



## FACULTY SENATE

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**TO:** Members of the Faculty Senate and Guests      **DATE:** April 3, 2018  
**FROM:** Deborah C. Smith, Chair of the Faculty Senate  
**SUBJECT:** Agenda and Materials for the April 9, 2018 Faculty Senate Meeting

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Attached you will find the agenda and the materials for the April 9<sup>th</sup> Faculty Senate meeting. As always, we will meet in the Governance Chambers at 3:20 p.m. Refreshments will be provided.

1. Call to Order
2. Roll Call
3. Approval of the Agenda
4. Approval of the March 12, 2018 Faculty Senate Meeting Minutes
5. Chair's Remarks
6. Election of Officers - Candidates are shown below; some individual candidate vita forms are attached.

Chair Candidates: Pamela Grimm Darci Kracht	Vice-Chair Candidates: Linda Piccirillo-Smith Robin Vande Zande
Secretary Candidates: Ed Dauterich Vanessa Earp	At-Large Candidates: Tracy Laux Richard Mangrum

7. President's Remarks
8. EPC Item:
  - a. Action Item: Office of the Provost: Revision of the University Academic Calendar. Effective Spring 2020 (AY2019-20).
9. Old Business:
  - a. PSC Proposal: Proposed New University Policy Regarding Consensual Relationships and Other Relationship-based Conflicts of Interest
  - b. PSC Proposal: Revisions to University Policy Regarding Faculty Promotion, Sections A-B

10. New Business:
  - a. PSC Proposal: Revisions to University Policy Regarding Faculty Professional Improvement Leave, Section C
  - b. PSC Proposal: Revisions to Administrative Policy Regarding Graduate Faculty, Section B.3
11. Announcements / Statements for the Record
12. Faculty Senate Meeting Adjournment



## FACULTY SENATE

### Meeting Minutes

March 12, 2018

**Senators Present:** Patti Baller, Rachael Blasiman, Jeffrey Child, Michael Chunn, Jeffrey Ciesla, Jennifer Cunningham, Ed Dauterich, Vanessa Earp, Christopher Fenk, Farid Fouad, Pamela Grimm, Todd Hawley, Albert Ingram, Robert Kairis, David Kaplan, Kathy Kerns, Darci Kracht, Tracy Laux, Richard Mangrum, Mahli Mechenbier, Mary Mooney, Rocco Petrozzi, Linda Piccirillo-Smith, Carol Robinson, Mary Beth Rollick, Susan Roxburgh, James Seelye, Denice Sheehan, Deborah Smith, John Stoker, Blake Stringer, Robert Twieg, Terrence Uber, Robin Vande Zande, Jennifer Walton-Fisette, Theresa Walton-Fisette, Molly Wang, Linda Williams, Kathryn Wilson

**Senators Not Present:** Ann Abraham, Vinay Cheruvu, Mary Lou Ferranto, Lee Fox, George Garrison, Bruce Gunning, Edgar Kooijman, Cynthia Kristof, Stephen Minnick

**Ex-Officio Members Present:** Senior Vice Presidents: Karen Clarke, Mark Polatajko; Vice Presidents: Alfreda Brown, Shay Little, John Rathje, Charlene Reed, Jack Witt; Deans: Sonia Alemagno, Barbara Broome, Ken Burhanna, James Hannon, Mark Mistur, Eboni Pringle, Amy Reynolds, Robert Sines, Alison Smith, Deborah Spake, Mary Ann Haley for James Blank, Bryan Caldwell for Allan Boike, Cynthia Stillings for John Crawford-Spinelli

**Ex-Officio Members Not Present:** President Beverly Warren; Executive Vice President and Provost Todd Diacon; Vice Presidents: Paul DiCorleto, Nathan Ritchey, Stephen Sokany, Willis Walker; Dean Melody Tankersley

**Observers Present:** Thomas Janson (Emeritus Professor), Mark Rhodes (GSS)

**Observers Not Present:** Haley Foster (USS)

**Guests Present:** Jenn Abate, Sue Averill, Natasha Curtis, Paul Fehrmann, Larry Froehlich, John Newell, Lynette Johnson, Tess Kail, Michael Kavulic, Karen Keenan, Jennifer Kellogg, Dana Lawless-Andric, Tracey Motter, Mandy Munro-Stasiuk, Jennifer Piatt, Amy Quillin, Swathi Ravichandran, Gail Rebeta, Valerie Royzman, Kim Schimmel, Keith Smith, Therese Tillett, Ruth Washington, Amanda Woodyard, Melissa Zullo

#### 1. Call to Order

Chair Smith called the meeting to order at 3:21PM in the Governance Chambers, Kent Student Center.

#### 2. Roll Call

Senator Kerns called the roll.

### **3. Approval of the Agenda**

Chair Smith asked for a motion to approve the agenda. A motion was made and seconded (Dauterich/Sheehan). No additional changes to the agenda were offered. The agenda was approved.

### **4. Approval of the Faculty Senate Meeting Minutes of February 12, 2018**

Chair Smith asked for a motion to approve the minutes from the February 12 Faculty Senate meeting. A motion was made and seconded (Sheehan/Rollick). Two minor corrections to the minutes were offered. The minutes were approved.

### **5. Chair's Remarks**

Chair Smith offered updates on several matters and encouraged Senators to run for election to executive offices (see attached). Senator Williams commented that people serving on the Faculty Senate Executive Committee receive course offloads for their service, and Chair Smith noted that incumbents are not running for some positions.

### **6. Update from the Great Place Initiative (GPI) Committee**

Senior VP Polatajko introduced John Rathje who was recently appointed to the position of VP for Information Services.

Associate Provost Munro-Stasiuk and Associate VP Lawless-Andric presented a report on GPI. VP Lawless-Andric indicated that the goal is to make Kent State a great place to live and work where people are guided by the core values of freedom, collaboration, and kindness. A team of about 80 people have been following up on findings from the Climate Study. Associate Provost Munro-Stasiuk indicated that proposed changes are data driven (i.e., based on Climate Study results received last January, COACHE survey, and results from survey of student engagement). A link for a new GPI survey was recently sent out. Associate Provost Munro-Stasiuk presented a timeline and goals for committee activities. Senator Wilson has provided college-specific results from the Climate Study to all of the college Deans and in turn colleges have been asked to develop action plans. Associate VP Lawless-Andric noted that the working groups are focusing on examining results and generating action plans for students, faculty, staff, regional campuses, those with ability differences, and those who are African American. Information about the GPI committee's work will be posted on a website soon and there will be a link where community members can submit their feedback. Two faculty members will produce a qualitative analysis of comments that were obtained through the Climate Study. Dialogue sessions will be held to discuss how climate could be improved at KSU. Associate Provost Munro-Stasiuk noted that findings have already been shared with chairs and deans regarding how to promote faculty success, with the goal of improving the system and ensuring accountability. Some topics under discussion are student safety, a staff council, flexible work policies, anti-bullying efforts, a centralized faculty website, a new Faculty Mentoring Award, and training for RTP committees.

Senator Williams asked who were the faculty members doing the qualitative data analysis, and Associate Provost Munro-Stasiuk indicated they are Suzy D'Enbeau and Cristin Compton from Communication Studies. Senator Vande Zande asked whether the topic of gun violence and increased concerns about safety will be addressed, and Associate Provost Munro-Stasiuk indicated these topics will be addressed in the future. Senator Piccirillo-Smith asked who was eligible to receive the Mentoring award, and Associate Provost Munro-Stasiuk stated that all faculty including part-time faculty were eligible. Senator Roxburgh asked whether the award was for mentoring of other faculty or graduate students, and Associate Provost Munro-Stasiuk indicated that it was for mentoring of faculty.

## 7. Election of At-Large Member of the Faculty Ethics Committee (FEC)

Chair Smith announced we would hold an election for an at large member of the FEC, a committee that hears faculty complaints about other faculty. One of the positions designated for Faculty Senate is expiring. Ballots were distributed, and Senator Fox was elected.

## 8. EPC Items

### a. Action Items:

- (1) Office of the Provost: Establishment of a Global Distinction Program to be administered by the University College. Effective fall 2018.

Interim Dean Burhanna presented the item. He explained that a committee of faculty, staff, administrators, and students developed the program to provide students an opportunity to develop the knowledge and skills necessary to be global citizens. The program, which would be housed in University College, includes 12 hours of coursework (courses designated globally diverse or foreign language), immersive experiences (e.g., study abroad, living in an international living learning community), and a final project to be presented at a student conference. The committee also developed learning outcomes for the program. The program is intended to enhance student global learning and career readiness as well as helping with the university accreditation status. The committee discussed creating the program as a minor but decided that would not provide enough flexibility and would be problematic as the program would not be housed in a single department. The committee initially had planned to identify a list of courses for the course requirement, but it was decided that there was not a faculty body that could oversee the courses and so the proposed plan is to count any coursework that is designated as a global diversity course. A motion was made to approve the proposal (Dauterich).

Senator Williams pointed out that the university already has interdisciplinary programs, she expressed concern that coursework would be approved by URCC instead of one of the regular curricular committees, and she noted that, if the program were a minor, it would appear as such on the student's transcript. Interim Dean Burhanna indicated that proposed coursework would start at a college curriculum committee. Senator Child stated that CCI had tried a similar approach

but found that many of the globally designated courses have prerequisites which makes it challenging for students to complete the coursework. Senator Kracht endorsed the idea of a global program but she also stated that she preferred the program be a minor, and she also expressed concern over the program cost. Senator Grimm asked how this program was related to other similar ones on campus such as the international business minor; she stated it would be beneficial for students to take global coursework in their discipline; and she questioned whether the global diversity classes meet the stated course outcomes. Interim Dean Burhanna commented that assessment of the program would be important, and that requirements for global diversity courses could be examined and strengthened but the committee decided this was the best approach for now. Senator Roxburgh echoed endorsement of the program being a minor and also concerns about cost. She also questioned how much consultation had taken place, and noted that Arts and Sciences has a dean designated for Interdisciplinary programs. Senator Kerns expressed surprise that the course requirement was changed given that the committee chairs had spoken strongly for a different coursework requirement when they met with the Faculty Senate Executive Committee. She also expressed concern about some of the courses included on the global diversity list, stated a preference for the program to be housed in an academic department, and was concerned that most options for the immersive requirement could be costly for students. Interim Dean Burhanna indicated that in the past they had advocated for an ideal path, but they had been told they could not go in that direction. He also commented that all programs require a budget. Senator Twieg expressed concern about costs to students, and Interim Dean Burhanna stated that immersive experiences included some domestic options in the local community working with refugee groups. Senator Twieg suggested that there should be a mechanism (e.g., scholarships) so that all students would be able to participate. Senator Kaplan suggested starting it as a curricular program and adding staff later if there is student demand for the program. Senator Theresa Walton-Fisette pointed out that students could complete the coursework requirement by taking only introductory courses and it is not clear whether there would be development in their learning as implied by the global distinction designation. Senator Stoker asked what type of presentation a student would give. In regard to the presentation grading rubric, he asked where student would acquire the relevant knowledge as some aspects might not be addressed in courses. Interim Dean Burhanna indicated that it could be a video or poster presentation, and students would be drawing on all of their experiences in the program. Dean Pringle indicated that students would work with their academic advisor and faculty to achieve the outcomes. Senator Kerns expressed concern at the idea that academic advisors, rather than faculty, would be providing oversight for the final project. Senator Piccirillo-Smith reiterated concerns about cost that might keep some students from participating or would prevent them from pursuing some meaningful options like study abroad. Senator Dauterich noted that the IDI could be a good assessment tool but it costs \$11 per student and that would need to be included in the budget.

Chair Smith called for a vote, and the motion failed.

- (2) University College: Revision of admission criteria for the Cooperative Education Program. Revision includes decreasing GPA, from 2.750 to 2.000; eliminating requirement that students must be in a degree program (although they must be

degree seeking); and revising minimum enrollment status prior to first co-op experience, from full time to part time (6 credit hours or more). Effective fall 2018.

Dean Pringle stated that the Cooperative Education program began in 2014. The proposal is to change eligibility requirements to allow more options for students. The changes involve lowering the GPA requirement and allowing students to complete a program that is not directly related to their major. A motion was made to approve the proposed changes (Vande Zande). The motion was approved.

b. Information Items:

There was no discussion of the information items.

**9. Old Business:**

a. Action Item: Proposed Revisions to the University Policy and Procedure Governing Modification of the Faculty Probationary Period

Senator Roxburgh presented this item. The policy has been revised in response to feedback from Faculty Senate. The language now clarifies eligibility. In addition, some sections have been reorganized to make them easier to follow. The policy also now states that external reviewers must be informed that the candidate tolled and state clearly that this has no implications for altering the standards for tenure.

A motion was made to approve the policy changes (Williams/Grimm). The motion was approved.

b. Discussion Item: Options for Changing the University Calendar to Accommodate the Fall Break

Chair Smith indicated that this item would be a discussion item rather than an action item. Associate Provost Tankersley had presented two options for revising the academic calendar at the last Faculty Senate meeting, reducing the length of spring term or reducing the length of summer term, as a way to accommodate the earlier start to Fall semester that will now happen to accommodate the new Fall break. A third option raised at the last Senate meeting was to eliminate intersession and start the summer sessions earlier. Feedback that was submitted to Chair Smith on these options is included in Senators' meeting packets. Chair Smith then briefly summarized the university wide pros and cons of each option.

Several Senators asked questions or offered opinions on the options:

- Would it be possible to lengthen class time to accommodate for the lost instruction days in summer sessions (Senator Piccirillo-Smith). Chair Smith commented that she was unsure how that would affect 7 week classes.
- A survey of faculty and administrators found that Option 1 would have the least impact on the College of Nursing due to problems in shortening summer sessions. The Nursing College runs 7 week flex scheduled courses (Senator Baller).

- A question was raised about whether shorter semesters would create problems per number of contact hours (Senator Stoker). Chair Smith indicated that this was not a problem.
- A question was asked about how flex scheduling impacts the schedulers (Senator Vande Zande). Chair Smith indicated that most courses that would need flex scheduling are already offered that way.
- A question raised was whether spring semester would continue to have more days than Fall under the proposals (Senator Grimm). Chair Smith pointed out that the number of days lost in Fall due to holidays depends on the days the course is scheduled.
- Going below 45 contact hours in a semester can pose concerns with accreditation bodies (Senator Williams). Chair Smith noted that other universities with Fall breaks make up the time by having longer classes, although this is not currently under consideration at Kent State.
- What options will be considered at EPC? Multiple options might lead to a split vote at EPC (Senator Kracht). Chair Smith said that she did not know how many would be presented.
- A member of EPC wondered whether there could be a straw vote today to gauge interest in the options (Senator Roxburgh). Another member suggested that preferences of faculty who are more affected by the changes should be weighed more heavily (Senator Kaplan).
- Will altering semester dates affect financial aid? A lot of data were considered in developing the Fall break proposal; it is unclear whether the same level of analysis has been done for the current proposals (Senator Grimm).
- 7 week terms aren't realistic for some courses, e.g., reading a novel a day (Senator Dauterich).
- Could spring break be moved earlier in the term, so that it occurs mid-semester instead of later? (Senator J. Walton-Fisette).
- Do the proposals allow enough time for processing summer grades? (Senator T. Walton-Fisette).
- Option 1 seems to affect the fewest people (Senator Roxburgh). Chair Smith expressed concern that students might take off the first week of summer classes if there is a midweek start. She also questioned whether there would be sufficient time for students to study if finals start earlier.
- With option 1, final exams for classes meeting Monday or Tuesday could be scheduled for the second week of exams (Senator Kracht).
- Re: Option 1: Shortening the break between classes and exams could create more stress for students, which works counter to the idea that adding Fall break has mental health benefits (Piccirillo-Smith). Chair Smith suggested collecting data in the Fall on the mental health impact of Fall break.
- Rather than fixing one part of the problem at a time, it would be better to look at the whole academic calendar to ensure the pieces work together (Senator Robinson).
- The decision to shorten Fall break has had financial repercussions for some colleges (Senator Mooney).
- Students in the room were invited to comment (Senator Kerns). Mr. Rhodes indicated that graduate students had no opinion on the options.
- Schedules for classes should be made for the benefit of the student rather than primarily for staff and administration (Senator Chunn).



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

Mr. Rhodes announced that the Graduate Research Symposium will take place this year on April 19 – 20. He encouraged senators to volunteer to serve as judges.

Senator Kracht noted that a former Kent State University student did quite well in a professional golf tournament.

**11. Adjournment**

Chair Smith adjourned the meeting at 5:40PM.

attachment

## **Chair's Remarks for March 12, 2018 Faculty Senate meeting:**

In my remarks today, I want to provide an overview and update concerning some current and future Senate business.

Last month, the agenda anticipated a vote on proposed revisions to the University Policy and Procedure Governing Modification of the Faculty Probationary Period, otherwise known as the Tolling Policy. However, a motion was made to send the policy back to the Professional Standards Committee (PSC) so that it could be further revised in light of feedback from the Senators. The PSC worked quickly to incorporate changes and today, under Old Business, we will have an opportunity to vote on the draft revisions. Assuming that we do approve the revised policy, it will then require approval by the Board of Trustees before it takes effect.

Last month, PSC also presented for discussion by Senate a draft University Policy Regarding Consensual Relationships and Other Relationship-based Conflicts of Interest. The draft policy presented had been limited to faculty relationships after discussion between PSC and various administrators. It was hoped that approval of a faculty-only policy would serve as a catalyst for development of a university-wide policy. PSC made several revisions to the draft policy and submitted it to Senate's Executive Committee for inclusion as an action item at today's meeting. However, before finalizing today's agenda, the Executive Committee reached out to President Warren to see whether there was genuine interest in developing a policy that would apply to all University employees. As it turns out, there was. The plan now is to see whether it is possible to develop a University-wide policy along the lines of the faculty only policy that had already been presented to Senate in time to have Senate consider it at the May meeting. PSC Chair, Susan Roxburgh, and I are scheduled to meet with Senior Vice President Mark Polatajko and Vice President Jack Witt to further discuss the policy this Wednesday. The Executive Committee has made clear to President Warren, Provost Diacon, and Senior Vice President Polatajko that, while we hope that a university-wide policy will be ready for Senate to vote on by our May meeting, if that turns out not to be feasible, we will proceed with a vote on a faculty only policy at that time. This sort of policy actually provides valuable protection to faculty and has been many years in the making. We don't want to overly delay getting such a policy in place.

At our last meeting, we also began a discussion about how best to alter the academic calendar to accommodate the early starting date of Fall classes. Although the early start date of classes and the Fall Break will occur this coming Fall semester, no additional changes to the calendar will occur until 2019. At our last meeting, the matter had appeared on the agenda as an action item, as it had been my impression that that would be Senate's only opportunity to weigh in and vote before a decision was made. However, as the discussion unfolded, it became clear that key members of the administration were amenable to extending the timeframe for seeking feedback and allowing the item to come back to Senate for a vote at a future meeting. A motion was passed to table the item for the time being. Today, we will continue our discussion of what are now three options for altering the academic calendar. Feedback is also being sought from faculty by Deans, Chairs, and Directors. It is my understanding that one or more formal proposals will be presented at EPC this month. EPC will then transmit its recommendation to us for a vote at our April meeting. I want to thank President Warren and Provost Diacon for agreeing to take this item through the appropriate curricular channels before making a decision.

In accordance with our Bylaws, I have charged a three person nominations committee composed of Senators Linda Williams, Terrance Uber, and Jennifer Walton-Fisette with preparing a slate of candidates for election to the four Executive Committee Offices: Senate Chair, Vice Chair, Secretary, and At-Large Executive Member. A call for nominations was sent out to all current Senators and Senators-Elect on March 2<sup>nd</sup>. I encourage those of you with significant Senate experience to answer that call and self-nominate. I want to take this opportunity to announce that I plan to step down as Senate Chair when my term ends in May and so will not be seeking re-election. (I have another faculty leadership role that I have to take on.) However, I will be more than willing to serve on the new Executive Committee as immediate past Chair if so desired by the Chair-elect. I know from my own experience that the continuity and institutional memory provided by having continuing members on the Executive Committee has been invaluable to me as Chair. If any of you are thinking about running for election to Senate Chair, please don't hesitate to contact me if you have questions about the duties associated with the office.

Thank you.

I'll now entertain any questions, comments, or criticisms.

Chair Smith



**Faculty Senate  
Vita for Candidate for Election  
AY 2018-2019**

<b>Name:</b>	Pamela Grimm	<b>Candidate For: (office)</b>	<input checked="" type="checkbox"/> Chair <input type="checkbox"/> Vice Chair <input type="checkbox"/> Secretary <input type="checkbox"/> At-Large
<b>Rank:</b>	Associate Professor	<b>Department:</b>	Marketing and Entrepreneurship
<b>Years at KSU:</b>	25		
<b>Degrees:</b>	BA majoring in Theater and English, MBA and PhD in Marketing		
<b>Previous Teaching Experience:</b>	University of Buffalo TA, Canisius College, Adjunct		
<b>Years w/ Faculty Senate:</b>	At Large 2002-2004; College of Business Representative 2004-2011; At Large 2015-present		
<b>Offices Held:</b>	At-Large Member Faculty Senate Executive Committee 2003-4		
<b>Major Committee Service (committee name, dates of service):</b>	Chair, Faculty Senate Ethics Committee 2003-4; Professional Standards Committee 2015-16		
<b>Tell us a bit about your achievements to date. What are the 3-4 achievements that you are most proud of? (Maximum 1 page):</b>	<p>I'm proud to have been an active member of the Kent State University Community for 25+ years and to have been a voice for faculty and students in faculty senate for about 12 of those years. My work as Chair of the Faculty Ethics committee was carried out in a sensitive and timely manner. My work on the Professional Standards Committee helped lay the groundwork for the recently passed New University Policy Regarding Consensual Relationships and Other Relationship-based Conflicts of Interest. I have played an active role in developing and refining curricula in our department that has focused on the needs of students and the people who employ them. I'm also very proud of the collaborative environment which I have helped foster within our department, especially during my six years as chair of the department. I am especially proud of the fact that I have been able to re-invigorate my research activity after having put much of it aside during my years as an administrator. My research collaborations have helped keep me up to speed in my</p>		

<b>Achievements (cont'd):</b>	field, marketing communications, which is changing at an increasingly rapid rate. I'm grateful for the opportunities to connect and collaborate with Kent State University community members over my years as a faculty member.
<b>University Concerns:</b>	I'm so proud of our University, but I have concerns that I believe are widely shared. I'm especially concerned that we may not be fully prepared for changes in education that seem to be on the horizon, especially those having to do with financial, technological and demographic changes. More especially, I believe we need greater dialog regarding how we maintaining academic integrity in the face of those changes. I'm also deeply concerned about the cost of education for our students, especially as it relates to access for underrepresented populations. I believe faculty are the lynchpin in the functioning of any university and faculty senate is the platform that allows our collective voices to be hear. The integrity of our faculty senate and adherence to the principles of shared governance are critical to the current and future health of our institution.



**Faculty Senate**  
**Vita for Candidate for Election**  
**AY 2018-2019**

<b>Name:</b>	Linda Piccirillo-Smith	<b>Candidate For:</b> (office)	<input type="checkbox"/> Chair <input checked="" type="checkbox"/> Vice Chair <input type="checkbox"/> Secretary <input type="checkbox"/> At-Large
<b>Rank:</b>	Senior Lecturer	<b>Department:</b>	English/DPAS
<b>Years at KSU:</b>	18 as NTT 15 as Adjunct		
<b>Degrees:</b>	B.S. Sec. Ed. MA French/English		
<b>Previous Teaching Experience:</b>	MCLS, Education (before name change)		
<b>Years w/ Faculty Senate:</b>	4		
<b>Major Committee Service (committee name, role on committee, dates of service):</b>	Faculty Senate Intercollegiate Athletics Advisory Committee member 2007-2012/ Vice Chair 2012-13 English Department Writing Program Committee rep 2013-present Academic Affairs Strategic Planning Committee 2012-13 AAUP-KSU NTT Exec. Committee 2007-present Global Faculty Forum Committee 2012-2016 FTNTT NPAC Committee 2016-present DEEDS 2016-2017 GPI (Great Place Initiative) subcommittee AY2017-2018 DPAS Biennial conference planning committee		
<b>University Concerns:</b>	Issues related to diversity <ul style="list-style-type: none"> <li>• Minority student enrollment – especially retention of African American males</li> <li>• Retention and recruitment of minority TT hires</li> <li>• Recruitment of minority NTT hires</li> <li>• Workplace equity</li> </ul>		
<b>Tell us a bit about your achievements to date. What are the 3-4 achievements that you are most proud of?:</b>	I am most proud of my Diversity Teaching and Outstanding Teaching Awards. As an NTT whose primary role is teaching, I take pride in striving for excellence in the classroom. I also have spent the better part of my NTT career teaching in DPAS where I have worked with both student organizations and department faculty to assist students in our department both academically and personally especially in situations where they have encountered discrimination on and off campus.		

**Achievements, cont'd:**

I have been responsible for the FTNTT AAUP-KSU fall workshops on review and promotion files for several years. The attendance at these workshops has grown each year and we continue to receive positive feedback. Assisting other faculty in this way is very rewarding.

Outside of Faculty Senate (where I have been honored to serve as an NTT rep), I have served on the Great Place Initiative subcommittee providing suggestions for improving the environment especially focusing on interpersonal relationships and issues of diversity.

I have also been working this year on the planning committee for the Department of Pan African Studies biennial conference which will be held the second week of April this year. It has been very rewarding to participate in this collaborative activity not only because we are seeing the fruits of our yearlong labor but also because of the exchange of ideas and insights that has been a part of this activity

I have received several NPDEA grants two of which were research grants to examine archived materials in public and university libraries in both St. Thomas and St. Croix. I continue to focus my research and my writing on issues related to the study of the Caribbean in general and of the history and culture of people of African descent in the Caribbean in particular.



**Faculty Senate**  
**Vita for Candidate for Election**  
**AY 2018-2019**

<b>Name:</b>	Robin Vande Zande	<b>Candidate For:</b> (office)	<input type="checkbox"/> Chair	<input checked="" type="checkbox"/> Vice Chair
			<input type="checkbox"/> Secretary	<input type="checkbox"/> At-Large
<b>Rank:</b>	Professor	<b>Department:</b>	Art	
<b>Years at KSU:</b>	2001-present			
<b>Degrees:</b>	B.A. Art Education; M.A. Art Education; PhD Urban Education			
<b>Previous Teaching Experience:</b>	Taught K-12 art for 13 years; Taught as Full Time Lecturer at the University of Wisconsin-Milwaukee for 3 years; KSU 17 years			
<b>Years w/ Faculty Senate:</b>	2008-2011; 2013-14; 2016-17, re-elected for 2018-20 Executive Council, appointed member, 2917-18			
<b>Major Committee Service (committee name, role on committee, dates of service):</b>	<p><u>International</u>  <b>International Conference</b>, Chair, <i>LearnXDesign2015: The 3RD International Conference for Design Education Researchers and Design Educators</i>. Hosted by the <b>School of the Art Institute</b>, Chicago, Illinois. 36 countries and 120 institutions represented, 2015</p> <p><u>National</u>  <b>DESIGN-ED</b>, Co-Founder and Trustee, a 501c3 non-profit organization to develop a policy of support for inclusion of design education (<a href="http://www.design-ed.org">www.design-ed.org</a>).  <b>Design Issues Group</b> of the National Art Education Association., Chair, 2006-2014  <b>Fallingwater Museum</b>, PA, Education Advisory Council_Member, advise staff on curriculum and programming decisions, Mill Run, PA, 2014-present  <b>National Building Museum</b>, Education Committee Member, Washington, DC, Advised education staff in curriculum and programming decisions, 2004-2014</p> <p><u>State</u>  Team leader for <b>South Carolina state standards</b> writing team on design  <b>Falcon Academy of the Arts Governing Board</b>, Member, Charter school in Brimfield, OH 2010-2015  <b>Ohio Governor's Institute on Creativity and Innovation in Education</b>, member, 2008, 2009</p>			



<p><b>Committee Service (cont'd):</b></p>	<p><u>University</u>  <b>Design Innovation Committee</b>, 2017-present  <b>Provost Advisory Board</b>, 2017-18  <b>University Faculty Handbook</b>, member, 2013-15  <b>Review Committee for School of Music</b>, member, 2014  <b>University Educational Policies Comm</b>, member, 2004-5, 2007-11  <b>The 21<sup>st</sup> Century Curriculum First Year Experience</b>, member 2008-9  <b>University Advisory Comm for Academic Assessment</b>, member 2007-10</p> <p><u>College</u>  <b>College Advisory Council</b>, 2016-18  <b>College of the Arts Curriculum Committee</b>, member, 2012  <b>Teacher Education Coordinators Council</b>, member, 2003-11  <b>Assessment Comm</b>, College of EHHS, member, 2008-10  <b>Master's of the Art of Teaching Comm</b>, EHHS, member, 2007-11  <b>Clinical Experiences Action Comm</b>, EHHS, member, 2007-10</p> <p><u>School of the Arts</u>  Numerous <b>faculty search</b> committees, 2003-present  <b>Strategic Plan Implementation</b> committee, chair, 2017-18  <b>Handbook revision committee</b>, 2015-16  <b>FAC</b>, member, 2002-present  <b>Gallery Committee</b>, member, 2003-06  <b>Foundations Program Comm</b>, member, 2004-05</p>
<p><b>University Concerns:</b></p>	<p>A profile of the current college students shows that they are likely to work, have family commitments, and in contrast to earlier generations, are older, come from racially/ethnically diverse backgrounds and from lower income backgrounds (McPherson, 2017). In addition, according to various assessment surveys 32%-45% of <i>college students</i> are afflicted by <i>mental health</i> issues such as depression, anxiety, suicidal thoughts and self-harm. We need to build a robust plan for faculty to use in demonstrating and fostering the characteristics of resiliency for all students. What are the stressors that students experience and why? What is resiliency and what can faculty do to help students reach it?</p> <p>Implementation of the Design Innovation initiative. Helping all faculty understand how this will benefit their students and them. Developing strategies for collaboration.</p> <p>Student plagiarism: Are there patterns that show who plagiarizes? Why? In what classes this happens the most? If so, can this problem be improved or stopped all together?</p>
<p><b>Tell us a bit about your achievements to date. What are the 3-4 achievements that you are most proud of?:</b></p>	<p>2017 was a great year for me! I received 5 awards: Distinguished Teaching Award at KSU, state higher educator from the Ohio Art Education Association, Distinguished Fellow of the National Art Education Association, National higher educator from the National Art Education Association, Higher Educator of the year from the</p>

**Achievements (cont'd):**

National Art Education Association Western Region (19 states and part of Canada).

I am trying to impact American PreK-12 education! My passion is in teaching design thinking because it is an engaging, creative and collaborative approach to problem solving. Design education involves real-world challenges, human-centered concepts, personalized learning, critical and creative thinking, effective communication skills, and building collaboration through interdisciplinary teaching. The 3-4 achievements for which I am most proud involve my mission to see design implemented as a required subject in education. My book and articles have been widely cited internationally.

As Chair of the Design Issues Group (DIG), National Art Education Association (NAEA) I spearheaded the movement to include the teaching of design in art education. My efforts were instrumental in the inclusion of design in the National Art Education Standards (2014).

I was brought in as consultant to lead the South Carolina writing team to develop stand-alone design standards. This is the first step in working toward an endorsement to teach design that may be added to an existing teaching license.

Broadening my vision beyond art education, I have co-founded and am trustee of DESIGN-ED.org, a 501c3 organization with a membership of educators in varied disciplines and design fields. We have held 3 national conferences (Philadelphia, Wilmington, DE). Our mission is to educate state leaders about the benefits of design education in an effort to adopt certification to teach design in any discipline of education, in all 50 states.



**Faculty Senate  
Vita for Candidate for Election  
AY 2018-2019**

<b>Name:</b>	Ed Dauterich	<b>Candidate For: (office)</b>	<input type="checkbox"/> Chair <input type="checkbox"/> Vice Chair <input checked="" type="checkbox"/> Secretary <input type="checkbox"/> At-Large
<b>Rank:</b>	Professor (NTT)	<b>Department:</b>	English
<b>Years at KSU:</b>	21		
<b>Degrees:</b>	Ph.D. Kent State University (2006), M.A. University of Cincinnati (1998), B.A. University of Cincinnati (1995)		
<b>Previous Teaching Experience:</b>	21 years at Kent State 2 years at University of Cincinnati		
<b>Years w/ Faculty Senate:</b>	2006, 2009-2011, 2014-present		
<b>Major Committee Service (committee name, role on committee, dates of service):</b>	<p>At-Large member, Faculty Senate Executive Committee, 2017-2018</p> <p>Co-Chair, Global Competitiveness Subcommittee for the University Diversity Action Council (UDAC), 2017-2018</p> <p>Appointed member, Great Place Initiative Faculty Subcommittee, 2017-2018</p> <p>Appointed member, Center for Teaching and Learning Advisory Council, 2017-2018</p> <p>Member COACHE Advisory Committee, 2017-2018</p> <p>Member AAUP Grievance Subcommittee, 2017-2018</p> <p>Appointed member, Faculty Senate Executive Committee, 2015-2016</p> <p>Appointed member, University Teaching Council, 2015-2018</p> <p>Appointed member, EPC, Faculty Senate, 2015-2016, 2017-2018</p> <p>Elected representative, Ohio Faculty Council, 2015-2016, 2017-2018</p> <p>Elected member, Undergraduate Studies Committee, Kent State University English Department, 2013-present</p>		

<p><b>Major Committee Service (cont'd):</b></p>	<p>Director, Faculty Elections Committee, Kent State University—Salem, 2005-2006</p> <p>Member, Diversity Committee, Kent State University—Salem, 2005-2006</p> <p>Member, Faculty Advisory Committee, Kent State University English Department, 1999-2000</p>
<p><b>University Concerns:</b></p>	<p>Diversity and inclusion issues for faculty, staff, and students</p> <p>Tuition costs and fees for students</p> <p>Shared governance</p> <p>Working conditions of NTT and adjunct faculty</p>
<p><b>Tell us a bit about your achievements to date. What are the 3-4 achievements that you are most proud of?:</b></p>	<ol style="list-style-type: none"> <li>1.) Successful accomplishments in teaching (strong departmental reviews, completed honors theses and independent studies, working on the University Teaching Council, and in the CTL as a Teaching Scholar (2016-2017) studying cultural competency and its connection to multicultural literature)</li> <li>2.) Working with DEI to implement the use of the Intercultural Development Inventory as a means of assessing cultural competence on campus.</li> <li>3.) Serving as mentor for all of the adjunct faculty in the English department, which involved organizing and delivering weekend workshops for adjuncts as well as observing them individually and advising them when they had teaching concerns.</li> <li>4.) Working in the CTL this year as a Faculty Fellow to address areas of concern for adjunct faculty in order to help develop online and in-person services to assist in their future professional development.</li> </ol>



**Faculty Senate**  
**Vita for Candidate for Election**  
**AY 2018-2019**

<b>Name:</b>	Vanessa Earp	<b>Candidate For: (office)</b>	<input type="checkbox"/> Chair <input type="checkbox"/> Vice Chair <input checked="" type="checkbox"/> Secretary <input type="checkbox"/> At-Large
<b>Rank:</b>	Associate Professor	<b>Department:</b>	University Libraries
<b>Years at KSU:</b>	12		
<b>Degrees:</b>	BA, MLS, MS, EdS		
<b>Previous Teaching Experience:</b>	Texas A&M-Kingsville		
<b>Years w/ Faculty Senate:</b>	8		
<b>Major Committee Service (committee name, role on committee, dates of service):</b>	Member, Faculty Professional Development Center Redesign Committee 2013-2014  Member, Academic Affairs Strategic Planning Committee, 2012-2013  Member, Committee on Administrative Officers, 2013-2019		



**Faculty Senate  
Vita for Candidate for Election  
AY 2018-2019**

<b>Name:</b>	Richard Mangrum	<b>Candidate For: (office)</b>	<input type="checkbox"/> Chair <input type="checkbox"/> Vice Chair <input type="checkbox"/> Secretary <input checked="" type="checkbox"/> At-Large
<b>Rank:</b>	Professor	<b>Department:</b>	Aeronautics
<b>Years at KSU:</b>	14		
<b>Degrees:</b>	EdD, MS, BS, AAS		
<b>Previous Teaching Experience:</b>	Oklahoma State University – Adjunct, Asst. Chief Flight Instructor Spartan College of Aeronautics – Instructor		
<b>Years w/ Faculty Senate:</b>	2011 – 2014 and 2016 - present		
<b>Offices Held:</b>	Senator		
<b>Major Committee Service (committee name, dates of service):</b>	AAUP – NTT Chair Negotiations Committee; 2009 – present NTT Provost Advisory Council – Chair/Member 2012/13 and 2016 - present RCM 2.0 working group; 2016 – present Faculty Senate Budget Advisory Committee; 2014 – present Committee on Administrative Officers, Alternate; 2016 – present Graduate Member EPC; 2016 – present President’s Carnegie Engagement Committee, Member; 2017		
<b>Tell us a bit about your achievements to date. What are the 3-4 achievements that you are most proud of? (Maximum 1 page):</b>	2017 Outstanding Teaching Award MS Aviation Management and Logistics; initiated and developed initial proposal, helped develop full proposal the 1 <sup>st</sup> MS in the CAE (now ready for EPC). This is an interdisciplinary degree with COB.		

<p><b>Achievements, cont'd:</b></p>	<p>Initiated, developed and ushered through certification an FAA Aircraft Dispatcher licensing program and the academic minor. Students achieve FAA certification and are able to go to work in the industry. Also developed a public version for non-KSU students and students of other universities with aviation programs.</p> <p>Developed an academic minor in Aviation Weather and associated course work; interdisciplinary minor with GEOG.</p> <p>Board of Trustees, Educator Member, Aviation Accreditation Board International (AABI) 2015 - present</p>
<p><b>University Concerns:</b></p>	<p>RCM and constructing a model responsive to each RCM unit, ensuring non-RCM units are funded responsibly, and keeping the ratio of administration to faculty/student numbers in-line with other institutions.</p> <p>Shared Governance and University Climate</p> <p>Undergraduate Research</p> <p>Incentivizing research and maintaining teaching/research balance</p> <p>Continuing progress with TT/NTT work life issues (climate issues)</p>

## Revision of the University Academic Calendar Proposal Summary

### Subject Specification

Beginning in fall 2018, a 2-day fall break will occur on the Thursday and Friday in week 8 of the semester (e.g., fall break 2018: Thursday-Friday, October 11-12). In addition, the fall semester will begin two weekdays earlier to offset the fall break days and retain the same number of instructional days. Beginning in 2018, the fall semester will start on the 4<sup>th</sup> Thursday—rather than the last Monday—in August.

This proposal revises the university academic calendar to accommodate the earlier start of the fall semester. *The instructional length of the spring semester will be shortened, thereby aligning the instructional days of the fall and spring semesters (as currently, the spring semester is nearly one week longer than the fall semester).* The instructional lengths of the fall semester and the summer term are unchanged.

### Background Information

#### ISSUES CONSIDERED WITH RECONFIGURED FALL SEMESTER

As Kent State operates on a full-year schedule (see table 1), the 2 instructional weekdays added to the start of fall semester must be shifted from another part of the calendar.

Table 1: Kent State Academic Calendar

Fall semester	16	
Winter break *	4	<i>* Winter break includes 20 M-F days, which are broken into 3-6 days after fall semester, 6-7 holiday break days, and 7-10 days before spring semester.</i>
Spring semester	17	
End-of-term break	1	
Summer term	13	
End-of-term break	+ 1	
	52	weeks

Shifting the days from either the 4-week winter break or one of the 1-week end-of-term breaks was deemed unworkable, as many offices across the university need those short time periods for all the activities and processes required after a term ends and before a new term starts. In addition, the winter break is used for opportunities for students to participate in short-term study away/abroad experiences. If two weekdays are removed from one of the 1-week term breaks, offices will have only three weekdays in most years to accomplish their tasks to prepare students and the university for the next term.

Actions that occur during those periods include, but are not limited to, student orientation; graduation clearance; registration petitions; financial aid disbursement; residence hall maintenance; tuition assessment and payments; new-faculty and -staff training; faculty final grading and grade changes; dismissal decisions, appeals and reinstatements; and ground maintenance and building construction and repairs.



## OPTIONS CONSIDERED FOR THE ACADEMIC CALENDAR

Two options were considered: (1) shorter spring semester and (2) shorter summer term. The provost requested that college and campus deans seek input from their advisory committees and departments/schools. From the responses, eight colleges/campuses supported a shorter spring, two colleges/campuses supported a shorter summer, and four colleges/campuses either did not provide a consensus or reported no preference.

In addition, the Provost Advisory Council conducted a straw poll, with nine in favor of shortening the spring semester, and two in favoring of shortening the summer term. This informal vote reflected their personal opinions and not their college's positions.

These options were further discussed during several meetings with faculty and coordinators of programs, including those requiring laboratories, accelerated/online delivery and out-of-classroom experiences (e.g., studio, clinical, student teaching, internship/practicum, study abroad/away). Other attendees represented such university functions and offices as bursar, registrar, dining, health, parking, facilities, architect, residence, recreation, information, admissions, faculty senate, financial aid, student affairs, student success, dining services, student orientation, global education, human resources, university events, intercollegiate athletics, graduate student senate, continuing and distance education and undergraduate student government.

In two of those meetings (one attended primarily by academic program coordinators and one attended primarily by student affairs/administration), a vote was taken, and the decision from both groups was for a shorter spring semester.

### Shorter Spring Semester Option

The option considered was to end the spring semester earlier by 2 weekdays (4 calendar days). Therefore, spring semester would end on Wednesday, rather than Sunday. In addition, a reading day would be added between last class day and first final exam day. The summer term would shift up 2 weekdays (4 calendar days), beginning on Thursday, rather than Monday.

Proponents of a shorter spring felt it will be beneficial to align the two semester since, currently, Kent State's spring semester is nearly one week longer than its fall semester, with more instructional days see table 3.

Table 3: Semester Comparison

Semester	Length	
Fall M-F classes	70 days	<i>Length does <u>not</u> include holidays and class breaks.</i>
Spring M-F classes	74 days	

In addition, student affairs staff stated that having final exams end earlier—on Wednesday, rather than Sunday—and keeping commencement on Friday (graduate) and Saturday (undergraduate) will allow opportunities for activities before commencement to recognize graduates and build traditions. Typically, the month of April is crammed with student activities; some events could be moved to the day(s) between finals and commencement.

Some faculty liked the idea of having one or two days between final exams and graduation. Since finals do not end until Sunday currently, there are instances of students participating in commencement before they have taken all their final exams. Another faculty member indicated that it may be helpful to have a reading day in addition to the weekend, so as to break up final exams and to provide more study days.

Opponents of a shorter spring were against the loss of the instructional days, especially for out-of-class requirements (e.g., clinical hours). Other faculty stated a concern of a shorter spring in conjunction with weather-related campus closures that may happen in the spring. Some did not like having only one day (reading day) between end of classes and start of finals, rather than the current weekend option.

**Shorter Summer Term Option**

The option considered was to end the summer term earlier by 2 weekdays (3 calendar days). Therefore, summer term would end on Wednesday, rather than Saturday.

Proponents of a shorter summer term felt that the impact of the change will be less disruptive since there are fewer courses offered in the summer when compared to the spring semester. For example, there were 2,066 courses offered in summer 2017, compared to 3,915 courses offered in spring 2017.

Opponents of a shorter summer term felt that most courses scheduled in the summer are intensive already. Courses that will be affected by a shorter summer term are those scheduled for full-term, in the last 7 weeks and in the last 5 weeks (Summer 3), see table 2.

Table 2: Summer Instructional Days Comparison

Summer Terms	Current	Shorter	Summer Terms	Current	Shorter
Intersession M-F classes	14 days	14 days	First 7-week M-F classes	34 days	34 days
Summer 1 M-F classes	24 days	24 days	Last 7-week M-F classes	34 days	32 days
Summer 2 M-F classes	39 days	39 days	Full-term M-F classes	63 days	61 days
Summer 3 M-F classes	25 days	23 days			

*Length does not include holidays.*

Program coordinators stated that condensing compact courses even further will jeopardize student learning and degree progress. Many of Kent State’s fully online graduate programs are offered in an accelerated manner, with students taking 7-week courses sequentially in the summer.

In addition, if the summer term was shortened, students in the architecture program may not have enough summer studio experiences to prepare for their portfolio review, and students in the nursing program may not be able to complete all their required clinical hours. Furthermore, the College of Nursing will not be able to offer high-credit courses. This may lead to that college losing revenue on summer courses and having to extend its accelerated program an additional semester, which will make the program less competitive with other institutions.

A faculty member suggested eliminating the 3-week Summer Intersession. While eliminating the Summer Intersession will allow Summer 1 and Summer 3 to be shifted up so that Summer 3 can remain at 5 weeks, the elimination will not prevent the shortening of the last 7-week and full-term courses, see chart 1 on the next page.

Conversely, faculty from several areas did not support eliminating Summer Intersession as many study away/abroad experiences take place during that time. In addition, faculty reported that the Summer Intersession allows students to complete a course before starting a summer internship or a Summer 1 or Summer 3 course. Architecture program coordinators reported that they use the Summer Intersession time for their summer admission process; after admitted, students take courses in Summer 1 and Summer 3. There was a concern from education faculty that the shifting up of Summer 1 may prevent school teachers from taking courses as many schools will be in session still.

Several faculty members opined that if Summer Intersession is eliminated, there should be an overhaul of summer scheduling since, currently, Summer Intersession (3 weeks) pairs with Summer 1 (5 weeks) and Summer 3 (5 weeks) to create the 13-week summer term.

Chart 1: Example of shorter Summer Term 2019 with No Intersession

May 13–May 19	<b>End-of-Term: Mon, May 13 – Sun, May 19</b>		
May 20–May 26	<b>Full Term</b> Mon, May 20 – Wed, Aug 14 (12 weeks, 3 days**)	<b>Summer 1</b> Mon, May 27 – Sun, Jun 30 (5 weeks*)	<b>1st 7 Weeks</b> Mon, May 13 – Sat, Jun 29 (6 weeks 6 days*)
May 27–Jun 2			
Jun 3–Jun 9			
Jun 10–Jun 16		<b>Summer 2</b> Mon, Jun 10 – Sun, Aug 4 (8 weeks*)	<b>2nd 7 Weeks</b> Mon, Jul 1 – Wed, Aug 14 (6 weeks 3 days*)
Jun 17–Jun 23			
Jun 24–Jun 30			
Jul 1–Jul 7			
Jul 8–Jul 14		<b>Summer 3</b> Mon, Jul 8 – Sun, Aug 11 (5 weeks)	
Jul 15–Jul 21			
Jul 22–Jul 28			
Jul 29–Aug 4			
Aug 5–Aug 11			
Aug 12–Aug 18			
Aug 19–Aug 25	<b>End-of-Term: Thu, Aug 15 – Wed, Aug 21</b>		
	<b>Fall Semester: starts Thu, Aug 22</b>		

\* Duration includes 1 holiday  
 \*\* Duration includes 2 holidays

**Other Options Considered**

Faculty offered other options. These options included keeping the fall start date unchanged, replacing fall break with a full-week Thanksgiving break, and starting fall semester a full week earlier (rather than on a Thursday).

Keeping the fall start date unchanged was proposed originally. However, Faculty Senate voiced many concerns about decreasing the instructional days of a semester that was already shorter than the other semester. Currently, the fall semester has 70 M-F class days, compared with 74 M-F class days for spring semester. Not to add instructional days to offset the fall break will cause the fall semester to decrease to 68 M-F class days.

A related suggestion was to add the additional days to the end, instead of the start, of the fall semester. To do so will cause final exams and final grading to abut the holidays and leave no days for end-of-term processes that must happen before the university closes for the holidays.

Creating a full-week Thanksgiving break does not resolve the issue of keeping instructional days intact for fall semester – a decision still will need to be made to shorten either spring or summer to offset no classes on Monday and Tuesday in Thanksgiving week. More important, the intention of a fall break is to have a class recess early in the semester, to alleviate student stress and anxiety that is evidenced by the spike in referrals to campus health offices in September and October. A longer break at the end of November, week 13 of the semester, does not assist in that challenge.

Starting fall semester a full week earlier still affects other terms – a decision still will need to be made to shorten either spring or summer to compensate for the days shifted to fall. Moreover, starting fall semester a full week earlier—rather than two weekdays earlier—will entail an *even* shorter spring or summer than what is proposed. In addition, starting fall semester a week earlier and *not* shortening spring semester or winter break by a full week will affect the faculty's 9-month contract.

### **Alternatives and Consequences**

The alternate to the proposed is to shift the days from either the summer term or one of the end-of-term processing breaks, which, based on constituent responses, have been deemed to be more disruptive to the mission of Kent State than a shorter spring semester.

### **Specific Recommendation and Justification**

Based on feedback from a wide range of constituents affected by the academic calendar, the Office of the Provost proposes the following changes to the spring and summer terms to ensure the number of instructional days in the fall semester is unchanged.

1. Spring classes end 3 weekdays (5 calendar days) earlier—ending on a Tuesday (rather than Sunday).
2. A reading day is added on the Wednesday following last day of classes.
3. Spring final exams start on the Thursday following the reading day, and end the following Wednesday (rather than Monday to Sunday)
4. Work to ensure that classes that meet on Monday or Tuesday in the spring will have their final exam in the following week, so their last class day and final exam are not in the same week.
5. As is done currently, no exams, classes or parts of classes will be scheduled between noon and 2 p.m. on Remembrance Day (May 4).
6. Summer term shifts forward 2 weekdays (4 calendar days), with summer classes starting on Thursday (rather than Monday), and ending 13 weeks later on Wednesday, (rather than Saturday). Length of summer parts of term is unchanged, and length of overall summer term increases by one day (Sunday).
7. Revisions to the academic calendar will not affect the faculty contract.

On the next page, table 4 shows a visual view of the changes using spring and summer 2019 as an example, and table 5 shows the effect on semester days.

Table 4: Example of Spring and Summer Comparison

Current							Shorter Spring						
May 2019							May 2019						
S	M	T	W	R	F	S	S	M	T	W	R	F	S
			1	2	3	4				1	2	3	4
5	6	7	8	9	10	11	5	6	7	8	9	10	11
12	13	14	15	16	17	18	12	13	14	15	16	17	18
19	20	21	22	23	24	25	19	20	21	22	23	24	25
26	27	28	29	30	31		26	27	28	29	30	31	

August 2019							August 2019						
S	M	T	W	R	F	S	S	M	T	W	R	F	S
				1	2	3					1	2	3
4	5	6	7	8	9	10	4	5	6	7	8	9	10
11	12	13	14	15	16	17	11	12	13	14	15	16	17
18	19	20	21	22	23	24	18	19	20	21	22	23	24
25	26	27	28	29	30	31	25	26	27	28	29	30	31

Class
Final Exams
Commencement
Term Break

Table 5: What stays the same. What has changed.

Academic Calendar	Current	Proposed
Fall semester	16 weeks	16 weeks 4 days
Fall M-F classes	70 days *	70 days *
Fall M-Sun classes	98 days *	100 days *
Fall holidays/breaks	7 days	9 days
Fall final exams	7 days	7 days
Winter break	4 weeks	4 weeks
Spring semester	17 weeks	16 weeks 3 days
Spring M-F classes	74 days *	71 days *
Spring M-Sun classes	104 days *	99 days *
Spring holidays/breaks	8 days	8 days
Spring reading day	0 day	1 day
Spring final exams	7 days	7 days
End-of-term break	1 week	1 week
Summer Term	12 weeks 6 days	13 weeks
Summer M-F classes	63 days *	63 days *
Summer M-Sun classes	88 days *	89 days *
Summer holidays	2 days	2 days
End-of-term break	1 week	1 week

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

### Timetable and Actions Required

- March 2018 ..... approval by the Educational Policies Council
- April 2018 ..... approval by the Faculty Senate
- May 2018 ..... approval by the university president
- Spring 2020..... implementation

**Faculty Senate Discussion**  
**Pros and Cons of the Three Calendar Options for Accommodating Fall Break**

**Option 1: Shorten Spring Semester by three class days—end classes on a Tuesday, Wednesday is a reading day, finals begin on Thursday and continue until the following Wednesday**

Pros:

Length of summer intersession and summer I-III unaffected.

Full Spring semester currently has more class days than Full Fall semester; this would even them up.

Cons:

Summer Intersession, Summer I-III all begin on a Wednesday rather than a Monday.

The third 5-week Spring session takes a significant hit (3 calendar days in 5 weeks) in contact hours.

Affects more instructors and students than Option 2 or Option 3.

**Option 2: Shorten Summer III by three class days**

Pros:

Length and timing of Spring semester, Summer Intersession, and Summer I and II unaffected.

Summer Intersession, Summer I-III continue to begin on a Monday.

Affects fewer instructors and students than Option 1.

Cons:

Summer III session takes a significant hit (3 class days in 5 weeks) in contact hours.

Second 7-week classes lose 2 weekdays (3 calendar days) of contact.

Full Summer-term courses lose 2 weekdays (3 calendar days) of contact.

Affects more instructors and students than Option 3.

**Option 3: Eliminate Summer Intersession and move up Summer I-III**

Pros:

Length and timing of Spring semester unaffected.

Length of Summer I-III unaffected.

Summer I-III continue to begin on a Monday.

Week of July 4<sup>th</sup> occurs between Summer I and Summer III.

Current intersession courses could be offered as Flex Schedule options.

Affects fewer instructors and students than Options 1 and 2.

Cons:

Second 7-week classes lose 2 weekdays (3 calendar days) of contact.

Full Summer-term courses lose 2 weekdays (3 calendar days) of contact.

## SUMMARY OF ACADEMIC CALENDAR OPTIONS FOR FALL BREAK

### PROPOSED

1. Implement a two-day fall break—no classes on Thursday and Friday—in week 8 of the fall semester, after midterms in October.
2. Start the fall semester two weekdays earlier—classes begin on fourth Thursday in August, rather than last Monday in August—to replace shift of Thursday and Friday instructional days 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 the current Kent State academic calendar

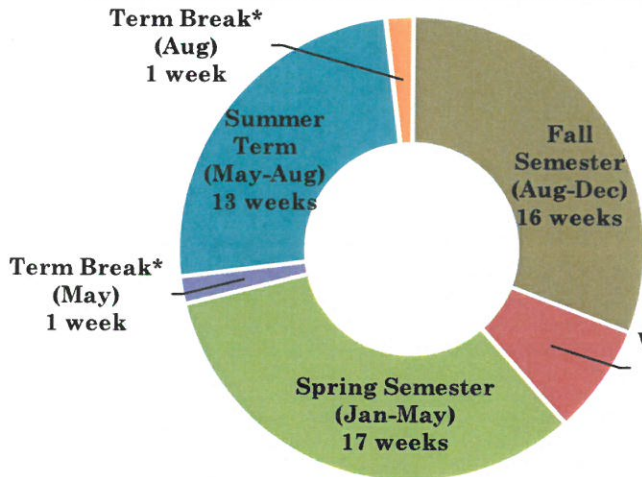


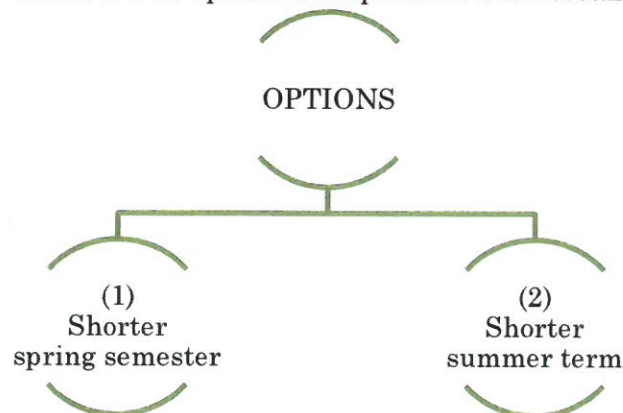
Table 1: Kent State academic calendar

Fall Semester	16
Winter Break	4
Spring Semester	17
Term Break	1
Summer Term	13
Term Break	+ 1
	<hr/>
	52 (weeks)

\* 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



## ACADEMIC CALENDAR DISCUSSION

### Shorter Summer Term With No Intercession

<b>SUMMER 2019</b>																																																															
Monday to Sunday	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">May 13–May 19</td> <td colspan="2" style="background-color: #ffffcc;"><b>End-of-Term Processing: Mon, May 13 – Sun, May 19</b></td> <td rowspan="2" style="background-color: #add8e6; text-align: center; vertical-align: middle;"><b>1<sup>st</sup> 7 Weeks</b> Mon, May 13 – Sat, Jun 29 (6 weeks 6 days*)</td> </tr> <tr> <td style="text-align: center;">May 20–May 26</td> <td rowspan="10" style="background-color: #d2b48c; text-align: center; vertical-align: middle;"><b>Full Term</b> Mon, May 20 – Wed, Aug 14 (12 weeks, 3 days**)</td> <td style="background-color: #d3d3d3; text-align: center;"><b>Summer 1</b> Mon, May 27 – Sun, Jun 30 (5 weeks*)</td> <td></td> </tr> <tr> <td style="text-align: center;">May 27–Jun 2</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Jun 3–Jun 9</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Jun 10–Jun 16</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Jun 17–Jun 23</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Jun 24–Jun 30</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Jul 1–Jul 7</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Jul 8–Jul 14</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Jul 15–Jul 21</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Jul 22–Jul 28</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Jul 29–Aug 4</td> <td></td> <td style="background-color: #add8e6; text-align: center;"><b>Summer 3</b> Mon, Jul 8 – Sun, Aug 11 (5 weeks)</td> <td rowspan="2" style="background-color: #add8e6; text-align: center; vertical-align: middle;"><b>2<sup>nd</sup> 7 Weeks</b> Mon, Jul 1 – Wed, Aug 14 (6 weeks 3 days*)</td> </tr> <tr> <td style="text-align: center;">Aug 5–Aug 11</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Aug 12–Aug 18</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Aug 19–Aug 25</td> <td></td> <td colspan="2" style="background-color: #ffffcc;"><b>End-of-Term Processing: Thu, Aug 15 – Wed, Aug 21</b></td> </tr> <tr> <td></td> <td></td> <td colspan="2" style="background-color: #d2b48c;"><b>Fall Semester: starts Thu, Aug 22</b></td> </tr> </table>	May 13–May 19	<b>End-of-Term Processing: Mon, May 13 – Sun, May 19</b>		<b>1<sup>st</sup> 7 Weeks</b> Mon, May 13 – Sat, Jun 29 (6 weeks 6 days*)	May 20–May 26	<b>Full Term</b> Mon, May 20 – Wed, Aug 14 (12 weeks, 3 days**)	<b>Summer 1</b> Mon, May 27 – Sun, Jun 30 (5 weeks*)		May 27–Jun 2			Jun 3–Jun 9				Jun 10–Jun 16				Jun 17–Jun 23				Jun 24–Jun 30				Jul 1–Jul 7				Jul 8–Jul 14				Jul 15–Jul 21				Jul 22–Jul 28				Jul 29–Aug 4		<b>Summer 3</b> Mon, Jul 8 – Sun, Aug 11 (5 weeks)	<b>2<sup>nd</sup> 7 Weeks</b> Mon, Jul 1 – Wed, Aug 14 (6 weeks 3 days*)	Aug 5–Aug 11			Aug 12–Aug 18				Aug 19–Aug 25		<b>End-of-Term Processing: Thu, Aug 15 – Wed, Aug 21</b>				<b>Fall Semester: starts Thu, Aug 22</b>	
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\* Duration includes 1 holiday

\*\* Duration includes 2 holidays

#### Considerations

- Removal of summer intercession allows Summer 1 and Summer 3 to be moved earlier to keep instructional days intact.
- Removal of summer intercession allows for a processing break between Summer 1 and Summer 3 courses.
- Removal of summer intercession does not affect the 7-Week courses, which still will lose 2 weekdays (3 calendar days) of instructional time.
- Removal of summer intercession does not affect Full-Term courses, which still will lose 2 weekdays (3 calendar days) of instructional time.



**OPTION 1: SHORTER SPRING SEMESTER**

- ACTIONS:**
- The two days are shifted out of the spring semester
  - Spring classes end five days earlier (Tuesday, rather than Sunday)
  - Reading day (Wednesday) is added classes end and exams start
  - Spring final exams start Thursday and end the following Wednesday
  - Summer term shifts forward four days earlier, with classes starting Thursday, rather than Monday (summer length does not change)
- PROS:**
- Shorter spring aligns fall and spring class days and semester lengths
  - Shorter spring does not affect faculty contract, midterms and term breaks
  - Majority (60%) of Kent State’s 30 comparable universities have 14 weeks of fall class time (13.6-14.4 weeks); half of the 30 universities have 14 weeks of spring class time (13.7-14.4 weeks)
- CONS:**
- Shorter spring may affect spring scheduling
  - Spring classes end one day before final exams start (add a reading day?)
  - Remembrance Day will fall during final exam week in many years
  - Summer classes will start/end in the middle of the week
- QUESTIONS:**
- How will a shorter spring affect students, classes and university overall?
  - How will one or two days between term end and commencement day affect students and university overall (e.g., housing, dining, commencement)?
  - How will starting summer term earlier affect students, classes and university?

Table 2: Option 1 Comparison

Current Without Fall Break		Option 1 With Fall Break and Shorter Spring		What stays the same. What has changed.					
				Length	Current Option 1				
<b>May 2019</b>		<b>May 2019</b> <span style="color:red">↑ Reading Day</span>		Term break M-F	5-10 days 5-10 days				
S	M	T	W	R	F	S	Fall M-F classes <sup>1</sup>	70 days 70 days	
				1	2	3	4	Fall M-Sun classes <sup>1</sup>	98 days 100 days
5	6	7	8	9	10	11	Fall holidays	2 days 2 days	
12	13	14	15	16	17	18	Fall breaks	5 days 7 days	
19	20	21	22	23	24	25	Fall final exams	7 days 7 days	
26	27	28	29	30	31		Fall class weeks <sup>1</sup>	14 weeks 14 wks 2d	
							Fall semester	16 weeks 16 wks 4d	
							Term break M-F	3-5 days 3-5 days	
							Holiday schedule M-Sun	9-11 days 9-11 days	
							Term break M-F	7-10 days 7-10 days	
							Winter break	4 weeks 4 weeks	
							Spring M-F classes <sup>1</sup>	74 days 71 days	
							Spring M-Sun classes <sup>1</sup>	104 days 99 days	
							Spring holidays	1 day 1 day	
							Spring break	7 days 7 days	
							Spring reading day	0 day 1 day	
							Spring final exams	7 days 7 days	
							Spring class weeks <sup>1</sup>	14 wks 6d 14 wks 1d	
							Spring semester	17 weeks 16 wks 3d	
							Term break M-F	5 days 5 days	
							Summer M-F classes <sup>1</sup>	63 days 63 days	
							Summer M-Sun classes <sup>1</sup>	88 days 89 days	
							Summer holidays	2 days 2 days	
							Summer class weeks <sup>1</sup>	12 wks 4d 12 wks 5d	

Class	Commencement
Final Exams	Term Break

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

**OPTION 2: SHORTER SUMMER TERM**

- ACTIONS:**
- The two days are shifted out of the summer term
  - Summer term ends three days earlier (Wednesday, rather than Saturday)
  - Summer III (5 weeks) will be one weekday shorter than Summer I (5 weeks); and 2<sup>nd</sup> 7-week classes will be two weekdays shorter than 1<sup>st</sup> 7-week classes
- PROS:**
- Shorter summer does not affect fall and spring and term breaks
  - Shorter summer does not affect faculty contract, midterms, Remembrance Day
  - Majority (43%) of Kent State’s 30 comparable universities have 12-week summer term (27% have 13-week summer term, 20% have 11-week summer term and 10% have 14-week summer term)
- CONS:**
- Shorter summer will affect scheduling and part-of-term classes
  - Summer classes will end in in the middle of the week
- QUESTIONS:**
- How will a shorter summer affect students, classes and university overall?
  - How will two days between end of term and commencement day affect the students and university overall?

Table 3: Option 2 Comparison

Current Without Fall Break							Option 2 With Fall Break and Shorter Summer						
August 2019							August 2019						
S	M	T	W	R	F	S	S	M	T	W	R	F	S
				1	2	3					1	2	3
4	5	6	7	8	9	10	4	5	6	7	8	9	10
11	12	13	14	15	16	17	11	12	13	14	15	16	17
18	19	20	21	22	23	24	18	19	20	21	22	23	24
25	26	27	28	29	30	31	25	26	27	28	29	30	31
<b>Class</b>							<b>Commencement</b>						
							<b>Term Break</b>						

What stays the same. **What has changed.**

Length	Current	Option 2
Term break M-F	5-10 days	5-10 days
Fall M-F classes <sup>1</sup>	70 days	70 days
Fall M-Sun classes <sup>1</sup>	98 days	100 days
Fall holidays	2 days	2 days
Fall breaks	5 days	7 days
Fall final exams	7 days	7 days
Fall class weeks <sup>1</sup>	14 weeks	14 wks 2d
Fall semester	16 weeks	16 wks 4d
Term break M-F	3-5 days	3-5 days
Holiday schedule M-Sun	9-11 days	9-11 days
Term break M-F	7-10 days	7-10 days
Winter break	4 weeks	4 weeks
Spring M-F classes <sup>1</sup>	74 days	74 days
Spring M-Sun classes <sup>1</sup>	104 days	104 days
Spring holidays	1 day	1 day
Spring break	7 days	7 days
Spring final exams	7 days	7 days
Spring class weeks <sup>1</sup>	14 wks 6d	14 wks 6d
Spring semester	17 weeks	17 weeks
Term break M-F	5 days	5 days
Summer M-F classes <sup>1</sup>	63 days	61 days
Summer M-Sun classes <sup>1</sup>	88 days	85 days
Summer holidays	2 days	2 days
Summer class weeks <sup>1</sup>	12 wks 4d	12 wks 1d
Term break M-F	5-10 days	5-10 days

Length	Summer Part of Term	
	Current	Option 2
Intersession M-F classes <sup>1</sup>	14 days	14 days
Intersession M-Sun classes <sup>1</sup>	18 days	18 days
Intersession class weeks <sup>1</sup>	2 wks 4d	2 wks 4d
Summer I M-F classes <sup>1</sup>	24 days	24 days
Summer I M-Sun classes <sup>1</sup>	33 days	33 days
Summer I class weeks <sup>1</sup>	4 wks 5d	4 wks 5d
Summer 2 M-F classes <sup>1</sup>	39 days	39 days
Summer 2 M-Sun classes <sup>1</sup>	54 days	54 days
Summer 2 class weeks <sup>1</sup>	7 wks 5d	7 wks 5d
Summer 3 M-F classes <sup>1</sup>	25 days	23 days
Summer 3 M-Sun classes <sup>1</sup>	34 days	31 days
Summer 3 class weeks <sup>1</sup>	4 wks 6d	4 wks 3d
First 7 weeks M-F classes <sup>1</sup>	34 days	34 days
First 7 weeks M-Sun classes <sup>1</sup>	47 days	47 days
Last 7 week M-F classes <sup>1</sup>	34 days	32 days
Last 7 week M-Sun classes <sup>1</sup>	47 days	44 days

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

CAMPUS (All)

Column Labels						
	Spring 2017		Summer 2017		Fall 2017	
Part of Term	Sum of INST	Sum of STUDENT	Sum of INST	Sum of STUDENT	Sum of INST	Sum of STUDENT
Full Term	3150	41790	170	699	3288	42947
First 5 Weeks	14	405			24	338
Second 5 Weeks	13	178			12	145
Third 5 Weeks	30	592			25	485
Flexibly Scheduled	210	2456	341	3134	198	2665
First Half Semester	114	2791			160	3978
Second Half Semester	145	2526			172	3736
Intersession			142	1736		
Summer 1-5 Weeks			454	5911		
Summer 2-8 Weeks			421	3921		
Summer 3-5 Weeks			404	4411		
First 7 Weeks	114	1880	70	863	92	1387
Second 7 Weeks	125	1821	64	697	103	1341
Campus	KC					

Column Labels						
	Spring 2017		Summer 2017		Fall 2017	
Location	Sum of INST	Sum of STUDENT	Sum of INST	Sum of STUDENT	Sum of INST	Sum of STUDENT
Study Abroad	48	359	49	371	29	226
All Other Courses	2671	34593	1447	14478	2727	35199

**3342-6-21 University policy regarding consensual relationships and other relationship-based conflicts of interest**

- (A) **Policy statement.** This policy concerns consensual relationships between members of the university community also engaged in a pedagogical or other relationship where there exists a power differential (i.e. unequal authoritative, societal, or social power) between the individuals as provided herein. It is the policy of Kent state university that consensual relationships between faculty and students in a teaching, evaluation, or advising relationship constitutes a potential for a conflict of interest.
- (B) **Definitions.** For purposes of this policy, the terms “Kent state university,” “student,” “faculty,” and “consensual relationship” are defined as follows:
- (1) “Kent state university” means all eight campuses of Kent state university and related entities operating under the auspices of Kent state university at any location.
  - (2) “Student” means all who are enrolled or participating in any offering provided by Kent State University.
  - (3) “Faculty” means all full-time and part-time employees with appointments for providing academic instruction.
  - (4) “Familial Relationship” includes but is not limited to those between mother, father, brother, sister, child, spouse, domestic partner, grandparent, grandchild, mother-in-law, father-in-law, daughter-in-law, son-in-law, brother-in-law, sister-in-law, legal guardian, or other person who stands in place of a parent.
  - (5) “Consensual relationship” means dating, romantic and/or sexual relationships willingly undertaken by all involved parties, including marital relationships.
- (C) **Policies regarding potential conflicts of interest.** Consensual relationships between individuals in a teaching, evaluation, or advising relationship constitutes a potential for a conflict of interest and is subject to the following:
- (1) **Faculty-student consensual relationships.** Faculty members and students shall not enter into consensual relationships with each other if the faculty member is in the position to directly teach, evaluate, supervise, or advise the student. However, even when a faculty member is not directly evaluating, supervising, or advising a student with whom they are in a consensual relationship with, the faculty member must be cognizant of and sensitive to the potential for the perception of favoritism by others. In all cases, the faculty member’s academic unit or campus administrator shall be informed by the faculty member in writing of the consensual relationship with a student so that appropriate measures may be taken

**Comment [D1]:** This would be a hyperlink to the “preamble language below.”

to prevent exploitation, favoritism, or other conflicts of interest, actual or perceived.

- (2) Faculty-faculty consensual relationships. In all cases in which the work relationship is such that one or both parties have the potential to influence material outcomes for the other, the immediate supervisor/department head(s) of both faculty members shall be informed in writing of the consensual relationship so that appropriate measures may be taken to prevent exploitation, favoritism, or other conflicts of interest, actual or perceived. Under all circumstances, faculty in consensual relationships with other faculty shall recuse themselves from decisions regarding the other's job performance, salary adjustments, and/or other conditions of employment. Faculty members will recuse themselves from renewal, reappointment, tenure, promotion, and merit deliberations regarding their relationship partners. This policy is not intended to prohibit or in any way discourage the practice of spousal hiring.
- (43) Familial relationships. Familial relationships are a special source of potential favoritism or conflicts of interest. Except in rare or unavoidable cases, faculty members shall not directly teach, evaluate, supervise, or advise a relative in the normal course of university study. Further, except in rare or unavoidable cases, a faculty member shall not hire or cause to be hired, evaluate, or supervise a relative. In all cases, the appropriate supervisor shall be informed in writing so that appropriate measures may be taken to prevent favoritism and other conflicts of interest, actual or perceived.

Revised and approved by PSC 2/19/18 (with preamble language previously approved by PSC)

[hyperlinked preamble language]

This policy concerns relationships between faculty and members of the university community that may not appear to involve exploitation because they are consensual or romantic intimate relationships. However, it should be recognized that consensual relationships in which there is an imbalance in the institutional power held by the participants involve an inherent risk of coercion and/or the perception by others that exploitation and/or favoritism is occurring. In the university, workplace dyads involving differential power may take many forms. The following list is intended to provide examples of working relationships involving differential power, but should not be regarded as all-inclusive. The general principle is that subtle coercion, favoritism, conflicts of interest that may arise or are perceived to have arisen from an intimate and consensual relationship between two university employees harms the university and degrades the quality of our work. Examples include: undergraduate student and professor, graduate student and advisor, and a junior and senior faculty members.

Potential for conflict of interest and bias does not cease with the ending of a relationship. The potential harm arising when a consensual relationship ends while both parties remain members of the University community include those discussed above, but also include the possibility of retaliation or other punitive actions. Participants in consensual relationships covered by this policy should be aware that the fact that a relationship was initially consensual does not protect the person with greater power from a claim of sexual harassment. Normally, retaliation or other punitive actions would be considered harassment, which is addressed in University Policy Regarding Unlawful Discrimination and Harassment 5-16. However, the fact that a consensual relationship existed may be relevant to an investigation of harassment.

UNIVERSITY POLICY REGARDING FACULTY PROMOTION

- (A) Purpose. Promotion shall be viewed as recognition of a faculty member's ~~sustained and distinguished~~ scholarship, teaching, and service as established in the academic unit handbook. For the purposes of this policy, "scholarship" is broadly defined to include research, scholarly and creative work. For the purposes of this policy "service" is broadly defined to include administrative service to the university, professional service to the faculty member's discipline, and the provision of professional expertise to public and private entities beyond the university.
- (1) For promotion purposes, the term "unit" shall be defined as a department, school, or college without subordinate academic departments or schools (hereafter, 'independent college'). The term "faculty" shall be defined as those who hold regular full-time tenured or tenure-track appointments. Given some variance in procedures followed for faculty from independent colleges and/or regional campuses, sections of this policy have been included to delineate these specific procedural differences.
  - (2) Criteria appropriate to a particular unit shall be formulated by that unit in light of college (if applicable) and university standards and guidelines, the mission of the unit, and the demands and academic standards of the discipline.
- (B) Promotion criteria. Recommendations for promotion shall be based upon two major classes of criteria. The first, "academic credentials and university experience," describes the normal minimums of credentials and time-in-rank necessary for promotion consideration. The second, "academic performance and service," refers to the record of actual performance and the accomplishments by the faculty member in academic and service areas, as defined by the unit handbook. Unless otherwise specified in the unit handbook, documented in-press and forthcoming scholarly or creative works will be considered as part of the record of accomplishments.
- (1) Academic credentials and university experience.
    - (a) Assistant professor. A faculty member will not be considered for advancement to this rank until either completion of three years as an instructor and possession of at least the master's degree, or until the academic credentials minimally required for initial appointment at the assistant professor's level are achieved.
    - (b) Associate professor. This is one of the two senior ranks in academia; accordingly, a faculty member must possess the terminal degree in his/her discipline before promotion consideration. In exceptional cases, this rule may be modified with the approval of the unit's promotion committee and the provost. A faculty member will not usually ~~not~~ be considered for advancement to this rank until completion of five years as an assistant professor, but in ~~extraordinary~~ cases where the candidate has met the expectations for promotion, they may be considered after completion of fewer years as an assistant professor. The criteria for evaluating an application for early

promotion will be the same as the criteria for an on-time application for promotion. A non-tenured faculty member applying for promotion to the rank of associate professor must also undergo a successful tenure review.

- (c) Full professor. As with associate professor, a faculty member must possess the terminal degree in his/her discipline before promotion consideration. In exceptional cases, this rule may be modified with the approval of the unit's promotion committee and the provost. A faculty member will usually not be considered for advancement to this rank until completion of five years as an associate professor, but in extraordinary cases may be considered after completion of fewer years as an associate professor. A non-tenured faculty member applying for promotion to the rank of full professor must also undergo a successful tenure review. Unlike tenure and promotion to associate professor, promotion to professor does not involve an assessment of productivity within a set number of years. Rather, it recognizes success in meeting the academic unit's requirements for scholarship, teaching, and service commensurate with the rank of full professor, irrespective of the number of years in the rank of associate professor.
- (2) The criteria for assessing the quality of scholarship, teaching and service shall be clearly specified and included in the handbook of each unit and campus. Guidelines for weighting the categories of scholarship, teaching and service shall be established by each unit for Kent campus faculty. For regional campus faculty, guidelines for weighting the categories of scholarship, teaching and service shall be established by each campus faculty council and this weighting shall be used at all levels of review. The handbook should indicate with some specificity, how the quality and significance of scholarship and the quality and effectiveness of teaching and service are to be documented and assessed. Only documented evidence of scholarship, teaching, and service will be used in assessing a faculty member's eligibility for promotion. In the evaluation of scholarship, emphasis should be placed on external measures of quality.
- (3) All tenured and tenure-track faculty members of the unit must have the opportunity to participate in the establishment, development and revision of the unit's criteria. These processes should be democratic and public.
- (4) As the university enters new fields of endeavor, including interdisciplinary initiatives, instances may arise in which the scholarship of faculty members may extend beyond established disciplinary boundaries. In such cases, care must be taken to apply the criteria with sufficient flexibility. In all instances, superior scholarly attainment, in accordance with the criteria set forth in the unit handbooks, is an essential qualification for promotion.
- (5) Criteria based on sex, race, color, age, national origin, religion, disability, sexual orientation, or political activity or other legally protected categories are expressly forbidden.

[Sections (C)-(K) remain unchanged.]



## 6 - 12

### UNIVERSITY POLICY REGARDING FACULTY PROFESSIONAL IMPROVEMENT LEAVE

- (A) The university permits a tenured faculty member who has completed at least seven years of full-time service to the university and has the rank of assistant professor or higher to be freed of instructional or official responsibilities and granted a faculty professional improvement leave for purposes of:
- (1) Upgrading professional skills;
  - (2) Acquiring new skills; or
  - (3) Intellectual and professional development that will be of benefit to the individual and to the university.
- (B) Every possible effort will be made to distribute fairly such leave to all units: departments, schools, independent schools, and library administration. As general rule, the department will absorb the load of the faculty member on faculty professional improvement leave without replacement. However, in extraordinary instances, which will require presidential approval, a temporary replacement may be secured for some portion of the faculty member's load.
- (C) Sabbatical leave shall be governed by the following:
- (1) One semester at full benefits and a uniform rate of not less than one hundred per cent of the faculty member's contractual salary for the semester; or
  - (2) Two semesters at full benefits and uniform rate of not less than fifty per cent of the faculty member's contractual salary.
  - (3) For faculty on a twelve-month contract, the period between the end of the Spring semester and the start of the following Fall semester may also be taken as leave under this policy at a uniform rate of not less than 100% of the faculty member's contractual salary for that period.
- (D) It should be clearly understood that the faculty member has an obligation to continue in active service with the university for a period of at least one academic year following the completion of the leave. If the faculty member

Revisions approved by PSC 3/26/18

does not return to the university, then the faculty member may be required to refund any salary received from the university during the period of the leave.

- (E) Any faculty member granted faculty professional improvement leave is not eligible for another faculty professional improvement leave for a period of seven years after the faculty professional improvement leave has been completed.

**Policy Effective Date:**

Mar. 01, 2015

**Policy Prior Effective Dates:**

3/18/1982, 2/14/1983, 6/11/1986, 6/1/2007

## 6 - 15.1

### ADMINISTRATIVE POLICY REGARDING GRADUATE FACULTY

- (A) Each department shall form a graduate faculty committee selected from its present full members of the graduate faculty. It may be desirable for this committee to be the graduate studies committee to the department. This committee shall evaluate its departmental faculty for graduate faculty status and forward its recommendations to the appropriate graduate dean for approval. Recommendations for graduate faculty status shall be based on the following criteria.
- (B) Criteria for full membership on graduate faculty.
  - (1) Possession of the terminal degree which is appropriate to the discipline. In most departments this is the doctorate. In some instances, such as the case of an outstanding artist, musical performer, or other specialist, achievement which has received regional, national, or international recognition in the discipline may take the place of the terminal degree.
  - (2) Scholarly or creative activity resulting in publications or other recognition of distinction.
    - (a) In most academic departments this should be interpreted to mean substantial publication of scholarly research during the past five years. In rare instances, and with great caution, the publication requirement may be waived for senior faculty members who have a distinguished record of thesis direction. Publication should not normally be expected for full graduate faculty membership of faculty who are in artistic and performing fields. This is not meant to exclude the scholarly areas in the fine arts such as art history, music history, musicology, music education, music theory, and history of the theater, all of which should be viewed as typical academic departments in which publication is the usual form of scholarly achievement.

- (b) For faculty members whose primary responsibility is the teaching of artistic performance such as musicians, actors, and dancers, the appropriate productivity would be continued professional activity in their performing field. This activity should receive significant regional, national, or international recognition by such demonstrations as invitations to perform and favorable critical notice. Local or on-campus performances should not be counted.
  - (c) For faculty members in the fine arts whose primary responsibility is the teaching of a craft which the objects is to produce a work of art, the faculty member should be able to demonstrate continued productivity in his or her field and continued off-campus recognition of his or her own works of art. For a composer, this would mean performances of his or her compositions under significant off-campus auspices. For a painter, sculptor, or other plastic artist, this would mean exhibitions of his or her work under significant off-campus auspices and invitations to have his or her work exhibited. For the architect, this would mean continued activity as a practicing architect and continued demand for his or her professional services.
- (3) ~~Significant,~~ good teaching at the graduate level, where appropriate. It is understood that not all faculty members who participate regularly in the training of graduate students have the opportunity to teach at the graduate level.-
- (C) Criteria for associate membership on graduate faculty.
- (1) The possession of the appropriate degree in the discipline as stated in paragraph (B)(1) of this rule.
  - (2) Great potentiality for the training of graduate students and the production of scholarly research as indicated by letters of recommendation and other documents.

- (3) These recommendations shall be forwarded from the departmental committee to the dean of the appropriate graduate school for approval accompanied by appropriate documentation of the recommendations. These material will be kept on file in the appropriate graduate school office. All college deans and graduate department chairpersons will be "ex officio" full members of the graduate faculty.
- (D) Duties and privileges of full members of graduate faculty.
- (1) Teach graduate courses.
  - (2) Direct master's theses and, when approved by the department, direct doctoral dissertations.
  - (3) Serve on master's and doctoral examination committees.
  - (4) Serve as voting members of the graduate faculty, able to serve on the graduate council and other graduate faculty committees.
- (E) Duties and privileges of associate members of the graduate faculty.
- (1) Teach certain designated courses, for which they would be specifically approved as stipulated by the department and filed in the appropriate graduate school office.
  - (2) When appropriate as judged by the department, direct master's theses and serve on master's and doctoral examination committees, with the approval of the dean of the appropriate graduate school.
  - (3) When appropriate as judged by the department, direct doctoral dissertation research and the writing of the dissertation as coadvisor with a senior faculty member who is a full member of the graduate faculty with the approval of the appropriate graduate dean.
- (F) All full and associate members of the graduate faculty shall have their graduate faculty status reviewed according to the foregoing procedures in the fall semester of every fifth year beginning in the fall of 1969.

**Policy Effective Date:**

Mar. 01, 2015

**Policy Prior Effective Dates:**

11/4/1977, 3/18/1982, 6/15/1982, 6/25/1986, 6/1/2007



**Faculty Senate Executive Committee  
Minutes of the Meeting  
February 21, 2018**

**Present:** Kathy Wilson (Vice Chair), Kathy Kerns (Secretary), Ed Dauterich (at-Large), Farid Fouad (Appointed), Tess Kail (Office Secretary)

**Excused:** Deb Smith (Chair), Robin Vande Zande (Appointed)

**Guests:** President Beverly Warren and Provost Todd Diacon

1. Call to Order

Vice Chair Wilson called the meeting to order at 3:06PM in the Faculty Senate Conference Room.

2. Approval of Minutes

Members of the executive committee reviewed the January 29, 2018 Faculty Senate Executive Committee Meeting minutes. A motion was made to approve the minutes as revised (Dauterich/Fouad). The minutes were approved.

3. Discussion of Topics for the President and Provost

Vice Chair Wilson lead the discussion and the committee identified three issues to raise with the President and Provost.

4. Nominations for Faculty Senate Seat on Faculty Ethics Committee (FEC)

Vice Chair Wilson explained that Senator Fox's term on the FEC is expiring soon. An election for the seat will be held at the March Faculty Senate meeting. Senator Fox has agreed to run again. Members of the Executive Committee generated three other possible nominees for the slate. Chair Smith will contact those nominated to see who would like to run.

5. Faculty Senate Nominating Committee

Vice Chair Wilson noted that a three person Nominating Committee will need to be appointed soon. The Nominating Committee is responsible for filling the slate of candidates that will run for Senate officer positions in the April election. Members of the

Executive Committee generated a list of potential appointees. Chair Smith will contact nominees to determine if they are willing to serve.

6. Update on Planning for Faculty Senate Spring Forum

Senator Dauterich provided an update. The Spring Forum, which is intended for all faculty members, will be held on the Kent campus Thursday April 19 from 12:30 – 3PM. The theme, a continuation from the Fall forum, will be Resilient Students. A “save the date” notice will be sent soon.

7. Voting Update

Tess Kail stated that the date for returning ballots for the Faculty Senate election has passed. She is currently validating ballots and will soon begin tabulating election results. Results will be shared at the next Faculty Senate Executive Committee meeting and distributed to all faculty later that week.

President Warren and Provost Diacon arrived at the meeting.

8. Discussion of Fall Break and Next Steps

There was an exchange of views regarding the process that was followed in finalizing the new Fall break. President Warren reiterated her interest in having a Fall break. Provost Diacon stated that faculty input from Senators lead to revision of the plan. Members of the executive committee stated their concern that the matter had not been returned to Senate for a formal vote. The consensus view among all parties was one of regret and missed opportunities that the matter had not been brought back to Senate prior to implementation. The conversation focused also on lessons learned that could inform the upcoming process for adjusting the calendar in summer or spring semesters. The plan for that change is to gather feedback from Senators, then take a proposal to EPC in March for approval with presentation to Faculty Senate for approval in April.

9. Relationship Conflict of Interest Policy

Vice Chair Wilson raised the question of whether the Professional Standards Committee should pursue a Relationship Conflict of Interest Policy that would apply specifically to faculty, or instead work with others at the university to see if a more general policy could be developed for all employees. President Warren indicated she would consult with administrators to gather their views on the question.

10. Transparency for Tenure Files

Provost Diacon indicated the university has been consulting with the FlashFolio vendor regarding the transparency options (sharing of RTP files) that had been approved by President Warren. The current system does not allow for the changes but the university is looking into an upgraded version of the system that would allow these options.

11. Global Distinction Program

Provost Diacon indicated that the proposal for a Global Distinction Program is moving forward although aspects of the program have been revised. Members of the Executive Committee expressed dissatisfaction with the process that was followed; the underlying concern is that the faculty committee spent 18 months on the proposal only to learn that administrators had decided that key aspects of the program could not be implemented.

President Warren and Provost Diacon left the meeting.

12. Adjournment

The committee adjourned at 4:58PM.

Respectfully submitted by Kathryn Kerns  
Secretary, Faculty Senate





**Faculty Senate Executive Committee  
Minutes of the Meeting  
February 26, 2018**

Present: Deb Smith (Chair), Kathy Wilson (Vice Chair), Kathy Kerns (Secretary), Robin Vande Zande (Appointed), Farid Fouad (Appointed), Tess Kail (Office Secretary)

Excused: Ed Dauterich (at-Large)

1. Call to Order

Chair Smith called the meeting to order at 3:03PM in the Faculty Senate office.

2. Approval of Minutes

- a. Members of the executive committee reviewed the February 21, 2018 Faculty Senate Executive Committee Meeting minutes. A motion was made to approve the minutes as revised (Fouad/Wilson). The minutes were approved.
- b. Minutes from the February 12, 2018 Faculty Senate meeting are not yet ready for approval. They will be distributed and approved by the Executive Committee through e-mail.

3. Review of Items from February 19, 2018 EPC Meeting

Chair Smith presented items from the February 19, 2018 EPC meeting. She proposed that the Faculty Senate Executive Committee approve one item that involves a name change for a major. A motion was made to approve the item (Vande Zande/Wilson). The motion was approved and this item will be listed as an information item on the agenda for the March Faculty Senate meeting.

4. Agenda for the March 12, 2018 Faculty Senate Meeting

Chair Smith presented a draft agenda for the March 12, 2018 Faculty Senate meeting. Senator Wilson reported that Associate Provost Munro-Stasiuk would like to present a report from the Great Place Initiative Committee at the March meeting if there is room on the agenda. The old business item, voting on a consensual relationships policy for faculty, may be removed if the university indicates it will pursue a broader policy for all employees in a timely manner (i.e., in time for approval by the Senate May meeting). It

was decided there would be space to include the report from the Great Place Initiative Committee on the agenda if the Consensual Relationship Policy is not on the agenda. A motion was made to approve the agenda with these contingencies (Wilson/Fouad). The motion was approved. Following additional discussion about the Academic Calendar item, it was decided to amend the agenda to include this item as a discussion item instead of an action item (Fouad/Vande Zande). The amendment to the agenda was approved. It is expected that a proposal for how to modify the Academic Calendar will be presented at EPC in March and at Senate in April.

5. Election Updates

- a. Faculty Senate elections: The deadline for submitting ballots has passed. Tess Kail reported she has been validating ballots and will soon begin tabulating.
- b. Faculty Ethics Committee: Unit Member Elections. Chair Smith announced that we now have complete slates for all slates.
- c. Faculty Ethics Committee: Faculty Senator Elections. Chair Smith indicated we have two confirmed candidates, and she is waiting to hear back from a third nominee.

6. Senate Nominating Committee

The Nominating Committee, which is charged with filling the slates for the Faculty Senate Executive Committee elections that will take place in April, needs to be appointed soon. The executive committee generated a list of several nominees to serve on this committee. Chair Smith will contact nominees to determine whether they are willing to serve.

7. Senate E-Mail Forum

Chair Smith suggested the Senate e-mail Forum could be a mechanism for Senators to discuss proposed policy changes in advance of Senate meetings. There was general agreement this could be a good idea as it would allow members more time to reflect on proposed policy changes and be aware of potential concerns.

8. Planning for Spring Faculty Senate Forum

Ed Dauterich, Farid Fouad, and Robin Vande Zande are reviewing information gathered at the Fall retreat. The plan is to use this information as a starting point for the Spring Forum.

9. Adjournment

The committee adjourned at 4:19PM.

Respectfully submitted by Kathryn Kerns  
Secretary, Faculty Senate



**Faculty Senate Executive Committee  
Minutes of the Meeting  
March 21, 2018**

**Present:** Deb Smith (Chair), Kathy Wilson (Vice Chair), Kathy Kerns (Secretary), Ed Dauterich (at-Large), Farid Fouad (Appointed), Robin Vande Zande (Appointed), Tess Kail (Office Secretary)

**Guests:** President Beverly Warren and Provost Todd Diacon

1. Call to Order

Chair Smith called the meeting to order at 3:04PM in room 222 in the Library.

2. Approval of Minutes

Members of the executive committee reviewed the February 26, 2018 Faculty Senate Executive Committee Meeting minutes. A motion was made to approve the minutes as revised (Fouad/ Dauterich). The minutes were approved.

3. Discussion of Topics for the President and Provost

Chair Smith led the discussion of topics to raise with the President and Provost. Most involved updates on items discussed earlier in the semester.

4. Update on Implementation of New Student Survey of Instruction (SSI)

Chair Smith announced that a request for proposals for a vendor has been issued. A staff person has been designated to oversee implementation. It is not clear whether the implementation will be ready in time for the Fall 2018 semester.

5. Faculty Senate Nominating Committee

Chair Smith has heard from the Nominating Committee that they will have a complete slate of candidates for the officer elections that will take place at the April Faculty Senate meeting. Secretary Kerns will contact the committee to let them know we need the candidates to return their questionnaires by April 2, so they can be distributed with Faculty Senate meeting materials.

Provost Diacon arrived at the meeting

6. Updates from Chair Smith on Upcoming Proposals for Policy Changes

- a) Consensual Relationships Policy: The Professional Standards Committee (PSC) met with VPs Polatajko and Witt to discuss the Consensual Relationships Policy. It was determined that there are enough differences in how a policy would be written for faculty and staff that it made sense to write these as separate policies. The faculty policy from PSC will be voted on at the April meeting, and VPs Polatajko and Witt will work on developing a similar policy for staff.
- b) Promotion and Tenure Policy: the PSC has made some minor revisions to the P & T policy, and these will be voted on at the April or May Faculty Senate meeting. The proposed changes do not include the idea of linking tenure and promotion, as it was decided this proposed change needs additional discussion including how Regional Campus faculty are likely to be affected by the change.
- c) Graduate Faculty Status Policy: the current language regarding “significant graduate teaching” is ambiguous and needs clarification. The PSC will be proposing revised policy language at the May Faculty Senate meeting.
- d) Faculty Professional Improvement Leave (FPIL) Policy (i.e., sabbatical leave): PSC is working on a minor revision. Faculty can now take their leave in Fall or Spring; the new change will be to allow 12 month faculty the option to take FPIL in summer.

President Warren joined the meeting

7. Textbook Adoption Policy

Chair Smith asked for an update. Provost Diacon indicated the university is pursuing a textbook policy and it will be presented at EPC in April. The policy will include language regarding a deadline for faculty to submit their book orders; it is hoped earlier submission of book information will help control student textbook costs.

8. Ohio Faculty Council (OFC) Technology Commercialization Award

Chair Smith asked whether KSU has submitted a nominee for the award, and Provost Diacon indicated that VP DiCorleto has done so.

9. University Libraries Dean Search

Chair Smith asked when the search for a permanent dean would take place. Provost Diacon indicated the search will happen in the Fall. Chair Smith suggested letting library faculty know as she had received a question about this.

10. Proposal for a Staff Council

President Warren indicated she is working on creating a staff council that would serve as a sounding board for staff matters. It would have broad representation and provide a way to seek input from staff.

11. Honorary Doctorate Degree

President Warren announced that Michael Keaton will be receiving an honorary doctorate degree from KSU at the May commencement.

President Warren and Provost Diacon left the meeting.

12. Spring Faculty Senate Forum

Senator Dauterich said that the Center for Teaching and Learning would be bringing information about faculty resources to the spring forum.

13. Adjournment

The committee adjourned at 5:07PM.

Respectfully submitted by Kathryn Kerns  
Secretary, Faculty Senate