



Tuscarawas Campus Faculty Council Meeting Minutes

April 30, 2021 at 11:00 a.m.

Microsoft Teams meeting

Voting Members Present: Lisa Brindley, Kathy Davis-Patterson, Ashley Galati, David Graff, Mariann Harding, Todd Hartline, Amanda Hayes, Adrian Jones, Beth Osikiewicz, Chitra Rajagopal, Nicole Willey, and Kyle Winkler

Administrators Present: Dean Brad Bielski and Stephen Minnick

- I. **Call to Order:** Mariann Harding (FC Chair) called the meeting to order at 11:02 am and initiated roll call of FC members.
- II. **Secretary/Treasurer Report:** Since the last meeting (i.e., March 5th), there were two deposits totaling \$40.00 and three withdraws totaling \$137.00, which brings the current Flower Fund balance to \$1,146.70. Adrian Jones is accepting donations of \$20.00 or more for the Flower Fund for the 2021-2022 year. Donations can be paid in cash or check, and if paying by check, make it out to the "Tuscarawas County University Foundation."
- III. **Standing Committee and Faculty Reports:**
 - a. **Academic Affairs** – Report attached. The committee completed its review of academic proposals. Additionally, the committee developed a list of courses that relate to BIPOC and met with the Electronic Communications committee to brainstorm training options for faculty, particularly for the Canvas system that is replacing Blackboard. Faculty can start exploring Canvas and set up a template course to see how it works (see the attached report for step-by-step instructions on getting started with Canvas). If you want to teach using Canvas this summer or next fall, contact Steve Minnick or Kim Sweitzer.

- b. **Academic Learning Commons** – Amanda Hayes reported that the committee is working with the Diversity committee on a film series project.
- c. **Community Engagement** – Report attached. Denise McEnroe-Petitte named the Community Engagement Spring Award winners. The community partner award went to the Bargain Hunter and Mrs. Teri Stein, the faculty award went to Don Gerbig, and the student/student group award went to the Foundations of Nursing and Alpha Delta Nu Honor Society members.

Additionally, the committee is collaborating with Nicole Willey to develop community engagement goals pertaining to racial justice. Willey has identified local organizations that work on racial justice issues. If you are interested in doing a racial justice class project and/or would like to work with local organizations that directly or indirectly work with racial justice, contact Denise McEnroe-Petitte.

- d. **Electronic Communications** – Sankalp Sharma reported that the committee was working with the Academic Affairs committee to develop training opportunities for faculty (see above). Discussion also ensued about posting RFC documents on the Faculty website (see new business below).
- e. **Faculty Affairs** – Beth Osikiewicz, who is updating the office points document/data, reminded faculty to email her by 5:00pm April 30th if there are any revisions needed. She will forward the final file to Mariann Harding (FC Chair) when it is complete.
- f. **Student Affairs** – The Student Research Colloquium was held virtually April 5th and was a success. Three student projects were presented, and the final projects are due April 30th. Mariann Harding thanked Wilson Kang for running the event and student mentors for their guidance.
- g. **Faculty Senate** –Report attached. Jean Engohang-Ndong reported on the last Faculty Senate meeting. The Faculty Senate election results are as follows: Pamela Grimm was reelected Chair, Tracy Laux was elected Vice Chair, Ed Dauterich was elected Secretary, and Darci Kracht elected to Election at large. Chair Grimm thanked

faculty for their accomplishments over this difficult academic year. President Diacon suggested that while KSU is very accessible for students, we still need to think about completion rates.

The language in the handbook concerning Reappointment, Tenure, and Promotion is being looked at in order to clarify standards.

Denise McEnroe-Petitte will be the Tuscarawas campus' Faculty Senate representative starting in the fall semester.

Discussion ensued about SSI protocol. Faculty are still waiting to hear formally what will happen. Jean Engohang-Ndong stated that internal discussions have suggested that SSIs will not be used for Tenure and Promotion decisions.

- h. **RCFAC** – Reports for March and April are attached. Beth Osikiewicz reported that RCFAC has been looking into standardizing the regional campus handbooks, specifically when it comes to workload (e.g., hours for coordinators). Discussion ensued about standardization of workload statements across the campuses. Regional campuses are different across the system in terms of resources. Additionally, our campus would not benefit from standardization of workload and does not support this action.

RCFAC is also looking into rotating course availability across the regional system because some classes have low enrollment. Discussion ensued about the negative impacts of course rotation on faculty and pedagogy in general.

RCFAC is considering whether to hold the Regional Campus Conference this fall or next spring.

IV. Dean Bielski's Administrative Report:

Dean Bielski congratulated Denise McEnroe-Petitte, GPat Patterson, and Turan Koptur for their promotions. He also thanked new Representative Faculty Council members for their service.

Faculty Release time applications for the next academic year have been processed, and all proposals were approved by the Dean. Recipients have been notified.

Search committees are still moving forward with AGD and Math faculty positions, which will hopefully be filled by next fall.

The computer refresh is moving forward although the Dean is waiting to see if Federal funds will become available before purchasing the units.

Dean Bielski met with Congressman Gibbs to discuss workforce development and training. The Congressman is going to support a \$250,000 for the workforce development and training initiative, which will go for equipment.

The Dean reminded faculty that there is a Diversity Equity and Inclusion (DEI) strategic planning meeting on Monday. The new VP of DEI, Dr. Gooden will attend the meeting.

The PAC is reopening for business. A season announcement is on June 12th, which will be during an outdoor event promoting the reopening. This event is open to the public.

The Dean discussed several projects on campus that are being considered or are moving forward. The construction of the walking trail is moving forward. The Board of Trustees heard a proposal about constructing baseball and softball fields on campus. The Dean is meeting with a group at KSU who are interested in doing the housing on our campus. Desks in room 126ST now have power and power strips have been installed in the Student Union. Water filling stations are also being installed throughout campus.

Steve Minnick (Assistant Dean) stated that load letters for next fall are going out and fall enrollment has begun.

Spring Commencement is happening this year. Because of space restrictions, there are only a limited amount of faculty taking part.

V. Unfinished Business:

None

VI. New Business:

- a. **First Generation Student Initiative:** Dr. Jean Engohang-Ndong, who is a member of the First-Generation Committee at the Kent Campus, suggested that we look into resources for first generation students on our campus. Additionally, we could have an event on our campus for first generation students. Discussion ensued. It was stated that we help first generation students on a case-by-case basis, but more could be done systematically. Several faculty members offered to collaborate with Jean Engohang-Ndong on this issue.
- b. **Posting Meeting RFC Minutes/Documents:** There was a discussion about uploading meeting minutes and supplemental documents on the Kent State Tuscarawas website. We can no longer include scanned documents (e.g., Supplemental Travel Request forms) which makes it difficult to post supplemental documents with the meeting minutes. It was suggested that all committees use Microsoft Word documents for reports. The Secretary Treasurer should describe Supplemental Travel form information directly on the minutes and state that scanned documents are available upon request. Supplemental Travel forms are kept in the Business office for six years. It was also suggested that blank Supplemental Travel forms be online for easy access.
- c. **Committee Evaluation:** Mariann Harding suggested that we evaluate standing committees in terms of functionality and structure.
- d. **Associate Degree in Quality Systems Management Inquiry:** Kingsly Berlin, who is on the Regional Curriculum Committee for the Regional College, requested that FC look into the proposal for an Associates Degree in Quality Systems Management and, if acceptable, report that we support it. This is only an initial inquiry, and the proposal will need to go through a full review from appropriate units if it moves forward. Discussion ensued. Feedback can be shared with the Dean. A motion (Jones/ Galati) was made to vote on whether faculty support moving forward with program

consideration, and FC voted to support the program at this stage (10 yes votes).

VII. Announcements:

- a. The Dean may host a campus clean-up day sometime over the summer.

VII. Adjournment: The meeting was adjourned at 12.31am (Osikiewicz).

Respectfully submitted,

Adrian M Jones
Tuscarawas FC Secretary/Treasurer

Meeting Notes from Meeting with Electronic Communications on 4/23/21 11am on Teams:

Academic Affairs Charge #1 and Electronic Communications Charge #2

-Work with the Kent State Tuscarawas IT Department and Electronic Communications Committee to offer workshops and seminars on using technology in the classroom, as well as on the design and implementation of online and alternative format courses.

-The Academic Affairs have accumulated a list of ideas that I am attaching. Of course, most suggestions are on Canvas. But couple questions/ideas for training are on Google documents and usage of Teams for teaching

-This meeting was to discuss the list and brainstorm any other ideas.

Attendance: Berlin, Kingsly-Totten, Christopher-Baker, John-Fritz, Tim-Willey, Nicole-Keiller, Scott-Hoffman, Susan-Knapp, Gretchen-VanFossen, Jonathan-Sharma, Sankalp-Chen, Jie-Cameron, Mary-Barcus, Laurie

-Started the meeting off by reading through the list (attached)

-We focused on mainly Canvas training ideas

- Gretchen posted/added links and documents on how to get started in Canvas.

Step 1: Request Login for Canvas with email: canvaslaunch@kent.edu

Once logged in there is a course Canvas in a Flash, that is recommended for faculty take to get started.

Step 2: Optional- Set up Sandbox Course with Gretchen to try out Canvas

Step 3: Use the PDF of comparing tools from blackboard to canvas to help move around the course

Step 4: Migrate up to the last 4 academic years from Blackboard. You can do this early manually or set up with Gretchen. She was going to find a step by step to do this manually ourselves.

Step 5: Other helpful links:

-Link for Canvas Early adopters

<https://kent.teamdynamix.com/TDClient/2005/Portal/KB/ArticleDet?ID=131572>

-Kent's website for info on canvas

<https://www.kent.edu/canvas>

-Gretchen stated they are working on getting all info about Canvas in one location so it will be easy to find.

-Departments or groups or individuals can set up meetings with Gretchen to go over specific usage of Canvas.

-To help keep faculty on track to migrate over it was suggested to keep sending email reminders.

Academic Affairs Meeting Minutes for Fall 2020/Spring 2021

Task #3 Meeting Notes:

Create a list of Kent Core courses that concentrate on BIPOC that can be offered on our campus and submit a plan for offering these courses to the Assistant Dean.

Fall Semester our committee had worked on compiling a list of Kent Core and Non-Kent Core courses to be offered on this campus.

Jan 29, 2021 an email was sent to finalize the list. Response from: Lovejoy Das, Nicole Willey, Susan Hoffman, Mary Cameron, Tim Fritz, and Chris Totten. All agreed the list was comprehensive and to take to the Assistant Dean.

March 8, 2021 a meeting with the Assistant Dean occurred.

I have attached the list and the meeting minutes from the March 8th meeting.

March 8, 2021 sent the meeting minutes from the March 8th meeting to the committee from final approval on completion of Task # 3.

There was a question about adjuncts that teach the PAS courses. They are Kent adjuncts that teach a combine course for the regional campuses. Task # 3 is completed but we feel that next years Academic Affairs should follow up with the Assistant Dean on the course list we provided.

Meeting minutes with Dr. Minnick, Assistant Dean

3/8/2021 9am

Subject: Discuss list of courses with BIPOC theme. Kent Core and Non-Kent Core Courses. What our campus can offer.

These courses already offered either every semester or every other semester. The Kent Core Courses are highlighted yellow:

[HIST 11051](#)

[HIST 12070](#)

[HIST 12071](#)

[PAS 23001](#)

[PAS 23002](#)

[Hist 12070](#)

[SOC 12050](#)

This course is offered once a year or every other year

[SOC 32570](#)

The courses below are not offered on this campus. Dr. Minnick will look into offering some of these courses. If these courses are already offered online, he does not want to steal enrollment from those courses. There are some faculty that are approved to teach some of them as well but not sure if they are willing to teach them but he will look into that. He will go through some of the elective courses on the schedule now and look for low enrollment and investigate canceling some and replace with these courses below. We also discussed making these courses a premium even if only a few students sign up.

[SOC 22570](#)

[SOC 32569](#)

[SOC 42568](#)

[ENG 33102](#)

[PH 30005](#)

[Anth 18210](#)

[ARTH 22020](#)

[MUS 22121](#)

[JMC 20001](#)

For Animation Game Design, upcoming course called Gaming and Culture which looks at the role of gaming in world cultures and how cultural factors affect the content of games. Course tagged as a Diversity course and will be teaching it online, so it can be available to students at Tusc.

| | | |
|----------------------------|--|---|
| HIST 11051 | WORLD HISTORY: MODERN (DIVG) (KHUM) (OTM) | 3 |
| HIST 12070 | EARLY AMERICA: FROM PRE-COLONIZATION TO CIVIL WAR AND RECONSTRUCTION (DIVD) (KHUM) (OTM) | 3 |
| HIST 12071 | MODERN AMERICA: FROM INDUSTRIALIZATION TO GLOBALIZATION (DIVD) (KHUM) (OTM) | 3 |
| PAS 23001 | BLACK EXPERIENCE I: BEGINNINGS TO 1865 (DIVG) (KHUM) (OTM) | 3 |
| PAS 23002 | BLACK EXPERIENCE II: 1865 TO PRESENT (DIVD) (KHUM) (OTM) | |
| PHIL 21001 | INTRODUCTION TO ETHICS (DIVG) (KHUM) (OTM) | 3 |
| REL 11020 | INTRODUCTION TO WORLD RELIGIONS (DIVG) (ELR) (KHUM) (OTM) | 3 |
| REL 21021 | MOSES, JESUS AND MOHAMMAD (DIVG) (ELR) (KHUM) (OTM) | 3 |
| ARTH 22020 | ART OF AFRICA, OCEANIA AND THE AMERICAS (DIVG) (KFA) (OTM) | |
| MUS 22121 | MUSIC AS A WORLD PHENOMENON (DIVG) (KFA) (OTM) | 3 |
| JMC 20001 | MEDIA, POWER AND CULTURE (DIVD) (KSS) (OTM) | 3 |

[PH 30005](#) SOCIAL AND BEHAVIORAL SCIENCE THEORIES IN PUBLIC HEALTH 3 Credit Hours

[Anth 18210](#) Global Cultural Diversity: Anthropological Perspectives (Divg) (Kss) 3

[Hist 12070](#) Early America: From Pre-Colonization To Civil War And Reconstruction (Divd) (Khum) 3 (Maybe?)

[\(SOC 12050\)](#) Sociology
[\(SOC 32570\)](#) Inequality in Societies

[\(SOC 22570\)](#) Understanding Differences
[\(SOC 32569\)](#) Inequality Minorities in the United States
[\(SOC 42568\)](#) Race and Ethnic Studies

[\(ENG 33102\)](#) In English we have African American Literature

[CULT 29535](#) Education in a Democratic Society.* This was added after the meeting with the Assistant Dean.

Certain areas of College Writing I and College Writing II, as well as Honors Colloquium, sometimes focus on BIPOC issues.

For instance, my ENG 11011 is currently focusing on social inequity/homelessness, and the final novel is Toni Morrison's Home. However, that is probably not enough to qualify it for this.

List of Trainings Requested by Academic Affairs Committee Spring 2021

-Training on Canvas for each section. There never seems to be enough time to go over each section (Syllabus, Modules, Assignments, Settings).

-I would like to see training catered to each program/dept needs for Canvas. Meaning that IT and the Programs/Dept set up trainings. When they do for the whole campus I feel availability is difficult due to my class schedule. So I suggest each programs/department work on setting this up instead or in addition to a full campus workshop.

-Training on what the student sees in Canvas. For example, how do they check their grades? How do they submit assignments?

-What are privacy issues related to google suite. The session from the retreat kept saying you have to watch privacy issues and make sure you click this. Was not following where and what those options we need to pay attention to are.

-We use Respondus, and since Proctorio is going to be pushed with Canvas, it would be nice to know the ins and outs of how to set this up. With Respondus it we have had many issues even with IT's help that have not been resolved. (just a side note I really don't like Respondus but it has kept any cheating to a minimum so it is doing what it is intended to do but it has its issues)

-I do agree with Nicole on if we can find incentives for changing over to Canvas especially before we can no longer use Blackboard. We can bring this up in the meeting with IT and the Electronics Committee and see if they have any ideas on the what type of incentives could be available.

-One additional thing I'd like more information about is what our migration from Bb to Canvas is going to look like. I want time to play with that and make sure everything is there.

-I would like to learn more about Microsoft Teams. I would also like more information about the faculty computer refresh options.

-One of the items I'd like to know more about with Canvas would be what tooling / options we have for authoring text / documents outside of canvas and importing them.

-Something I would like to see if how to manually transfer from Blackboard to Canvas in case there is something that does not migrate.

Proposed New Degree
Associate Degree in Quality Systems Management
Fully offered through the Regional Campus System

Degree Rationale

Kent State University's (KSU) Regional Campus System is proposing the creation of an Associate Degree in Quality Systems Management offered in a variety of modalities. This new degree program does not require prior work experience in quality systems management although students already working in the field will still find use in the degree. This program will emphasize quality principles designed to provide professional preparation to emerging leaders while integrating science, technology, engineering, and mathematics disciplines (STEM).

There is a real demand for graduates with this type of degree. Currently on indeed.com, there are 18,503 jobs in Quality Systems in Ohio with salaries above \$50,000 per annum, and 24,906 in Pennsylvania. This expertise is required by both the public and the private sector in fields such as business, healthcare, hospitality, finance, higher education, manufacturing, construction, the military, and various other levels of government. The wide range of potential employers should make this degree especially attractive to students across Ohio and adjacent states. As a comparison, on indeed.com there are currently 7,662 jobs in nursing available in Ohio (9,175 in Pennsylvania)—considering nursing is currently one of the largest degree-producing programs at the Salem Campus.

The curriculum for this degree is designed to prepare graduates to address broad industry challenges related to evaluating performance, developing better processes, and creating business metrics. Beyond just the curriculum, this degree will provide opportunities for students to obtain additional certificates. Upon completing this degree, students will be eligible to become certified in up to five industry certificate programs and obtain up to 22 Certificates of Training, many with industry recognized credentials. (Please see attachment A for listed credentials.)

As this degree will be offered in a variety of modalities, it has wide appeal and will be especially attractive to active-duty military and veterans. In addition, because the 15 hours of technical electives required can be satisfied with military transfer credits, it will reduce their time to degree completion by 25%.

Active-duty military members have many educational options, but many tend to be from For-profit universities (e.g., the University of Phoenix). KSU has the unique opportunity to offer an appealing degree with clear employment potential at an affordable price with industry-friendly, transferrable earned credit hours. Many of the courses within this degree will be in the Ohio Transfer Module (OTM), thus credits earned are guaranteed to transfer to any of Ohio's other public institutions of higher education. This option does not exist at for-profit institutions. Similarly, the fact that during AY 2019-2020, KSU was named a top military-friendly school for the 10th year in a row is what makes this degree appealing to active-duty personnel and helps to support the retention of our veteran students. All Regional Campuses have a Veteran's Certifying Official to assist veterans with applying their GI Bill Benefits, as well as any other veteran-related issues.

There are four existing degree programs at KSU related to this new proposed degree. This new degree is not designed to compete with those programs but rather to create additional pathways

to appeal to a wider range of students. Because this program will be at the Associate Degree level, it can also serve as a pipeline for preparing students to matriculate into these other programs and therefore lead to enhanced enrollment across the university. These programs are:

1. Bachelor of Science Degree in Engineering Technology, in the College of Applied and Technical Studies, offered at the Tuscarawas Campus.

<http://catalog.kent.edu/colleges/ap/engineering-technology-bs/#programrequirements>

Required courses for the major include ENGR 36620 (Project Management in Engineering and Technology) and OTEC 26636 (Project Management for Administrative Professionals).

This degree has four concentrations: Mechanical/Systems, Green and Alternative Energy, Electrical/Electronics, and Integrated Engineering Technology. All of these concentrations require ENGR 43080 (Industrial and Environmental Safety) and ENGR 33700 (Quality Techniques). An approved elective for the various concentrations includes ENGT 42003 (Lean Manufacturing, Six Sigma, and Operations Technology).

- As the attached proposed courses for this proposed degree show, there is some similarity to existing courses, however, our proposed Environmental Health and Safety course is at the sophomore level (as opposed to the senior level Industrial and Environmental Safety). We will work closely with the College of Aeronautics and Engineering and the College of Applied and Technical Studies' Engineering Technology department to ensure course content is presented at the appropriate sophomore level.
- Likewise, there are two key differences with our proposed sophomore level Introduction to Project Management and other existing courses of the same name. Of those existing courses, one is at the senior level. The other lower division course is one credit hour focusing on software applications. Our proposed three credit hour course would therefore be degree appropriate and offer a fuller experience for students than the existing one credit hour course.

The Tuscarawas Campus does offer two Associate of Applied Science degrees, one in Electrical/Electronic Engineering Technology and the other in Mechanical Engineering Technology. Neither degree currently includes any Quality Systems course requirements.

2. Undergraduate Minor in Safety, Quality, and Lean in Manufacturing, in the College of Aeronautics and Engineering at the Kent Campus.

<http://catalog.kent.edu/colleges/ar/safety-quality-lean-manufacturing-minor/#programrequirements>

This minor requires ENGR 43080 (Industrial and Environmental Safety), ENGR 33657 (Lean Six Sigma), and ENGR 33700 (Quality Techniques).

- Students enrolled in certain associate degree programs may also earn a minor. Since these would be additional hours beyond what is required, this proposed degree could potentially increase enrollment in these ENGR courses.

- The proposed course in Continuity Management Planning introduces the Six Sigma process so it is likely that students may wish to continue with ENGR 33657.
3. Master of Technology with a specialization in Quality Systems, in the College of Aeronautics and Engineering at the Kent Campus
<http://catalog.kent.edu/colleges/ar/technology-mtec/#text>

This graduate level degree allows requires the completion of 33 credit hours, with 21 hours of electives to fit the student's own interests. Given that this new degree is for undergraduates, there is no direct competition with this graduate degree.
 4. The A.A.B degree in Business Management Technology, in the College in the College of Applied and Technical Studies, offered at the Ashtabula Campus, East Liverpool Campus, Geauga Campus, Salem Campus, Trumbull Campus, Tuscarawas Campus and the Twinsburg Academic Center.

<http://catalog.kent.edu/colleges/ap/business-management-technology-aab/>

This associates degree has a Logistics and Supply Chain Management concentration that offers a one credit hour Lean course: BMRT 32020 - Lean Sustainability. However, there is no quality systems course requirements in this concentration and given the logistics and supply chain management focus there is no direct competition with this degree.

Attachment A: Listed Credentials

- Test for American Society for Quality: Quality Improvement Associate Certification (CQI) <https://asq.org/cert/quality-improvement-associate>
- Test for Certified Associate in Project Management (CAPM) with 23 hours of education <https://www.pmi.org/certifications/types>
- Test for 10 hour and 30 hour OSHA Certification in General Industry <https://www.osha.gov/dte/outreach/>
- Test for FEMA Professional Development Series Certificate <https://training.fema.gov/is/searchis.aspx?search=PDS>
- This test allows for 7 individual FEMA Certificates:
 - o IS-120.c An Introduction to Exercises
 - o IS-230.d Fundamentals of Emergency Management
 - o IS-235.c Emergency Planning
 - o IS-240.b Leadership and Influence
 - o IS-241.b Decision Making and Problem Solving
 - o IS-242.b Effective Communication
 - o IS-244.b Developing and Managing Volunteers
- Professional and Master Practitioner Continuity Certificate Programs <https://www.fema.gov/continuity-excellence-series-professional-and-master-practitioner-continuity-certificate-programs>
- This test allows for an additional 15 individual FEMA Certificates:
 - o IS 100.b: Intro to Incident Command System (ICS)
 - o IS 120.a: Introduction to Exercises
 - o IS 520: Introduction to COOP Planning for PIs
 - o IS 522: Exercising Continuity Plans for Pandemic Course
 - o IS 546.a: COOP Awareness Course
 - o IS 547.a: Introduction to COOP
 - o IS 1300: Introduction to Continuity of Operations.
 - o IS 242.b Effective Communication
 - o IS 545: Reconstitution Planning Workshop
 - o IS 247.a: Integrated Public Alert and Warning System (IPAWS)
 - o IS 230.d: Fundamentals of Emergency Management
 - o IS 700.a: National Incident Management System (NIMS)
 - o IS 800.b: A National Response Framework (NRF)
 - o G 549: Continuity of Operations Program Manager Course
 - o E/L/G 550 Continuity of Operations Planner's Workshop

Canvas - Blackboard Comparison: Instructor Guidebook

| | |
|---|-----------|
| Canvas Overview | 2 |
| Accessing Canvas | 2 |
| Canvas Dashboard | 2 |
| Canvas Course (Homepage) | 3 |
| Canvas Tools | 4 |
| Announcements..... | 4 |
| Assignments..... | 4 |
| Assignments with Peer Review (<i>Self and Peer Assessments</i>)..... | 4 |
| Attendance | 5 |
| Calendar | 5 |
| Canvas Teacher (<i>Blackboard Instructor</i>) | 5 |
| Collaborations..... | 5 |
| Course Import (<i>Course Copy</i>) | 5 |
| Discussions..... | 6 |
| Files | 6 |
| Grades (<i>Grade Center</i>) | 6 |
| Groups..... | 7 |
| Inbox (<i>Email</i>) | 7 |
| Modules (<i>Content Folders; Learning Modules</i>)..... | 7 |
| Navigation (<i>Course Menu & Navigation</i>) | 8 |
| New Analytics (<i>Statistics Tracking & Course Reports</i>) | 8 |
| Notification Preferences | 8 |
| Pages (<i>Content Items</i>) | 8 |
| Publish Course (<i>Make a Course Available</i>) | 8 |
| Quizzes (<i>Tests, Surveys, and Pools</i>)..... | 9 |
| Recent Activity (<i>Notification Dashboard</i>) | 9 |
| Rubrics | 9 |
| SpeedGrader (<i>Inline Grading</i>) | 10 |
| Student View (<i>Student Preview</i>) | 10 |
| Syllabus | 10 |
| Alternative Solutions | 10 |
| Journals | 10 |
| Blogs..... | 11 |
| Wikis | 11 |
| Reference & Attributions | 11 |

Canvas Overview

Accessing Canvas

Canvas at Kent State is available at kent.instructure.com. Canvas will also be accessible from Flashline.

Canvas Dashboard

The screenshot shows the Canvas Dashboard for a user at Kent State University. The interface includes a left-hand navigation menu, a main content area with course cards, and a right-hand sidebar with 'To Do' and 'Coming Up' sections.

- 1 Global Navigation:** A vertical blue sidebar on the left containing icons and links for Account, Dashboard, Courses, Calendar, Inbox, History, Commons, and Help.
- 2 Dashboard View & Card View:** The main content area displays 'Published Courses (2)'. Two course cards are visible: one for 'ETEC-40093-50093-WKSP: DEVE...' and another for 'Canvas in a Flash'. Each card has a three-dot menu icon in the top right corner.
- 3 To Do:** A section on the right titled 'To Do' listing tasks with due dates and point values, such as 'Grade Assignment 1: WordPress Account' and 'Grade Assignment 2: ePortfolio Starter'.
- 4 Coming Up:** A section at the bottom right titled 'Coming Up' showing upcoming assignments, such as 'Assignment 3: ePortfolio Advanced'.

1. **Global Navigation.** Visible throughout the Canvas experience with links to the Dashboard, Courses, Calendar, Inbox, History, Commons, and Help.
2. **Dashboard View & Card View.** Canvas courses are Published (visible to students) or Unpublished (not visible). Course cards can be customized with colors and graphics.
3. **To Do.** Students and Instructors can quickly access To Do items such as assignments to complete (students) and to grade (instructors).
4. **Coming Up.** Preview of upcoming assignments and activities.

Canvas Course (Homepage)

The screenshot displays the Canvas Course Homepage for the course ETEC-40093-50093-WKSP: DEVELOPING AN PORTFOLIO-rbholis-202110. The interface is divided into several sections:

- Left Sidebar (Navigation Links):** Includes links for Account, Dashboard, Courses, Calendar, Inbox, History, Commons, and Help.
- Top Header:** Displays the course ID 19961_19963.202110 and a 'Student View' button.
- Main Content Area:** Features a video player showing a course orientation video titled 'Course Orientation (5:45 min)'. Below the video is a 'Modules' section with a description: 'Modules: This is where you can find your course learning materials such as narrated lectures, PDF files, videos, website links and more. Note that modules containing learning materials may not be visible.'
- Right Sidebar (Tools and Settings):** Includes buttons for 'Import Existing Content', 'Import from Commons', 'Choose Home Page', 'View Course Stream', 'New Announcement', 'New Analytics', and 'View Course Notifications'.

1. **Course Navigation Links.** Canvas provides consistent, essential course navigation. Items not visible on the navigation will not be seen in the course, but can be accessed by the Instructor.
2. **Home Page.** There are several options for a Canvas Home Page. The image above showcases the Kent State Online template homepage with an embedded course-orientation video.
3. **Student View.** Preview course materials as a test student.
4. **Home Page Sidebar.** Access key tools and settings from the sidebars featured on the homepage.

The 'Course Status' section shows two buttons: 'Unpublished' and 'Publish'. The 'Publish' button is highlighted with a red border, indicating the current status of the course.

Course Status (Not Pictured). Canvas courses are Unpublished (not visible to students) or Published (visible). Once students submit materials to a Published course, it cannot be Unpublished. Course Status is not pictured above, as the course has been Published, and students have submitted course materials.

Canvas Tools

Canvas is known for **intuitive** and **innovative** tools! Canvas combines the comfortability of a familiar toolset with the opportunity to explore new and advanced features for designing and delivering a variety of courses. The list below provides an overview of each Canvas tool with a link to the Canvas Community for more information. For comparison, former Blackboard tools are noted in parentheses.

[Announcements](#)

Users can receive notifications via their preferred communication mechanism, which to date includes Facebook, Twitter, email, text messaging, and notifications via the app if installed.

- Canvas allows students to comment or like an announcement if the instructor enables the setting.
- Announcements appear on the User Dashboard, and on the Course Home page depending on what type of Home Page the instructor has set up for the course.
- Canvas has the ability to add RSS feeds.

[Assignments](#)

Discussions that are setup as graded will also appear on the Assignments page. Manually created gradebook items from Blackboard will NOT appear in the assignments page in Canvas unless the instructor manually imports their Blackboard exported Grade Center.

- Canvas uses a SpeedGrader which provides inline grading. Instructors can comment, markup, and grade a document without downloading a student's submission.
- When an assignment is created, it is added to the Assignment page, Syllabus, and Calendar. If updated, all links are updated automatically.
- An Assignment must be created to create a column in Grades (ie, Gradebook).
- Interactive rubrics can be used for grading.
- Students can submit multimedia assignments, URLs, type text directly into assignment submissions, and even use Google Drive as a source for loading files.
- Instructors can limit the types of files that are allowed to be uploaded.
- Instructors can leave voice and video comments for students to review.
- Peer review assignments, much like Blackboard's Self and Peer Assessment tool, can easily be created.
- Moderated assignments are also available.
- Turnitin (plagiarism software) is integrated as an LTI External Tool in the Assignments section.
- Assignment Groups allow an easy way to set up weighted grades, dropping the lowest grade, or dropping the highest grade.

[Assignments with Peer Review](#) (*Self and Peer Assessments*)

The Self and Peer Assessment Tool was unique in Blackboard from many other tools and allowed instructors to create specific tasks for assessing student learning.

- Peer Review is a feature of the Assignment tool in Canvas.

- Self-Assessment can be achieved in a variety of ways including using the assignment tool with feedback or having students submit a quiz with varying point values assigned that correlate to self-assessment criteria.

Attendance

The Roll Call Attendance Assignment can be edited, and then excluded from grading by editing assignment settings in the same manner as any other assignment.

- Easily record attendance based off a class list or seating chart.
- An assignment will automatically appear in Assignments titled “Roll Call.”
- The percentage that displays is automatically updated as days progress depending on whether the student is present or absent.

Calendar

Assignments can be created and deleted directly from the calendar for any course, though this approach is not recommended; instead, create assignments within a course module. Any assignment deleted from the Calendar directly will delete the corresponding assignment within the course.

- The Calendar feed link can be copied into Google Calendar.
- Due dates set on Assignments automatically display on the Calendar.
- Items on the calendar, including Assignments, Quizzes, or graded Discussions that contain due dates, automatically update all associated objects with that item in various areas of the course.
- Instructors and students viewing the calendar can view one or all of their course related calendar items in a single view.
- Each user has a personal calendar for non course-related events.
- Calendar items are automatically listed at the bottom of the Syllabus tool inside each course.
- The calendar has a scheduling tool.

Canvas Teacher (*Blackboard Instructor*)

There are two Canvas Apps, one for teachers (**Canvas Teacher**) and one for students (**Canvas Student**). Apps are free for and available for iOS and Android.

Collaborations

Provides a way for instructors to integrate the use of Google Docs within their course. Collaborations allow users to collaborate on a single instance of the same document.

- Each collaborator will need a Google account and will need to connect Google Drive as a registered service in Canvas
- Limit of 50 users that can collaborate on a single Google Doc
- All users can view and edit the document at the same time

Course Import (*Course Copy*)

The Course Import tool allows content to be imported (copied) into another Canvas course.

- In Blackboard, instructors accessed a previous course and copied content into a new course (e.g., access Fall 2020 course; copy into Fall 2021 course).
- In Canvas, instructors access a new course and import content from a previous course (e.g., access Fall 2021 course; import Fall 2020 course).
- Essentially, this import/copy workflow operates in the opposite direction in Canvas, compared to Blackboard.

Discussions

Discussions setup to be graded will also appear on the Canvas Assignments page and in Grades (ie, Gradebook).

- Can require users to post to the discussion before viewing.
- Instructors and students can easily view and filter posts.
- Receive notifications via social web services, text messaging, and more.
- Group discussions are more seamless in Group Pages.

Files

Files allows you to store files and assignments within Canvas. You can upload one or multiple files, view all details about your files, preview files, publish and unpublish files, set usage rights, and restrict access to files.

- Everything uploaded or copied into Canvas Files is accessible to students by default but can be changed.
- You can create folders to organize materials.
- Folders and items are available (ie, published) to students by default; however, they can be locked or released at an instructor determined date or time.
- File access can also be controlled by using Canvas Modules.
- Instructors can upload multiple files, and then drag & drop files into folders.
- All files in this area can be downloaded as a zip file.
- You can upload a zip file into the Canvas Files area and Canvas will unzip it for you.

Grades (Grade Center)

An assignment **MUST** be created to create a column in the Gradebook. NOTE: Discussions that are setup as graded will also appear on Assignments and an item will be added in the Gradebook.

- Columns are sortable.
- Grades can be weighted.
- Instructors can curve grades.
- SpeedGrader is available through the Gradebook.
- The SpeedGrader tool displays submitted assignments, grading rubric, and media commenting in a single interface, which does not require downloading student file submissions.
- Instructors can message students who have yet to submit an assignment or who scored less/more than an instructor set criteria.

- Submissions are viewable online or downloadable.
- Comments for assessment feedback can be text or media-based.
- Students can message instructors within the grade column.
- Columns representing set Assignment Groups are shaded and located, by default, on the far-right side of the gradebook.
- Students are able to enter “what-if” scenarios to calculate hypothetical grades.
- Unpublished Assignments will not appear in the Gradebook.
- The Gradebook will not allow an instructor to enter Group Assignment grades for a student not within a group.

[Groups](#)

If you move a student from one group to another after grading a group assignment, they will likely carry that grade with them into their new group. Changing group names or collapsing groups after the add/drop date has passed may create issues. Deleting a group site with student submissions inside of it will also delete that work from Canvas (and could be unrecoverable).

- Groups have access to nearly every course tool including Announcements, Pages, Files, Discussion, Conferences, and Collaboration.
- Access to Groups for instructor moderation seems more intuitive than many other platforms.

[Inbox \(Email\)](#)

A message is sent to students for every published assignment. Encourage students to review their notification settings prior to the start of the semester and change the settings to their liking and so that they aren't overwhelmed by messaging from Canvas.

- Private messages appear in your Inbox within Canvas; notifications will push out to Email, Twitter, Facebook, Text Message, depending upon your selection.
- Discussion responses can be accessed from Inbox.
- Messages can include file attachments, webcam recordings, media uploads, or plain text.
- [Conversation messages](#) are also generated by a comment made by a student or instructor on an assignment.
- By default, students receive email for **every announcement and message**; however, students can control in a granular way how and when they receive messaging.

[Modules \(Content Folders; Learning Modules\)](#)

IMPORTANT: Folders do not exist in Canvas courses, only in the Files area. Modules are the equivalent tool that can be used to organize content, files, assignments, collaborations, quizzes, etcetera within Canvas.

- Collapsing a Module for the instructor does NOT collapse that module for students.
- For content within a Module to be visible, the entire Module must also be published.
- Modules are similar to folders and behave much the same way Learning Modules did in Blackboard.
- Instructors can drag and drop items within a module.
- Users can expand and collapse a module at anytime.

- Completion requirements can be set for each individual item within a module.
- One Module can be set as a prerequisite to another module.
- Modules can be setup to force a linear sequence for students.
- Modules can be locked until a specific date.
- Due dates and point values for assignments, graded discussions, and quizzes automatically populate on the Modules that contain them.

Navigation (Course Menu & Navigation)

IMPORTANT: Blackboard's navigation structure will NOT migrate to Canvas.

- You cannot rename your menu links.
- Menu links can be hidden from students through the Course Settings > Navigation tab.
- Modules are used in Canvas for organizing content, NOT folders (except within the Files area).
- Items in the menu can be rearranged in the order of instructor preference.

New Analytics (Statistics Tracking & Course Reports)

Student Analytics identify specific user tracking as well as assignment and grade distribution trends. Course statistics help instructors analyze how students are interacting with content items and course materials.

Notification Preferences

Based on communication plans for important student dates, it will be important for instructors to become familiar with these settings and make recommendations to students based on how often they post content as well as make it available.

- Add additional contact methods in addition to email, including Text messaging, Twitter, Facebook, or even personal emails.
- Students can define which objects trigger notifications as well as how often to receive them.

Pages (Content Items)

Pages store content and educational resources that are part of a course or group but don't necessarily belong in an assignment. Pages function much like a Wiki where all edits (and the history of the edits) are tracked. Instructors can grant editing privileges to students.

- Pages can include text, video, links to files, embedded files, linked files, YouTube, Kaltura, links to other course tools, and much more.
- A page in Canvas can be set as the Home Page of the course.
- Pages can be added to Canvas Modules and be linked to other pages.

Publish Course (Make a Course Available)

After an assignment is submitted in Canvas, the ability to unpublish the course does not exist.

- Canvas courses are set to unpublished by default.
- Instructors MUST publish their course for students to access it.

- After a course is published and well underway it cannot be unpublished.

Quizzes (Tests, Surveys, and Pools)

The auto-regrade feature affecting students receiving multiple choice, true false, or multiple answer type questions that were corrected, may require manual intervention by instructors. Regrade will not trigger if questions are removed or if a point value is updated; only if a correct response is updated.

- Tests and Test Pools in Blackboard are referred to as Quizzes and Question Banks in Canvas.
- Quizzes are automatically submitted if it is a timed assessment.
- The Quiz timer can be changed (ie, Moderated) for individual students to allow for extended time on published quizzes.
- Like Blackboard, instructors can allow an additional attempt for an individual as well as multiple students as once; however, Canvas calls this moderating.
- Tests can be edited after students begin submitting attempts and are automatically re-graded.
- Instructors can manually add or remove points from students scores using Canvas' Quiz Fudge points feature.
- Like Blackboard, test questions and answers can contain media; however, they do not call these Mashups. It is just another button on the rich text editor.
- Hot Spot questions are only available in the New Quizzes tool. See also [New Quizzes](#)
- Quizzes can be setup as practice or graded quizzes (ie, practice quizzes do not count in students final grades).
- Surveys can also be setup to be graded, if desired.
- For information on online/remote proctoring, see kent.edu/proctoring

Recent Activity (Notification Dashboard)

Because all course activity displays in these feeds, it may not be necessary to receive all notifications via related communication preferences (ie, email, text, social sites, etcetera); therefore, it is important to review Notification settings to prevent the numerous communication protocols available within the Canvas platform.

- The Recent Activity links allow you to expand, remove, or navigate to that item within the course.
- There is Global Navigation Activity and Course Activity Feeds, both of which display information pertaining to announcements, discussions, assignments, and conversations, including due date changes, assignment changes, graded and ungraded items, and much more. The difference is that one is available within the Dashboard, the other within the Course.

Rubrics

Blackboard rubrics need to be re-associated with assessments. Ranges need to be enabled or adjusted to a points-only format.

- Integrates with graded items.
- Add media comments and integration within SpeedGrader.
- Instructors can override a grade produced by clicking the Rubric criteria.
- Students can view the rubric within their Grades area.

- Rubrics can be added to quizzes.

[SpeedGrader](#) (*Inline Grading*)

SpeedGrader is the closest equivalent to Inline grading found in Blackboard; although, the features & functionality overall are more rich than what is available in Blackboard.

- Grade/give feedback on all submissions for an assignment, quiz, or graded discussion in one place.
- Students sorting is allowed in a variety of ways, providing instructors the options to grade alphabetically, by submission date, while hiding student names, or for only students that have submitted.
- The tool is accessible through Assignments, Quizzes, Graded Discussions, and Grades.
- Submitted files can be marked with instructor comments, drawings, highlights, or text.
- Students can download graded files as annotated PDFs.
- Instructors are able to record audio or video feedback for each student assignment.

[Student View](#) (*Student Preview*)

Enabling Student Preview creates and adds a Test Student to your course. The Test Student appears as the last entry in the Gradebook. Student View can be used to test assignments and practice grading; this test data can be removed from the course.

- Student View in Canvas enrolls a test student in the course but will not prompt you to remove the student when you exit the preview.
- An instructor must leave Student View in order to return to instructor editing tools.

[Syllabus](#)

Setting up due dates for assignments, discussions, and quizzes automatically populates at the bottom of the Syllabus page.

- Dates that appear on the Syllabus also appear on the Calendar.
- Objects such as Assignments, Discussions, Quizzes, or other calendar items are hyperlinked from the bottom of the Syllabus page to the content automatically.
- The top of the Syllabus page is can be edited to allow sharing of files or to paste in formatted text, links to specific course content (perhaps those that are not automatically populated at the bottom).

Alternative Solutions

The following tools were featured in Blackboard Learn; however, these are not available in Canvas. If a course featured a Journal, Blog, and/or Wiki, those activities will need redesigned in Canvas with several options to consider for alternative/replacement tools. Instructors interested in requesting Canvas features can submit an Idea to the [Canvas Community](#), which can then be voted on by community members.

Journals

IMPORTANT: Journals are not currently available in Canvas. Instructors can use the Assignment tool with a text submission option to track journal entries as an alternative to the Journal in Blackboard. [See How do I add or edit details in an Assignment?](#)

Blogs

IMPORTANT: Blogs are currently not available in Canvas. Students can use 3rd-party blogging tools and share links to those blogs within their course or a group. Discussions can also be used to as a substitute for classroom blogs.

Wikis

IMPORTANT: Wikis are not currently available in Canvas. That said, Canvas Pages can be set to allow students to edit and contribute content. [See Edit Page Settings](#). So, while Blackboard wikis will not migrate to Canvas, an editable Page(s) can be created to recreate a Wiki experience.

Reference & Attributions

Information presented on this document was modified with permission from Georgetown University, Educational Technologies, [Feature by Feature Comparison: Blackboard & Canvas](#).

Canvas Community text and references, Instructure Inc.



[CC Attribution Non-Commercial Share Alike](#)

Community Engagement Committee 4/20/21

The Community Engagement Committee recently held nominations for faculty, community partner and student/student group awards. Below are the winners. They will receive a letter along with certificates.

Community Engagement Spring Awards Winners 2020-2021

Community Partner-Bargain Hunter and Mrs. Teri Stein, free lance writer, who wrote one article in connection with Dr. Don Gerbig, Heather Aubihl, and Dr. Jean Engohang-Ndong on safety at KSUT in the science labs. An additional article was written by Mrs. Stein dealing with the COVID vaccine and Dr. Jean Engohang-Ndong. This information went to those in Tusc and Stark County residents. Dr. Engohang-Ndong was additionally invited to a presentation for the Dover/New Philadelphia Kiwanis and Spectrum news.

Faculty-Don Gerbig who participated in the New Philadelphia Bike and Pedestrian Planning.

Student/Student Group-Foundations of Nursing and Alpha Delta Nu Honor Society members under the direction of Dr. Mariann Harding who participated in the Blood Donor Program with the American Red Cross both Fall 2020 and Spring 2021 semesters.

Faculty Senate Report for the 4/12/21 Senate meeting

Dear all here are some highlights of the April Senate meeting

In her remarks, Chair Grimm said that while the year has been hard for both students and Faculty, we should not however overlook accomplishment of our students and Faculty. So, you should give yourself a pat on the back for completing this academic year.

President Diacon talk about the importance of access and completion. Thus, while we are expanding access to college, but we should set as a goal to combine access with completion because as the saying goes: “access without completion is the definition of failure.” He also emphasized on the fact that “Belonging” is not that of a student to achieve, and that the university must extend it to our students. By doing so, we become a student-ready institution.

Senate election results are as follows:

Chair of the Senate, Pamela Grimm – reelected chair of Faculty Senate

Vice Chair, Tracy Laux of faculty Senate

Secretary, Ed Dauterich

Election at large – to be part of the executive committee, Darci Kracht

Professional standards looked at the handbook for Reappointment, tenure, and promotion. The purpose is to refine the language in the handbook.

Denise McEnroe-Petitte is the new faculty representing Tuscarawas in the KSU Senate. For any future inquiry related to shared governance and representation of our campus, please reach out to Denise. I will remain however available for anyone who would have any question about topics currently active on the senate floor.

If anyone has any question, please direct them to jengohan@kent.edu

Thanks,

Dr. Jean Engohang-Ndong, Senator
KSU Tusc Rep.

Regional Campuses Faculty Affairs Council

Meeting Minutes

March 12, 2021

Present: Rachael Blasiman (FC Chair, Salem); Robin Dever (FC Chair, Geauga); Ali Erritouni (FC Chair, East Liverpool); Bryan Jones (FC Chair, Ashtabula); Beth Osikiewicz (FC Chair, Tuscarawas); Carol Robinson (RCFAC Chair and FC Chair, Trumbull); Peggy Shadduck (Incoming Vice President for Regional Campuses and Dean of the College of Applied and Technical Studies); Greg Smith (FC Chair, Stark)

I Call to Order

- Carol called the meeting to order at 10:13 am and welcomed Dr Peggy Shadduck.

II Approval of agenda and February 12th minutes

- Bryan moved to approve the agenda and Greg seconded.
- Bryan moved to approve the minutes with the one correction and Rachael seconded. Unanimous approval of the February 12, 2021 minutes.

III Interim Vice President for System Integration Report

- David Dees was unable to attend the meeting and had no report.

IV RCFAC Chair's Report

- **University Committee Survey:** Carol reported that the university committee survey will be ready shortly. She is currently updating the information and will share it with all the FC chairs to distribute to their faculty. The survey should be out by the end of the month.
- **FC Chairs for next year:** Carol reminded everyone to begin the process of electing FC chairs for next year and that the election of new RCFAC officers will take place during the May meeting.
- **Virtual Attendance of Meeting:** Robin stated that she is advocating to still have an option to attend meetings virtually especially for regional campus faculty when we return to face-to-face meetings.
- **Fall Conference:** Carol polled the committee about whether there was a desire to have the Fall Conference again this year. Robin stated that there was good feedback on the surveys and was a good example of the regionals working together. Robin suggested that we talk about the possibility of a conference at our campus April and May FC meetings to start soliciting volunteers to present or to gather topics of presentations that they would be interested in attending at the conference. The dates for a possible conference were discussed to try to avoid the conflicts that arose last year. Bryan suggested a survey to determine if faculty are interested in another conference and

offered to run the survey. Discussion ensued about the types of questions to place on the survey.

- **Shared Calendar:** Rachael suggested a shared calendar that all regional campus faculty could access. Carol stated it is possible to have this on the regional campus webpage.

V Old Business

- There was no old business.

VI New Business

- There was no new business.

VII Announcements

- Greg announced that the Stark Campus is hosting a virtual presentation at 2:00 pm on Friday, March 26th, by Kevin Gannon about inclusive teaching. Greg stated that he will send the announcement and the Teams link via email so that we can share it with our faculty.
- Rachael announced that there is a renewed interest in mentoring at the Salem Campus, and they are looking to formalize their process. A discussion about general mentoring practices on the different campuses ensued.
- Bryan asked if there was going to be another pool of CARES money. Peggy stated that the universities across the country are just getting some information about the resources they might get from the newest package.

Meeting adjourned at 11:05 am (Robin/Greg).

Respectfully submitted,

Beth Osikiewicz, Tuscarawas FC Chair

Regional Campuses Faculty Affairs Council Report

April 9, 2021

Dr Peggy Shadduck reported the following items:

- Trying to hire an administrative assistant.
- Considering different options for office space for regional campus faculty to use while they are on the Kent Campus.
- Provost has asked the Deans to consider teaching during next academic year.
- Looking to improve the messaging on how regional campuses are a benefit to the university.

Chair of RCFAC reported the following items:

- The chair will be sending out the University Committee Survey to FC chairs to send to their faculty to solicit nominations for university service.
- Study abroad to resume by end of summer (hopefully).
- There is still no decision on whether SSIs for Spring semester will be available only to the instructor or whether the procedure will return to “normal”.
- There was a discussion about the regional campuses coordinating schedules.
- There was a discussion about workload hours given for different coordinating positions and responsibilities on the different regional campuses and whether these workload hours should be “standardized” among the seven regional campuses. However, it was pointed out that the Kent Campus departments do not have standard workload language so why should the regional campuses.
- Discussion about a Fall semester Regional Campus Retreat/Mini-conference was tabled until the May meeting when the new RCFAC members will be present.
- There was a discussion about changing the date of the May RCFAC meeting because several faculty members have conflicts with the original proposed date. It was decided that the May RCFAC meeting will be on Friday, May 7, from 10:00 – 12:00.