendar (e.g., quarters to semester) or change in credit allocation
- Teach-out plan if closing location provides total degree programs
- Distance or correspondence education
- New programs
- Certificate programs
- Branch campuses and additional locations

4. **Special conditions.** Indicate whether any of the conditions identified below fit the institution (Yes or No). If Yes, explain the situation in the space provided.

a) Is the institution, in its relations with other regional, specialized, or national accrediting agencies, currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause, etc.)?

No.

b) Is the institution now undergoing or facing substantial monitoring, special review, or financial restrictions from the U.S. Deptartment of Education or other federal or state government agencies?

No.

c) Has the institution’s senior leadership or board membership experienced substantial resignations or removals in the past year?

No.

d) Is the institution experiencing financial difficulty through such conditions as a currently declared state of exigency, a deficit of 10% or more, a default or failure to make payroll during the past year, or consecutive deficits in the two most recent years?

No.

e) Is the institution experiencing other pressures that might affect its ability to carry out
the proposal (e.g., a collective bargaining dispute or a significant lawsuit)?

No.

5. **Approvals.** Mark whether each type of approval is required prior to implementing the proposed change. If “Yes,” attach documentation of the approval to the request. If “No,” attach evidence that approval is not needed.

   Internal (faculty, board) approvals Yes No
   System approvals Yes No Not Applicable
   State approval Yes No
   Foreign country(ies) approvals Yes No Not Applicable

   For Distance or Correspondence Education only: ☐ Process in place to ascertain and secure ☐ state approval(s) as required Yes No

6. **Specialized Accreditation.** Complete this section only if specialized accreditation is required for licensure or practice in program(s) covered by this change application.

   The institution has already obtained the appropriate specialized accreditation. Attach a copy of the letter from the agency granting accreditation.

   The institution has begun the process of seeking or plans to seek specialized accreditation. Specify the name of the agency and the timeline for completing the process in the space below. (If approval is a multi-stage process, the institution should contact the HLC staff liaison to discuss the timeline before submitting this change application form.)

   The institution does not plan to seek specialized accreditation. Provide a rationale for not seeking this accreditation in the space below.

   There is no applicable accreditation for this degree program.

7. **Changes Requiring Visits.** This section is not for HLC-mandated visits such as additional location confirmation visits or campus evaluation visits.

   Note: Complete this section only if the institution is already aware that the proposed change will need to be reviewed through a visit. The institution may submit Part 1 of the change request application to begin the process of scheduling a Change Visit or adding the proposed change to an already scheduled visit. The full application must be submitted at a later date. (If the institution is unsure whether a visit is required, leave this section blank and submit the full change application. HLC will advise the institution based on the information provided.)

   a) Select the type of visit the institution is requesting:

      Request to schedule a Change Visit.

      Change Visits typically are scheduled approximately four months from the date an institution submits its change request. The full change application and other required materials will be due to HLC and the peer review team eight weeks before the visit date. See [http://www.hlcommission.org/change-visit](http://www.hlcommission.org/change-visit) for more information.

      Request to add a proposed change to an already scheduled visit. **Note:** Such requests
must be submitted at least six months before the visit date.

Specify type of visit and date scheduled:
The institution's full change application should be submitted along with other materials required for the visit.

b) Provide URLs to the institution’s Faculty/Staff Handbook and Catalog below. If the URLs are not available, please provide PDF versions of these documents when submitting other required materials prior to the visit.

Faculty/Staff Handbook URL:
Catalog URL:

**Part 2: Topic-Specific Questions**

An institution should submit a separate application for each requested program (unless the programs represent closely related disciplines). If more than one program is being requested in this application, please be sure to sufficiently address each program when answering the following questions, particularly in Sections A, D, E and F. Each proposed new program should be identified by using the *Classification of Instructional Programs* terminology (CIP codes). CIP codes are established by the U.S. Department of Education’s National Center for Education Statistics as a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. More information is available at [http://nces.ed.gov/ipeds/cipcode/](http://nces.ed.gov/ipeds/cipcode/).

Attach the “Substantive Change Application, Part 1: General Questions” as page one of your application. That completed form and your answers to the questions below will constitute your request for approval of a substantive change. This form will be the basis for review of this application.

**Section A. Characteristics of the Change Requested**

1. Identify the basic characteristics of the proposed educational program as indicated below:
   a) The full name of the proposed program, the specific degree (if applicable) or the instructional level (if not a degree program), and the six-digit CIP code XX.XXXX of the program (CIP codes, program name, and additional description [optional])

   Criminology and Justice Studies major in the Associate of Applied Science degree, with two concentrations – one for BA degree articulation, one for Peace Officers Training Academy students. The CIP code is 43.0107.

   b) Total credit hours (indicate whether semester or quarter) for completion of the program

   60 semester credit hours.

   c) Normal or typical length of time for students to complete the program

   Two-years.

   d) Proposed initial date for implementation of the program

   August 2019.

   e) Primary target audience for the program (e.g., full-time, part-time, traditional college age, working adults, transfer students, military personnel, or particular ethnic group)

   The primary target audience are full-time, part-time, and traditional college age students

   f) Projected life of the program (single cohort or ongoing)
On-going.

g) Whether the program will be part of contractual or consortial arrangement

No.

2. Identify if the institution is requesting new stipulations for the proposed program and provide a rationale for this request.

No.

3. If the institution is planning any involvement by external organizations (other than accredited higher education institutions) in key operations as identified below, provide the information requested below and complete the Contractual Screening Form for each planned involvement. (Note that such involvement by a parent company or by one of its subsidiaries external to the institution in any of these operations should be reported.) If the screening form indicates contractual approval is required, complete the full contractual application and submit it in conjunction with the program application. If the screening form indicates no further action is required, attach the confirmation email from HLC.

<table>
<thead>
<tr>
<th>Type of Involvement</th>
<th>Name(s) of External Organization(s)</th>
<th>Percent of Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Recruitment and admission of students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Course placement and advising of students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Design and oversight of curriculum</td>
<td></td>
<td></td>
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<tr>
<td>D. Direct instruction and oversight</td>
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<td></td>
</tr>
<tr>
<td>E. Other support for delivery of instruction</td>
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</tbody>
</table>

Section B. Institution’s History With Programs

4. Does the institution currently offer a program at the same instructional level and with the same 4-digit CIP code (XX.XX) as the proposed program? If so, identify the program currently offered and whether it is a degree program. Will the proposed program replace the program currently offered?

No.

5. Does the institution currently offer two or more programs at the same instructional level with the same 2-digit CIP code (XX.) as the proposed program? If so, identify the two such programs with the highest numbers of graduates during the past year, along with their numbers of graduates.

No.

Section C. Institutional Planning for Program Change
6. What impact might the proposed program have on challenges identified as part of or subsequent to the last HLC review and how has the institution addressed the challenges?

We believe that there is nothing in this degree proposal that would impact HLC Review.

7. Briefly describe the planning process for determining the need for this new program, including the role of faculty in the planning and approval process.

Kent State University, through the Regional Campuses, has offered the first 2 years of the BA in Criminology and Justice Studies for numerous years. This proposal configures the courses into a new Associate of Applied Science degree with 2 concentrations – a pathway for BA degree students, and a pathway for Police Academy students. Kent State University has a rich history of students completing the BA in Criminology and Justice Studies and in order to best serve students this proposal creates an Associate of Applied Science degree for these students. We have recently developed credit bearing courses for the Police Academy students, which could now be used in the completion of the AAS.

Faculty and Faculty Councils on the Regional Campuses have been consulted on the development of this program, as have faculty from the Sociology Department, College of Arts and Sciences. The Police Academy Director and faculty in the Police Academy were instrumental in the development of the Peace Officers Training Academy courses. The proposal was reviewed and supported by the Regional Campuses Faculty Councils, the Regional College Curriculum Committee, and the University’s Educational Policies Council (EPC).

In recent years, there has been an increased emphasis in the law enforcement community on higher educational standards. For instance, many law enforcement departments are now requiring, or at least preferring, candidates who have college credentials.

The research indicates that a college level education has many benefits individuals employed in Criminology and Justice Studies occupations, have improved abilities and performance. We believe that these graduates will best serve their departments and communities when they have higher levels of education and training.

8. What are the physical facilities and equipment needed to support the program? Indicate the impact that the proposed change will have on the physical resources and laboratories that currently accommodate existing programs and services, or identify new laboratory and preceptor needs.

There will not be a need for additional facilities or equipment. We are currently offering the BA courses and the Police Academy is currently in operation. The facilities and equipment for the Police Academy has passed all State inspections. All required physical facilities and equipment that are currently available to the Police Academy students will be made available to students in the Peace Officers Training Academy students. There will be no additional facilities or equipment for the BA concentration students.

9. What is the evidence that a market for the new program(s) exists? How has estimated program demand been factored into realistic enrollment projections? How has this
In recent years, there has been an increased emphasis in the law enforcement community on higher educational standards. For instance, many departments are now requiring, or at least preferring, candidates who have college credentials. Recent job postings from our region illustrate this trend. Also, studies indicate that the demands on law enforcement today require higher levels of education. Kent State University wants to be at the forefront of efforts to produce the most highly educated and effective police forces and best enhance our graduates’ ability to best serve their communities.

10. If the program request is approved, what future growth do you anticipate (e.g., in the next six months, three years) and how do you plan to manage this growth?

According to CareerOneStop (sponsored by the US Dept. of Labor) projections from 2014 through 2024 predict annual job openings for Police Patrol Officers and Deputy Sheriffs in Ohio are likely to increase 8% per year and to increase 10% per year at the national level.

11. How does this program fit into the current and expected financial picture of the institution? In particular, will the program be financially self-sufficient within three years? If not, when do you expect the program to be financially self-sufficient and how do you expect the program to operate until then?

Based on current trends and projected forecasts, the program will be self-sufficient within 3 years and will make a positive contribution to the financial picture of the institution.

12. What controls are in place to ensure that the information presented to all constituencies in advertising, brochures, and other communications will be accurate?

The Program Leadership will regularly review and approve these documents to ensure the accuracy of the information listed. All official publications are required to conform with and utilize Kent State University branding for consistency of message and appearance.

Section D. Curriculum and Instructional Design
13. Please list all the courses that comprise the program and identify if the program will include any new courses. Include course descriptions and number of credit hours for each.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Cre dit Hours</th>
<th>Brief Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kent Core Composition</td>
<td>3</td>
<td>ENG 11011 College Writing I</td>
</tr>
<tr>
<td>Kent Core Mathematics and Critical</td>
<td>3</td>
<td>any Kent Core Math</td>
</tr>
</tbody>
</table>
Reasoning
Kent Core Humanities and Fine Arts 3
any Kent Core Humanities and Fine Arts

Kent Core Basic Sciences 3
any Kent Core Basic Science

General Electives 10-14
Total credit hours depends on earning 60 credit hours

UC 10097 1
Destination Kent State: First Year Experience
Surveys the U.S. criminal justice system and its component institutions and processes, including overviews of policing, corrections, courts, and their interrelations in the criminal justice system. An overview is also provided of the nature and measurement of crime, patterns of offending and victimization, and criminal justice responses to offending and victimization. Historical and emerging issues are introduced including a variety of insights related to effective, professional, and ethical practices in criminal justice. Prerequisite: None.

CRIM 12000 Introduction to Justice Studies 3
CRIM 22300 Police Role Systematic analysis of the police role. An examination of the related research with an emphasis on divergent perspective and development of conceptual models. Prerequisite: CRIM 12000.

CRIM 26704 Issues in Law and Society (KSS) 3
General treatment of the legal system with special emphasis on its origin, structure, and functional consequences on issues and problems in modern society. Prerequisite: None.

CRIM 33200 Criminal Law 3
Developmental backgrounds and principles of criminal law; structure, functions of criminal law; rules of criminal liability and procedural requisites in criminal proof. Case analysis included. Prerequisite: CRIM 12000.

SOC 12050 Introduction to Sociology 3
Scientific approach to understanding social interaction, institutions and organization. Prerequisite: none.

All students take the courses listed above and then select a concentration.

Criminology and Justice Studies (18 credit hours) 18

BA Concentration Requirements (courses count in major GPA)

CRIM 26701 Corrections (3)
CRIM 36702 Criminology (3)
CRIM 37311 Minorities in Crime and Justice (3)
or
CRIM 37411 Women in Crime and Justice (3)

Criminology and Justice Studies (CRIM) Electives (9 credit hours)

or

Peace Officers Training Academy (22)

Peace Officers Training Academy Concentration 22

Requirement (22 credit hours, these are 4 new courses)
Peace Officers Academy I*  
6  
This course studies the role of the peace officer, principles of the American criminal justice system, ethics and professionalism, Ohio criminal code, constitutional law, and the tenets of civil liability to law enforcement, case investigation, and evidence gathering. It also covers case investigation, forensic procedures, interviews, execution of search warrants and physical conditioning. The student will comply with all the student performance objectives and requisite proficiencies as mandated by the Ohio Peace Officer Training Commission curriculum.

Peace Officers Academy II*  
5  
This course is designed to address the skills necessary for a first responder to administer aid and assistance in an emergency situation. Crowd control, HazMat, weapons of mass destruction, incident command systems, and terrorism awareness is taught. Safe handling techniques and usage of firearms and their safety are covered. Students must demonstrate a measured skill level firing handguns and comply with all student performance objectives and requisite proficiencies as mandated by the Ohio Peace Officer Training Commission curriculum.

Peace Officers Academy III*  
6  
This course studies the means of dealing with interpersonal communications and intervention with groups and individuals who require law enforcement involvement. Emphasis is placed on patrol techniques, the principles, and application of defense and pursuit driving. Students are trained in the reasonable responses to resistance or aggression and are taught self-defense techniques. The student will comply with all the student performance objectives and requisite proficiencies as mandated by the Ohio Peace Officer Training Commission curriculum.

Peace Officers Academy IV*  
5  
This course covers traffic enforcement, crash investigation, OVI enforcement, traffic technologies. Physical conditioning for law enforcement is mandatory. The student will comply with all the student performance objectives and requisite proficiencies as mandated by the Ohio Peace Officer Training Commission curriculum.

14. What are the requirements students must fulfill to complete the program successfully (including specific courses, course options, and any other requirements)?

The students will be required to successfully complete 60 credit hours.

15. For programs using prior learning credit, compressed time frames, online delivery, accelerated formats, or other approaches to learning, explain how the institution will ensure that student work and the levels of knowledge and competencies comparable to those required in traditional formats have been achieved.

Not applicable.

Section E. Institutional Staffing, Faculty, and Student Support
16. How many and what types of faculty (full-time or part-time) will be employed in the program? Why is the number and type of faculty sufficient to support the program? How
many, if any, new faculty will be hired for the program?

Full-time CRIM Faculty
Ashtabula- Marna Drum
East Liverpool/Salem – Lynette Rawlings, Ling Wu
Geauga- none
Stark – Beth Ann Campbell, Brian Chopko, Dee Warren
Trumbull – Mary Wilson
Tuscarawas – David Graff, Adrian Jones

The Police Academy has 4 part-time faculty. No new faculty will be required. The number of faculty is sufficient because we are currently delivering all the courses needed in the proposed AAS degree.

17. What will the impact of the new initiative be on faculty workload?

None.

18. Provide a brief attachment that inventories each faculty member employed to teach in the program, including names of existing personnel, a description of each faculty member’s academic qualifications, their prior instructional responsibility and other experiences relevant to the courses they will teach in the program in question, each faculty member’s course load in the new program, and the course work each teaches in other programs currently offered. (Note: Do not attach full CVs for each faculty member; rather, the requested information should be summarized in one paragraph for each faculty member.)

Full-time Sociology/CRIM Faculty
Ashtabula- Marna Drum
East Liverpool/Salem – Lynette Rawlings, Ling Wu
Geauga- none
Stark – Beth Ann Campbell, Brian Chopko, Dee Warren
Trumbull – Mary Wilson
Tuscarawas – David Graff, Adrian Jones

Sociology/CRIM faculty

Deirdre M. Warren -full time
BA in Criminal Justice and Sociology – Stephen F. Austin State University, Nacogdoches, Texas;
MS in Criminal Justice – University of Houston, Houston, Texas;
PhD in Criminal Justice with a specialization in Criminology – Sam Houston State University, Huntsville, Texas.
Teaches Introduction to Justice Studies, Corrections, Issues in Law and Society, Criminology, and Minorities in Crime and Justice.

Brian Chopko – full time
B.A. - Criminal Justice (Police Concentration), Kent State University, 1994
M.A. - Rehabilitation Counseling, Kent State University, 2002
Ph.D. - Counselor Education and Supervision, the University of Akron, 2007
Dr. Chopko is a former police officer and currently holds a deputy sheriff special commission with the Stark County Sheriff’s Office. Additionally, he holds a professional
counselor license in Ohio, and has experience providing psychotherapy/mental health assessment services to first responders. Dr. Chopko carries a 4/4 teaching load (i.e., 12 semester hours per semester). Also, he teaches Introduction to Justice Studies, Victimology, Criminology, and Treatment Methods. In the past, he has taught (including at other institutions), Individual Honors Project, Emergency Management Research Methods and Applications, Disaster Victims: Casualties & Recovery, Critical Incident Interventions for Criminal Justice, Serial Profiling, Seminar in Counseling, and Topical Seminar- DSM-IV (Psychiatric Diagnosis). All classes taught have been traditional.

Beth Campbell – full time
B.A. - Business administration in management/accounting, Miami University (Ohio)/University of Akron 1984
J.D. - University of Akron School of Law, 1988 (Licensed to practice in Ohio)
LL.M. - Tax Law, Case Western Reserve University, 2002
Ph.D. - (ABD) Criminology/Gender, the University of Akron, Anticipated completion spring 2018.

Professor Campbell is a former special agent FBI/IRS and currently holds a license to practice law in Ohio, and has experience with investigating, prosecuting, and legal representation/courtroom services in courts within Northeast OH. Since 2005 Professor Campbell carries a 5/5 teaching load (i.e., 15 semester hours per semester). Also, she teaches during the summer months an average of four classes. Currently and in rotation Professor Campbell teaches: Intro to Justice Studies (both traditional and fully online), Criminal Law (traditional, fully online and hybrid), Law and Society (both traditional and fully online), Police Role (traditional), Women in Crime and Justice (traditional) as well as Individual Honors Projects various semesters including this semester.

Marna Drum, NTT Associate Lecturer, Ashtabula Campus
BA- Sociology; BA Certification - Gerontology
MA – Sociology; MA Certification - Gerontology
PhD coursework completed in Sociology
Program Coordinator for Criminology & Justice Studies at the Ashtabula campus
Chair of Criminology and Justice Studies Advisory Committee at Kent State University at Ashtabula
Chair of NEOCAP’s (North East Ohio Community Alternative Program) Facility Governing Board
Member of the Ashtabula County Mental Health Court Advisory Board
Co-Project Investigator. “Assessing Changes in Criminogenic Thinking After Completion of a Cognitive Behavioral Therapy Rehabilitation Program.” (ongoing research)

Has been teaching Sociology/Criminology courses since 1993
Currently teaches 9-12 credit hours a semester in CRIM and 3-6 credit hours in SOC
Typically teaches CRIM 12000, CRIM 26704, CRIM 36702, and CRIM 37411 – all in a traditional format

Lynette M. Rawlings, F/T NTT Associate Lecturer, East Liverpool Campus
B.S.A.S. – Criminal Justice, Sociology Minor
MPA – Public Administration
Undergraduate Program Coordinator for Criminology & Justice Studies at East Liverpool & Salem Campuses
Chair of Criminology and Justice Studies Advisory Board at Kent State University
Salem & East Liverpool
F.C.I. Elkton (Federal Correctional Institution) Community Relations Board Member
Ohio State Highway Patrol (Retiree) 24+ years’ service; former Ohio State Highway Patrol Trooper
Has been teaching Criminology courses since 2007
Currently teaches 9 credit hours a semester in CRIM undergraduate coursework
Web-based Courses Taught: CRIM 12000 Introduction to Justice Studies, CRIM 26704 Issues in Law and Society, CRIM 22300 Police Role, CRIM 32200 Police & Community, CRIM 22100 Basic Interviewing

Mary G. Wilson—full-time
Kent State Trumbull Campus 2008-current

B.A. - Criminal Justice (Courts Concentration), Kent State University, 1990
M.A. – Criminal Justice Administration, Kent State University, 1997
Ph.D. – Public Policy/Criminal Justice Policy, Kent State University, 2010

Dr. Wilson is a former crime victim advocate and criminal investigator. She is currently a member of the Ohio Victim-Witness Association Public Policy subcommittee and the Summit County Sexual Assault Coalition. She is the Coordinator for the Criminology and Justice Studies program at the KSU Trumbull Campus and the academic advisor for the student organization, Jurisprudence. Dr. Wilson carries a 5/5 teaching load (i.e., 15 semester hours per semester). She teaches Introduction to Justice Studies, Victimology, Restorative Justice and Victim Assistance, Legal Perspectives and Victim’s Rights, Criminology (on-line since 2013), Women in Crime and Justice (on-line since 2012), Criminal Procedure and Evidence, Court Functions (on-line since 2011), Comparative Justice (traditional; and on-line since 2013), Police Role (on-line since 2010), and Issues in Law and Society. She also coordinates student internships, has taught Honors Sections in individual courses, and Individual Investigation research projects. She has previously taught at the Kent Campus (adjunct from 1998-2008) and taught workshops at the Police Academy (Elder Abuse Awareness and Death Notifications for Law Enforcement Officers (2007-
2008). She has previously taught the following courses Research Methods in JUS, Researching Society, and Data Analysis and Lab. All classes taught have been traditional unless otherwise indicated.

**Dr. Ling Wu, F/T TT, Assistant Professor, Salem Campus**

Ph.D Criminal Justice  
M.A. Legal Philosophy  
LL.B. Law  
Criminology & Justice Studies Advisory Board Kent State University Salem & East Liverpool Member  
Has been teaching Criminology courses since 2007  
Currently teaches 9 credit hours a semester in CRIM; 6 undergraduate, 3 graduate level  
Courses Taught: CRIM 37311 Minorities in Crime, CRIM 36702 Criminology, CRIM 36703 Juvenile Delinquency  
Web-Based Courses Taught: Graduate Level; CRIM 57003 Restorative Justice and Victim Assistance, CRIM 57002 Human Service Agencies and the Law

**Adjunct faculty**

**Diane Hritz, Adjunct Faculty, East Liverpool & Salem Campuses**  
B.S.A.S. – Criminal Justice  
MS – Criminal Justice  
Youngstown State University – Career Coordinator (01/88 to present)  
Has been teaching college courses for Kent State since 1996 and is currently an adjunct  
C2B  
Currently teaches 3 credit hours a semester in CRIM  
Typically teaches CRIM 26701, CRIM 46705 – all in a traditional format

**Jake Jones, Adjunct Faculty, Ashtabula Campus**  
BA – Criminal Justice  
MA – Correctional Treatment and Administration  
State of Ohio Certified Licensed Social Worker (LSW)  
State of Ohio Licensed Independent Chemical Dependency Counselor – Clinical supervisor (LICDC-CS)  
International Certified Alcohol and Drug Counselor (ICADC)  
National Association of Forensic Counselors Certified Domestic Violence Counselor III (CCDVC III)  
State of Ohio Certified Ohio Peace Officer  
Has 7 years of experience as a Prevention Specialist at a Community Center  
Has 7 years of experience as an Adult Probation Officer  
Currently is the Executive Director of NEOCAP (North East Ohio Community Alternative Program)  
Inducted into the African American Achievers Association Hall of Fame  
Has been teaching college courses for Kent State since 2006 and is currently an adjunct  
2B  
Currently teaches 3-6 credit hours a semester in CRIM  
Typically teaches CRIM 12000, CRIM 22300, and CRIM 37311 – all in a traditional format
Richard Dana, Esq., Adjunct Faculty, Ashtabula Campus
BS – Economics
JD – Case Western Reserve University School of Law
Has 18 years of private practice legal experience where he represents clients in State and Federal court
Has 9 years of experience as Acting Judge in Western County Court
Has 4 years of experience at the 11th Appellate District Court of Appeals
Member of the Ashtabula County Mental Health and Recovery Services Board
Has been teaching college courses for Kent State since 2010 and is currently an adjunct 3B
Currently teaches 3-6 credit hours a semester in CRIM
Typically teaches CRIM 12000, CRIM 23704, and CRIM 33200 – all in a traditional format

Police Academy faculty

Jeffrey E. Film
3800 Darrow Road
Stow, OH 44224
Bachelor’s Degree – Sociology & Corrections
Master’s Degree – Public Administration
Graduate of the FBI National Academy
Metro Swat Commander
Chief, Stow Police Department, Police Academy Commander, Police Academy Instructor (10 years)
Higher education and meaningful training have always been his priority.

Marvin E. Hill
380 Flora Avenue
Leavittsburg, OH 44430
BA Business Administration, Minor Spanish
Executive Master of Business (EMBA 36) Degree through KSU
District 4 Trooper of the Year
Ohio State Highway Patrol, Trooper of the Year, 1999
Post Commander Ashtabula
District 4 Criminal Patrol Supervisor
Staff Lt. Ohio State Patrol, Instructor State Patrol Academy
Police Academy Instructor Kent State Univ. 10 years

James A. Ciotti
898 Forestridge Drive
Boardman, OH 44512
Bachelor of Science in Applied Science (Criminal Justice – Law Enforcement)
Master of Science Degree (Criminal Justice – Police Administration)
Graduate of the FBI National Academy
Adjunct Professor Justice Studies
Special Agent in Charge Ohio Bureau of Criminal Investigation (BCI)
Experience – Major Crimes, Narcotics, Public Corruption
Police Academy Commander, 5 years, Police Academy Instructor, 25 years

Perry A. Tabak
55 Quartz Avenue
Peninsula, OH  44264
BS Criminal Justice Management
Captain, Canine Handler, Cuyahoga Falls Police Department
SWAT Commander
Sworn Deputy US Marshal, Northern Ohio Violent Fugitive Task Force
State Certified Canine Evaluator and Trainer
Police Academy Commander, 6 years, Police Academy Instructor, 8 years

19. For graduate programs, document scholarship and research capability of each faculty member; for doctoral programs, document faculty experience in directing student research.

Not applicable.

20. What library and information resources—general as well as specific to the program(s)—and staffing and services are in place to support the initiative? If the proposed new program is at the graduate level, document discipline-specific refereed journals and primary source materials.

Each Regional Campus has a complete library to support AAS students as they pursue the proposed degree.

The Trumbull Campus will provide all Police Academy students with the following discipline-specific materials:

- The Ohio Criminal Law and Motor Vehicle Handbook
- The National Highway Traffic Safety Administration (NHTSA) manual
- The American Heart Association manual on First-Aid, CPR, AED
- The Ohio Peace Officer Training Academy (OPOTA) curriculum handouts and other resource materials.

In addition, every student will have complete access to all university library and information resources at Kent State University.

Section F. Evaluation

21. Describe the process for monitoring, evaluating and improving the overall effectiveness and quality of the program, and articulate program-level learning outcomes and objectives.

All Associate degrees are evaluated with a structured program review, every course has student evaluations every semester, adjuncts faculty are reviewed, and graduation follow up surveys are conducted.

For the Police Academy, the State Attorney General’s Office regularly assesses and evaluates the curriculum for effectiveness and compliance. Approval to deliver the curriculum is granted on an annual basis only after such an evaluation takes place. (See attachment). This on-going assessment and evaluation will continue as this is required by the State. All assessments are proficiency and competency based, and each individual student is assessed and detailed student assessment records are maintained. (Attached are some sample students’ assessment records). Such a
detailed record is maintained for each student and progress is communicated regularly with the students. If there are areas of deficiency, the faculty will remediate one-on-one with the student so as to help bring them up to the desired proficiency levels. Currently, about 95% of the current police academy graduates who complete the program pass the State Certification tests. This high passing attests to the high quality and effectiveness of the curriculum. We expect to continue to have the same passing rate with the proposed credit certificate program. The Regional College will also use this information in performing its academic review of the program on a periodic basis.

In addition, as part of a program assessment report to Kent State’s Office of Accreditation, Assessment and Learning, the faculty members in the program will assess outcomes, such as writing and communication effectiveness, technical skills and ethical decision-making. Various measurement tools, such as, tests, oral and written reports, use of weapons, simulation of emergency/hostile/high-risk situations, etc. are used to assess the program learning outcomes and objectives listed below:

1. Identify the components and legal processes of the criminal justice system, and apply basic criminal laws to various situations.
2. Explain the different types of police procedures and their effective uses in law enforcement.
3. Use ethical, analytical, and critical-thinking skills toward situations typical to criminal justice settings.
4. Safely and properly conduct a traffic stop and respond to a domestic disturbance, dispatched call, or crime in progress.
5. Properly carry out comprehensive criminal investigations and write various reports.
6. Proficiently provide first aid at the level of a first responder.
22. Describe the process for assessing and improving student learning, including student persistence and completion, in the new program.

Kent State University offers many support services to students through a variety of offices, including advising, tutoring, counseling, accessibility, and technical support. Students meet with the program leadership and faculty to review progress. Personal and individualized remediation occurs when students begin to show signs of falling short of meeting the desired proficiency levels. In addition, Faculty will issue mid-term evaluation grades for all students half-way through the course so as to provide feedback and to allow students sufficient time to make adjustments to meet desired proficiency performance levels.
Summary of Senate issues for the February 21 JFA Meeting: Faculty Senate Report
At the February 12, 2018 meeting, Faculty Senate:

- heard Senate Chair Deb Smith express extreme disappointment over the lack of faculty input on the options for implementing Fall Break. While this was not a direct violation of shared governance principles, it certainly violated the spirit of them. (See additional discussion of the Fall Break below)

- heard Provost Diacon state that a new Faculty Job Satisfaction Survey (COACHE) has started, and he requested that all faculty please make time to take the survey.

- unanimously voted to establish the Modeling, Animation and Game Creation (MAGC) Bachelor of Science degree replacing the Computer Design, Animation and Game Design concentration in the Engineering Technology degree.

- unanimously voted to implement the attached proposal entitled “Adoption of a New SSI Survey with Electronic Distribution” to be implemented starting in the Fall 2018 Semester. [Please read the proposal for additional information]

- voted to send back to committee a new University Policy titled Regarding Consensual Relationships and Other Relationship-based Conflicts of Interests. The new policy only covered faculty relationships and it was recommended that it be amended to cover all employee relationships as well.

- voted to send back to committee a revised University Policy and Procedure Governing Modification of the Faculty Probationary Period. There were several questions about whether unit administrators should be required to either attach a copy of the policy to their letters to external reviewers, to state the policy in their letter, or not to mention it at all and just say that the candidate was given a year off for personal reasons. It was requested that the ramifications of each of these should be explored before a vote by the Senate.
voted to table the proposal (attached) to add a Fall Break to the Fall 2019 semester and beyond. Two options were provided for the Senate to vote on, but both were seen as inadequate for numerous reasons. It was also pointed out by Chair Smith that very little faculty input was sought prior to formulating the proposal. A lengthy discussion ensued about numerous issues with each of the options. It was also suggested that instead of lengthen the Fall Semester by adding two days at the beginning, that the semester should be lengthen by adding the days at the end. This could be accomplished by eliminating the Intersession period so that no loss of instruction days or between-semester administrative processing days would occur.

Note: A significant amount of Senate discussion has been left out of this report due to time constraints. Anyone wishing to read the entire Senate Meeting minutes can contact Dr. Stephen Minnick (sminnick@kent.edu) and have a copy sent to them via email or hardcopy.
Student Survey of Instruction Review Committee

Proposal to Faculty Senate
Adoption of a New SSI Survey with Electronic Distribution

Introduction

In May 2015, the Faculty Senate of Kent State University passed a motion to conduct a thorough review of the current Student Survey of Instruction (SSI). Upon committee recommendation and Faculty Senate approval, the Scantron forms were slightly revised and a new report format was approved for use beginning Fall, 2016. Significant changes to the report format included discontinuation of instructor means and norming group comparisons. In Spring, 2017, an electronic pilot was undertaken to explore the use of proposed new survey instrument containing only four core questions and to compare return rates, instructor ratings and open-ended comments between paper surveys and electronic surveys used in class. Selected courses from the College of Nursing, University College and the School of Theatre and Dance were included in the pilot.

The four main questions on the electronic survey required both Likert-scale responses and open-ended comments. Responses were: almost always, often, sometimes, rarely and almost never. In addition, there were directive drop-down prompts that related to the student rating. If students answered, “almost always” or “often”, they were prompted to provide examples of how the instructor exhibited the characteristic. If students answered “rarely” or “almost never”, they were prompted to provide details and suggestions for improvement. If students answered “sometimes”, they were prompted to provide additional comments on the instructor characteristic. Electronic Survey Items/Core Questions were:

- My instructor challenged me to think
- My instructor explained the material clearly
- My instructor created an environment for mutual respect
- My instructor was committed to helping students learn

Electronic survey results were shared with Faculty Senate on December 11, 2017 and demonstrated:

1. A high overall return rate of electronic surveys (85% of the rate of Scantron surveys)
2. Similar distributions of responses for questions that were similar between Scantron and electronic surveys
3. Much more extensive response to open-ended survey questions using the electronic format

Committee Recommendations

The committee proposes that electronic student surveys be formally adopted as the sole method for conducting student surveys of instruction. Specific recommendations for implementation follow.
I. The core questions identified in the electronic pilot be used in all SSIs, along with the directive prompts for open-ended comment.

II. Reports should contain the distribution of responses for each survey item, a summary of the distribution of responses for the 4 core questions, and all individual student comments. The reports should not include instructor means or comparisons with “norming group” means, as previously approved by Faculty Senate. See Appendix A for a sample report from the current vendor (Explorance Blue) conducting SSIs for online course evaluations (FlashSurvey).

III. Course evaluations should be conducted using time set aside in class for face-to-face courses. This has consistently shown the highest rate of return.

IV. Additional survey items may be supplied by units or instructors (see guidelines below).
   A. Administrative units (departments, schools, campuses, etc) should add no more than 8 additional items to the existing 4 core questions.
   B. Individual faculty should add no more than 3 additional questions to the existing core and unit questions.
   C. Survey items for consideration can be found in Appendix B. In particular, note that there are suggested questions for particular types of courses, such as clinical courses, laboratory courses and performing/studio courses.
   D. Departments may want to include items currently in use; however, these survey items should follow general principles regarding what students can and cannot accurately evaluate. There are several types of survey items that students cannot accurately evaluate objectively (Hativa, pp. 46-47). Survey items to avoid:
      - Items related to course content and purpose
      - Items on the suitability of selected readings
      - Items on instructor knowledge or competency in the discipline
      - Items unrelated to teaching performance
   
   E. Additional items should also be associated with directive prompts for open-ended responses.

Further Considerations:

There are several issues related to Implementation that are beyond the scope of the committee, but must be resolved prior to implementing electronic SSIs. We note that these include contracting with an evaluation system vendor, identifying the individual/office(s) responsible for overseeing administration of electronic SSIs, an implementation timetable and training for faculty, staff and administrators. Furthermore, every effort must be made to select a vendor that can generate reports that are consistent with collective bargaining policies and that allow consistency between face-to-face and online course evaluation processes.

Reference:
Appendix B: *Select Items for Unit/Instructor Use
(adapted for use with permission from the PICES Item Catalog, Purdue University Center for Instructional Excellence).

Course Structure, Goals, and Objectives
The syllabus is an accurate guide to course requirements.
Course requirements are clear.
Course procedures and deadlines are clearly explained.

Teaching/Learning of Relationships and Concepts
Relationships among course topics are clearly explained.
This course builds understanding of concepts and principles.
Concepts are presented in a manner that helps me learn.
My instructor makes good use of examples and illustrations.
Important points are clarified with good examples.
My instructor makes good use of analogies, illustrations, and/or case studies.
My instructor's examples/demonstrations are clear and concise.
My instructor presents sufficient and relevant examples.
My instructor indicates relationship of course content to recent developments.
My instructor demonstrates how to apply concepts and methodologies.
My instructor helps me apply theory to solve problems.
Practical applications of course material are discussed.
Course projects increase my understanding of concepts and principles.

Relevance of Content
My instructor attempts to relate my present learning to work in my future profession.
My instructor demonstrates the importance and significance of the subject matter.
This course relates course materials to real life situations.

Organization and Clarity of Presentation
My instructor seems well-prepared for class.
Class presentations are well organized.
My instructor appears to be well organized.
My instructor summarizes major points in lecture or discussion.
My instructor communicates at a level appropriate to my understanding.
My instructor talks at an appropriate pace.
My instructor's presentations allow for easy notetaking.
My instructor works effectively with drawings and diagrams.

Discussion
My instructor is good at facilitating group discussion.
This course provides an opportunity to learn from other students.
My instructor provides opportunity for questions during class.
There is sufficient time in class for questions and discussions.

Instructional Technology
My instructor uses technology in ways that helped my learning of concepts and principles.
Computer-assisted instruction increases my understanding of course content.
Computer assignments are a valuable part of this course.
The computer-based learning materials in this class are useful.
Media in this course contribute significantly to my learning.

Assignments
Assignments are well spaced throughout the course.
Adequate time is provided for completing assignments.
Course activities/assignments help me learn the material.
Directions for course assignments are clear and specific.
Course assignments are returned quickly enough to benefit me.
Providing Help as Needed
My instructor provides adequate opportunity for individual assistance.
My instructor provides individual assistance when asked.
My instructor is reasonably available for consultation.

Providing Feedback to Students
My instructor gives appropriate/timely feedback on each student’s performance.
My instructor provides useful feedback throughout the semester.
My instructor’s explanations and comments are always helpful.
My instructor comments usefully on my written work.
My instructor is sensitive to students’ responses when giving critiques.
Meaningful feedback on tests and other work is provided.
I receive appropriate and timely feedback on exams and projects.
Returned papers and exams carry helpful comments.
My instructor’s responses to assignments are beneficial to me.

Exams/Grades/Evaluation
Exams are reasonable in length and difficulty.
Adequate time is allowed for exams.
Exams cover material on which I expect to be tested.
Grades are assigned fairly and impartially.
The grading system was clearly explained.
Exams are announced ahead of time and are held as scheduled.
I understand the methods of evaluation used to grade my work.
My instructor returns papers/exams quickly enough to benefit me.

Diversity Issues/Respect/Rapport
My instructor shows respect for diverse groups of people.
My instructor shows respect for the various points of view represented in this class.
My instructor is open to differences in perspective.
Differing viewpoints and dialogue are encouraged in class.
My instructor is fair and impartial when dealing with students.
My instructor maintains a positive rapport with the class.
My instructor takes into consideration ethnic and cultural differences in teaching this course.

Student Participation and Effort
My instructor stimulates interest in the course.
My instructor encourages student creativity.
This course develops the creative ability of students.
I am encouraged to apply new knowledge and skills.
My instructor motivates me to do my best work.

Laboratory Courses
My instructor is able to explain the procedures involved in the experiments.
Expectations about specific lab procedures are clearly stated in advance.
My lab instructor provides sufficient help in the lab.
The lab sessions are well organized.
The relationship between the laboratory and the lecture materials was clear.
Lab experiences clarify the lecture material.
Lab experiences assist me in learning concepts.
My lab assignments are promptly returned to me.
My lab instructor provides helpful feedback on lab reports.

Clinical Courses
The amount of clinical experience offered is adequate.
An adequate amount of observation and supervision is provided.
My instructor clearly demonstrates the clinical techniques I am expected to develop.
Both appropriate and inappropriate clinical behaviors are clearly identified.
My instructor helps me correct problems in my clinical technique.
My instructor explains the underlying rationale for particular techniques.
My instructor explains each step carefully when discussing processes/techniques.
The clinic time is adequate to perform the required procedures.
Performance exams allow me to sufficiently demonstrate my clinical competencies.
Prescribed criteria are used in evaluating my performance.
Performing and Studio Arts Courses
My instructor values my creativity and/or originality.
Directions given by the conductor in rehearsal are presented clearly.
My instructor’s demonstrations of techniques are clear and concise.
My instructor is instrumental in raising my artistic values.
My individual artistic gifts have developed because of this course.
Rehearsal time is used effectively.
My instructor is able to diagnose technical problems.
My instructor is sensitive to students when giving critiques.
Evaluations of my performance/artistic products are constructive.

Online/Distance/Hybrid Learning Courses
The distance learning format is effective.
Technical requirements are adequately explained.
The course makes excellent use of technology.
Internet interaction between instructor and student is appropriate.
Internet interaction between students in the class is appropriate.
Instructional materials are readily available to distant students.
Communication of information (course calendars, fliers) is timely.
Delivery of initial course materials is timely.
Delivery of course materials is timely.
Delivery of exams is timely.
My instructor promptly returns graded assignments to distant students.

Service/Experiential/Civic Engagement Learning Courses
The community service was relevant to the academic course materials and content.
In this class I felt I made a worthwhile contribution to the community.
My instructor did a good job of monitoring the projects that students were doing in the community.
My instructor helped me work through difficulties encountered while doing community service.
This service learning course has increased my knowledge about the needs of diverse populations.
Working with diverse populations in this course expanded my learning of the course content.

Overall
Overall, I would rate this course as: Excellent - Good - Fair - Poor - Very Poor.
My instructor would rate this instructor as: Excellent - Good - Fair - Poor - Very Poor.

*The committee recommends this subset of questions (from a larger list of more than 600 survey items) based on their relevance and usefulness.
Frequency breakdown

1. My instructor challenged me to think:

<table>
<thead>
<tr>
<th>Options</th>
<th>Score</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost Never</td>
<td>1</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>2</td>
<td>1.90%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
<td>13</td>
<td>12.38%</td>
</tr>
<tr>
<td>Often</td>
<td>4</td>
<td>53</td>
<td>50.48%</td>
</tr>
<tr>
<td>Almost always</td>
<td>5</td>
<td>37</td>
<td>35.24%</td>
</tr>
</tbody>
</table>

2. My instructor explained the material clearly:

<table>
<thead>
<tr>
<th>Options</th>
<th>Score</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost Never</td>
<td>1</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
<td>5</td>
<td>4.76%</td>
</tr>
<tr>
<td>Often</td>
<td>4</td>
<td>45</td>
<td>42.86%</td>
</tr>
<tr>
<td>Almost always</td>
<td>5</td>
<td>55</td>
<td>52.38%</td>
</tr>
</tbody>
</table>

3. My instructor created an environment for mutual respect:

<table>
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<tr>
<th>Options</th>
<th>Score</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost Never</td>
<td>1</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>1</td>
<td>0.95%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
<td>3</td>
<td>2.86%</td>
</tr>
<tr>
<td>Often</td>
<td>4</td>
<td>27</td>
<td>25.71%</td>
</tr>
<tr>
<td>Almost always</td>
<td>5</td>
<td>74</td>
<td>70.48%</td>
</tr>
</tbody>
</table>

4. My instructor was committed to helping students learn:

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<tr>
<th>Options</th>
<th>Score</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost Never</td>
<td>1</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>1</td>
<td>0.95%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
<td>2</td>
<td>1.90%</td>
</tr>
<tr>
<td>Often</td>
<td>4</td>
<td>33</td>
<td>31.43%</td>
</tr>
<tr>
<td>Almost always</td>
<td>5</td>
<td>69</td>
<td>65.71%</td>
</tr>
</tbody>
</table>
**Please provide examples of how the instructor displayed the characteristic (challenged me to think).**

<table>
<thead>
<tr>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>discussion questions</td>
</tr>
<tr>
<td>Very intelligent about the topics through lectures</td>
</tr>
<tr>
<td>She was enthusiastic about the material and really valued how it made us better nurses</td>
</tr>
<tr>
<td>When asked any questions, they helped you critical think through the answers.</td>
</tr>
<tr>
<td>They applied critical knowledge about the subject</td>
</tr>
<tr>
<td>Through clinical assignments</td>
</tr>
<tr>
<td>How to demonstrate what we learn in lecture to my practicum</td>
</tr>
<tr>
<td>Mary was great in her lectures and teaching about how would we apply current class concepts to the real world.</td>
</tr>
<tr>
<td>The professional issue presentations</td>
</tr>
<tr>
<td>examinations, presentations, projects, papers, reflections</td>
</tr>
<tr>
<td>look at things being done on the unit that are not supported by evidence</td>
</tr>
<tr>
<td>Good test questions</td>
</tr>
<tr>
<td>asked provoking questions</td>
</tr>
<tr>
<td>powerpoints</td>
</tr>
<tr>
<td>she helped to think</td>
</tr>
<tr>
<td>I have never had a professor more excited about teaching and learning than Professor. She was always available for questions, and she always encouraged me to think more deeply about what was being taught.</td>
</tr>
<tr>
<td>When she asks questions, she doesn't give you the answer right away but lets you think it out in a safe environment</td>
</tr>
<tr>
<td>They asked me questions to get to the answer rather than just giving away answers.</td>
</tr>
<tr>
<td>Through the practicum experience and assigned paper, I was challenged to think as a nurse and reflect on those experiences.</td>
</tr>
<tr>
<td>By asking critical thinking skills, and learning new knowledge</td>
</tr>
<tr>
<td>She brought up critical points when telling us how to present ourselves professionally and as leaders in the clinical setting.</td>
</tr>
</tbody>
</table>

**Please provide details and suggestions for improvement related to this instructor characteristic (challenged me to think).**

<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Answered</td>
</tr>
</tbody>
</table>

**Additional comments on the instructor characteristic (challenged me to think)**

<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Allowed me to develop leadership thinking skills.</td>
</tr>
</tbody>
</table>
Please provide details and suggestions for improvement related to this instructor characteristic (explained material clearly).

<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Answered</td>
</tr>
</tbody>
</table>

Please provide examples of how the instructor displayed the characteristic (explained material clearly).

<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>powerpoints</td>
</tr>
<tr>
<td>The lectures were thorough</td>
</tr>
<tr>
<td>Provided examples and graphs</td>
</tr>
<tr>
<td>I rarely had to clarify assignments presented on blackboard</td>
</tr>
<tr>
<td>She made the lectures short and to the point with what is important to know.</td>
</tr>
<tr>
<td>With great power points</td>
</tr>
<tr>
<td>The presentations were informative and helpful</td>
</tr>
<tr>
<td>provided in-depth lecture notes</td>
</tr>
<tr>
<td>Good lectures online and picked a great textbook that clarified the material</td>
</tr>
<tr>
<td>lots of instructions</td>
</tr>
<tr>
<td>through narrating online lectures</td>
</tr>
<tr>
<td>Used really good examples and explained everything until every student understood</td>
</tr>
<tr>
<td>Through email instructions, syllabus materials, and SIM labs, the material was explained clearly.</td>
</tr>
<tr>
<td>Always available to discuss confusion regarding material</td>
</tr>
<tr>
<td>She sent e-mails and was very clear in class about instructions.</td>
</tr>
</tbody>
</table>

Additional comments on the instructor characteristic (explained material clearly)

<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Answered</td>
</tr>
</tbody>
</table>
Please provide details and suggestions for improvement related to this instructor characteristic (created an environment for mutual respect).

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Not Answered</td>
</tr>
</tbody>
</table>

Please provide examples of how the instructor displayed the characteristic (created an environment for mutual respect).

<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>helpful with students with questions</td>
</tr>
<tr>
<td>allowing positive and constructive feedback</td>
</tr>
<tr>
<td>Mary was an awesome instructor that treated us professionally</td>
</tr>
<tr>
<td>she made learning fun.</td>
</tr>
<tr>
<td>she encouraged us to think freely.</td>
</tr>
<tr>
<td>was always available to talk</td>
</tr>
<tr>
<td>always available to meet and readily responded to emails about concerns</td>
</tr>
<tr>
<td>proper email returns and communication</td>
</tr>
<tr>
<td>super helpful and friendly, never made you feel stupid for asking questions</td>
</tr>
<tr>
<td>my instructor talked to be a supportive, caring manner</td>
</tr>
<tr>
<td>she showed respect for students, made herself available outside of class and is caring and courteous with students about making sure they understand the material.</td>
</tr>
</tbody>
</table>

Additional comments on the instructor characteristic (created an environment for mutual respect)

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Not Answered</td>
</tr>
</tbody>
</table>
Please provide details and suggestions for improvement related to this instructor characteristic (committed to helping students learn).

<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Answered</td>
</tr>
</tbody>
</table>

Please provide examples of how the instructor displayed the characteristic (committed to helping students learn).

<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>going out of her way to help students</td>
</tr>
<tr>
<td>She was willing to work one on one to resolve learning issues</td>
</tr>
<tr>
<td>She was always open to talking outside of the classroom setting.</td>
</tr>
<tr>
<td>Always quick to respond to email and available for 1-1 help.</td>
</tr>
<tr>
<td>was always available to talk and answered any and all questions</td>
</tr>
<tr>
<td>always available and can answer questions</td>
</tr>
<tr>
<td>emails and powerpoints</td>
</tr>
<tr>
<td>you can always reach out to her if it is needed</td>
</tr>
<tr>
<td>Professor was always available to have conversations about the learning material, and she was always excited and willing to encourage learning among her students.</td>
</tr>
<tr>
<td>Truly wanted you to learn, wasn't concerned with you just memorizing a bunch of numbers</td>
</tr>
<tr>
<td>Mary does a great job being fair regarding expectations of students. She also sets us up to learn through the assignments for the course.</td>
</tr>
<tr>
<td>My instructor was always available for conferences</td>
</tr>
<tr>
<td>She was engaged and enthusiastic when answering questions</td>
</tr>
</tbody>
</table>

Additional comments on the instructor characteristic (committed to helping students learn)

<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Answered</td>
</tr>
</tbody>
</table>
ACADEMIC CALENDAR OPTIONS FOR IMPLEMENTING FALL BREAK

FALL BREAK

1. Starting Fall 2018, Kent State University will implement a two-day fall break—no classes on Thursday and Friday—in week 8 of the fall semester.

2. Starting Fall 2018, the fall semester will begin two weekdays earlier—classes will begin on the fourth Thursday in August, rather than the last Monday in August—to replace the Thursday and Friday instructional days lost to fall break.

ISSUE

Kent State operates on a full calendar schedule, see Chart 1 and Table 1. Therefore, the additional two days will affect another part of the calendar.

Chart 1: Breakdown of current academic calendar

Table 1: Kent State academic calendar

<table>
<thead>
<tr>
<th>Term</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>16</td>
</tr>
<tr>
<td>Winter Break</td>
<td>4</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>17</td>
</tr>
<tr>
<td>Term Break</td>
<td>1</td>
</tr>
<tr>
<td>Summer Term</td>
<td>13</td>
</tr>
<tr>
<td>Term Break</td>
<td>+ 1</td>
</tr>
<tr>
<td>Total (weeks)</td>
<td>52</td>
</tr>
</tbody>
</table>

* Actions that occur during term break and winter break include, but are not limited to, graduation clearance, financial aid disbursement, tuition assessment, course deregistration, registration petitions, faculty final grading, grade changes, dismissal review, dismissal appeals, residence hall and grounds maintenance, staff and faculty training and student orientation.

OPTIONS

Chart 2: Two options to implement a fall break

OPTIONS

(1) Shorter spring semester

(2) Shorter summer term
OPTION 1: SHORTER SPRING SEMESTER

ACTIONS
- The spring semester is shortened by three days to allow final exams to start earlier.
- Reading day (Wednesday) is added between the end of classes (Tuesday) and the start of exams (Thursday). [This week is currently the final week of classes.]
- Spring final exams start Thursday and end the following Wednesday.
- Create a scheduling system to designate classes that meet on the Monday or Tuesday of the final week to have their final exams scheduled no earlier than Monday of the week following the final class session. [This action is requested so that students who receive new course content on Monday of Tuesday will not have their final exams later that same week.]
- Summer term shifts forward four days earlier, with classes starting Thursday, rather than Monday (summer length does not change).

CONSIDERATIONS
- Shorter spring aligns fall and spring class days and semester lengths.
- Shorter spring does not affect faculty contract, midterms, and term breaks.
- Remembrance Day will fall during final exam week in many years.
- 14 weeks of spring class time (13.7-14.4 weeks) is in alignment with many (60%) of comparable university schedules
- Summer classes will start/end in the middle of the week.
- There will be one (graduate) or two (undergraduate) days between term end and commencement day.

Table 2: Option 1 Comparison

<table>
<thead>
<tr>
<th>Current</th>
<th>Option 1 With Fall Break and Shorter Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2019</td>
<td></td>
</tr>
<tr>
<td>S M T W R F S</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>5 6 7 8 9 10 11</td>
<td>5 6 7 8 9 10 11</td>
</tr>
<tr>
<td>12 13 14 15 16 17 18</td>
<td>12 13 14 15 16 17 18</td>
</tr>
<tr>
<td>19 20 21 22 23 24 25</td>
<td>19 20 21 22 23 24 25</td>
</tr>
<tr>
<td>26 27 28 29 30 31</td>
<td>26 27 28 29 30 31</td>
</tr>
</tbody>
</table>

August 2019

<table>
<thead>
<tr>
<th>S M T W R F S</th>
<th>1 2 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 5 6 7 8 9 10</td>
<td>4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>11 12 13 14 15 16 17</td>
<td>11 12 13 14 15 16 17</td>
</tr>
<tr>
<td>18 19 20 21 22 23 24</td>
<td>18 19 20 21 22 23 24</td>
</tr>
<tr>
<td>25 26 27 28 29 30 31</td>
<td>25 26 27 28 29 30 31</td>
</tr>
</tbody>
</table>

1. Length does not include holidays and/or class break(s)

<table>
<thead>
<tr>
<th>What stays the same</th>
<th>What has changed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>Current</td>
</tr>
<tr>
<td>Term break M-F</td>
<td>5-10 days</td>
</tr>
<tr>
<td>Fall M-F classes</td>
<td>70 days</td>
</tr>
<tr>
<td>Fall M-Sun classes</td>
<td>98 days</td>
</tr>
<tr>
<td>Fall holidays</td>
<td>2 days</td>
</tr>
<tr>
<td>Fall breaks</td>
<td>5 days</td>
</tr>
<tr>
<td>Fall final exams</td>
<td>7 days</td>
</tr>
<tr>
<td>Fall class weeks</td>
<td>14 weeks</td>
</tr>
<tr>
<td>Fall semester</td>
<td>16 weeks</td>
</tr>
<tr>
<td>Term break M-F</td>
<td>3-5 days</td>
</tr>
<tr>
<td>Holiday schedule M-Sun</td>
<td>9-11 days</td>
</tr>
<tr>
<td>Term break M-F</td>
<td>7-10 days</td>
</tr>
<tr>
<td>Winter break</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Spring M-F classes</td>
<td>74 days</td>
</tr>
<tr>
<td>Spring M-Sun classes</td>
<td>104 days</td>
</tr>
<tr>
<td>Spring holidays</td>
<td>1 day</td>
</tr>
<tr>
<td>Spring break</td>
<td>7 days</td>
</tr>
<tr>
<td>Spring reading day</td>
<td>9 day</td>
</tr>
<tr>
<td>Spring final exams</td>
<td>7 days</td>
</tr>
<tr>
<td>Spring class weeks</td>
<td>14 wks 6d</td>
</tr>
<tr>
<td>Spring semester</td>
<td>17 weeks</td>
</tr>
<tr>
<td>Term break M-F</td>
<td>5 days</td>
</tr>
<tr>
<td>Summer M-F classes</td>
<td>63 days</td>
</tr>
<tr>
<td>Summer M-Sun classes</td>
<td>88 days</td>
</tr>
</tbody>
</table>
Regional Campuses Faculty Advisory Council
Friday, December 1, 2017 Meeting Minutes

In attendance were, M. Harding (Tuscarawas), F. Fouad (East Liverpool), V. Landingham (Geauga), B. Bryan Jones (vice-chair, Ashtabula), S. Wamsley (Salem), P. Tomich (Trumbull), Nate Ritchey (VP System Integration), Steven Toepfer and Larry Froehlich

Agenda approved unanimously (Harding/ Fouad).
Minutes from September 8 RCFAC meeting unanimously approved (Wamsley/ Harding).

VP Ritchey Report
- RC deans meeting discussed next year budgets, current Faculty early separation applications (~ 25 RC faculty). Good Budgets were presented by RC Deans, that took into considerations Early Separation and current enrollments (declining in most campuses).
- RC deans submitted their New Faculty Hire requested, the provost was on board. These requests will be submitted to the Strategic Hiring Committee for final approval.
- Update on the ZOOM
  Small details should have been considered! Pilot three courses will start on the Spring 2018 semester
- New RC website has been created. https://www.kent.edu/regional-campuses

Steven Toepfer Presentation
- REACH: Supporting RC Faculty development
- e Sports: The Goal is to create Kent State esport Team, and an esport team for each RC campus

M Harding: Provost Advisory Council, November 25, 2017

The meeting opened with a significant amount of time spent on selecting members for the tenure and promotion advisory boards for the Kent Campus.

After that, the Provost talked about the Tuition Guarantee model that will go into effect in Fall, 2018. The program is recommended by the State and is expected to be in place by all state institutions of higher education by Fall, 2018. The Board of Trustees will establish the tuition amounts at the December meeting. Basically, the model will have full-time students paying the same tuition for 4 years. If a student does not complete their
degree in 4 years, they would pay the tuition the group/ cohort behind them. The model only applies to undergraduate students, not for graduate students. Kent State plans to handle transfer students’ tuition differently from other institutions in Ohio in that they will have the tuition amount that corresponds with the amount being paid by the cohort they are entering. There will be numerous models for implementation accounting that will encompass a wide variety of student experiences.

Kent State entered into an 18-24 month program called the ACE Internationalization Laboratory. We are part of a cohort of colleges who are being intentional about globalization efforts. Kent State is in the process of developing our pillars or priorities: Curriculum internationalization, education abroad, partnerships with universities outside the US, faculty engagement, and attracting international students. Students who meet certain requirements will be able to get a global designation on their transcript that represents international experience.

97 Faculty chose the early separation plan. Approximately half will leave at the end of this academic year, half in 2019. Deans submitted 5 year plans for hiring replacements.

Meeting adjourned at 12:00
November 29, Academic Learning Commons Meeting

Present: John Baker, Cheri Bronkar, Ginger Bihn-Coss, Ed Newman

Wellness Wednesdays- Spring semester?
- Workshops for wellness; associated with JED committee
- 1st – Wednesday of month?

ACL Workshops
- google docs (Baker)- March 20 Tues/ Wed.
- video to go- Cheri- maybe after spring break?
- Writing and reading critically workshop (Hayes?/ Bihn-Coss)- late Feb?
- APA, MLA, Plagiarism- Jan/ Feb
- E-Portfolio- April?
- Interviewing (Paul)- April?

December- Exam Times (SGA- in ACL)
- M, T, W= Snacks
- W- Dog
- T/R- message

Updates on Open Access/ MakerSpace, etc.?
- Re-posting MakerSpace position
  - OTN: Ohio affordability; Mary Rico- Joe N. from Muskinghum-
    o Textbook affordability: Spring semester- might have Joe. N from Muskinghum
talk to faculty (half- full day training)
    o Faculty would chose texts from lists
      ▪ Might incentivize faculty to at least look at books/ review them
    o Ohio Link- working with publishers to have a package = offer on-line texts at an extreme discount

Campus/ SGA- involved events:

Breakfast with Santa= Saturday

New Phila parade- Friday

Drives- family, share a tree, coats, Harbour House

Sherrod Brown- Eric Harmon- on council on Uhrichsville

Dec. 6 – at noon @ Wed. – open SGA meeting

KSU TUSCARAWAS

ALC WORKSHOPS

(ACADEMIC LEARNING COMMONS)

SPRING 2018

sessions: 12:05-12:45

Feb. 26 & 27          APA
Feb. 28/ March 1      MLA
March 6               Avoiding Plagiarism
March 13              Writing and Reading Critically
March 20 & 21         Google Docs
April 10 & 11         Video to Go
April 18              Interviewing
Meeting Minutes

-No academic program proposals have been submitted since last meeting.
-Due to committee member schedule conflicts this spring semester we are unable to hold an in person meeting. We will hold if there is a request but may have to have multiple meetings due to scheduling.
-Through email Jason Ruegsegger gave the committee an update of IT over break. “Shannon and I finished and programmed Zoom Rooms on 7 other campuses in 7 days for starters – so we haven’t had time to discuss and schedule yet, but we should be able to put something together. We’ll definitely be adding some Zoom Room training in addition to the usual stuff. I’ll let you know what we come up with”
-the email was forwarded to all members for any questions or comments

Members that responded:
  Susan Hoffman- no questions or concerns
  Traci Gump- no questions or concerns
  Lovejoy Das- no questions or concerns
  Hongshan Li- no questions or concerns
  Kingsly Berlin –no questions or concerns
Faculty Affairs Committee Meeting Minutes
January 2018

Committee members are Lori Bears, David Graff, Adrian Jones, Turan Koptur, Steve Minnick, Beth Osikiewicz (chair), and Nicole Willey. Chris Roman is on research leave during Spring 2018.

The following is an update on the Faculty Affairs Committee Charges.

**Charge 1a: Evaluate potential revisions to Faculty Handbook and determine if further clarification is needed for Supplemental Travel Reimbursement Policy.** This charge is complete and the new revised Supplemental Travel Form and Policy are currently being used.

**Charge 1b: Evaluate potential revisions to Faculty Handbook and determine if further clarification is needed for eligibility of serving of Faculty Council.** The committee’s proposed changes to the Faculty Council Policy are currently being voted on by the tenured and tenure-track faculty as required by the TT CBA. Their votes are due by noon on Monday, February 5th. Once the votes are tallied, the committee will address any changes needed to the campus handbook and present those changes at the next FC meeting.

**Charge 2: Offer feedback to the Mentoring Coordinator(s) regarding faculty files, particularly the reporting of SSI information.** The committee will wait to discuss the SSI information until after the FTNTT Reappointment Committee finishes all the FTNTT reappointments. The final reappointment meeting is on Tuesday, February 6th. The Faculty Affairs Committee is very fortunate that both Nicole Willey (Mentoring Program Coordinator) and Dave Graff (NTT Mentoring Coordinator) are on our committee.

**Charge 3: Create a “Faculty Speaker’s Bureau” to promote faculty member’s availability to community groups and events.** The committee has just started working on this charge. Osikiewicz tried to track down a copy of Pam Patacca’s faculty speaker list. However, she was unsuccessful at locating a copy. Therefore, the committee will discuss what information we need from faculty in order to create the speakers bureau and how best to gather this information. Osikiewicz sent an email to the committee on January 25th asking them to discuss the specifics of this charge via email.

**Charge 4: Coordinate faculty sponsored campus guest speakers.** The committee will address each faculty sponsored speaker application as they become available.
Community Engagement Committee 2/5/2018

The committee met to discuss the charge of *Coordinating a service-project at the campus level.*

A Warther/Union Hospital Christmas Tree project was discussed. Perhaps asking student groups to provide ornaments representing their clubs/activities along with Kent State Ornaments. The tree could be worked on at the campus by the various groups and presented to the Hospital.

Another idea would be to provide two trees, one from the student clubs/activities and one from the 50th Kent Tusc Anniversary Committee?

Another idea for a campus wide service project was coordinating an effort with the 50th Kent Tusc Anniversary Committee. This will be discussed with Chad Conrad and the External Relations committee. A tree dedication for the 50th anniversary was discussed as well.

The above conversation led to a discussion of the memorials that are present on the campus and the lack of a master list of where the memorials are located. A database of the memorials and the locations might be a nice addition to the web page. Memorials include the plaques and/or trees with plaques.

In addition, planting a bulb garden would make a nice addition to the area around the PAC for pictures and for the enjoyment of patrons visiting PAC events.
HUMAN SERVICES - A.A.S.

Regional College
Dean's Office
384 Library
Kent Campus
330-672-2279
rcdean@kent.edu
www.kent.edu/regional-college

Description
The Associate of Applied Science degree in Human Services is designed to prepare graduates for entry-level positions in a variety of human services agencies, and includes applied courses in human services and joint university-agency supervised internships. The core courses provide a solid foundation in case management and client advocacy. Graduates may be able to apply for social work assistant license through the State of Ohio Counselor, Social Worker and Marriage and Family Therapist Board. Students also may be eligible to apply for the entry-level licensure process in chemical dependency counseling through the Ohio Chemical Dependency Professional Board. However, the program does not prepare students for Licensed Social Worker (LSW) licensure.

The program is designed to articulate fully to Kent State's B.S. degree in Human Development and Family Studies, Human Services concentration. However, it is also applicable to the bachelor programs in psychology and sociology.

FULLY OFFERED AT:
- Ashtabula Campus
- Salem Campus

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

Kent State campuses at Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull and Tuscarawas, and the Regional Academic Center in Twinsburg, have open enrollment admission for students who hold a high school diploma, GED or equivalent.

For more information on admissions, contact the Regional Campuses admissions offices.

University Requirements
All students in an applied or technical associate degree program at Kent State University must complete the following university requirements for graduation.

NOTE: University requirements may be fulfilled in this program by coursework, transfer credit, or examination. For more information, please see Program Requirements for more details.

Code Title

Destination Kent State: First Year Experience
Course is not required for students with 25 transfer credits, including College Credit Plus, or age 21+ at time of admission.

Kent Core (see table below)

Total Credit Hour Requirement
Some associate degrees require students to complete more than 60 credit hours.

Kent Core Requirements

Requirement
Kent Core Composition (KCMR)
Kent Core Mathematics and Critical Reasoning (KMCR)
Kent Core Humanities and Fine Arts (K humanities/KFA)
Kent Core Social Sciences (KSS)
Kent Core Basic Sciences (KBS/KB)

Total Credit Hours:

Program Requirements

Major Requirements
[RE-AAS-HSRV]

Major Requirements (courses count in major GPA)

HDFS 24011 INTERPERSONAL RELATIONSHIPS AND FAMILIES (DIVD)
HSRV 11000 FOUNDATIONS OF HUMAN SERVICES
HSRV 11001 GROUP METHODS IN HUMAN SERVICES
HSRV 11002 SURVEY OF COMMUNITY RESOURCES
HSRV 21000 DYNAMICS OF HELPING RELATIONSHIPS
HSRV 21001 ASSESSMENT METHODS IN HUMAN SERVICES
HSRV 21002 COMMUNITY SUPPORTIVE CASE MANAGEMENT AND ADVOCACY IN HUMAN SERVICES
HSRV 21003 SOCIAL WELFARE IN HUMAN SERVICES
HSRV 21091 INTERNSHIP IN HUMAN SERVICES I (ELP) 1
HSRV 21192 INTERNSHIP IN HUMAN SERVICES II (ELP) 1

Additional Requirements (courses do not count in major GPA)

COMM 15000 INTRODUCTION TO HUMAN COMMUNICATION (KADL)
ENG 20002 INTRODUCTION TO TECHNICAL WRITING 2
or ENG 21011 COLLEGE WRITING II (KCMR)
PSYD 11762 GENERAL PSYCHOLOGY (DIVD) (KSS)
SOC 12000 INTRODUCTION TO SOCIOLOGY (DIVD) (KSS)
UG 10097 DESTINATION KENT STATE: FIRST YEAR EXPERIENCE

Kent Core Composition
Kent Core Mathematics and Critical Reasoning
Kent Core Humanities and Fine Arts
Kent Core Social Sciences
Kent Core Basic Sciences

1. May be taken during the student's first semester.
2. May be taken during the student's second semester.