



FACULTY SENATE

TO: Members of the Faculty Senate and Guests **DATE:** May 8, 2018
FROM: Deborah C. Smith, Chair of the Faculty Senate
SUBJECT: Agenda and Materials for the May 14, 2018 Faculty Senate Meeting

Attached you will find the agenda and the materials for the May 14th 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 April 9, 2018 Faculty Senate Meeting Minutes
5. Chair's Remarks
6. Provost Remarks
7. Elections of Senate and Non-Senate members to the Committee on Administrative Officers
 - Senate Candidate: Richard Mangrum (A&E, Aerospace)
 - Non-Senate Candidates: Mark Lyberger (EHHS, FLA)
 - Note: There will be a call for nominations from the floor*
8. Elections for Senators to replace out-going At-Large positions with no Alternates
 - Candidates: Tameka Ellington, Fashion Design & Merchandising, Kent
 - Oana Mocioalca, Mathematical Sciences, Kent
 - Deepraj Mukherjee, Economics, Stark
 - Diane Stroup, Chemistry & Biochemistry, Kent
9. Report from the Faculty Senate Budget Advisory Committee (FaSBAC)
10. EPC Items:
 - a. Action Item:
 1. University Requirements Curriculum Committee: Designation of Kent Core status in the Additional category to MCLS 20000 Global Literacy and Cultural Awareness (3). Course number will be revised to MCLS 20001. (This item was presented previously and tabled at the January 2015 EPC meeting.) Effective Fall 2019.

10. EPC Items: *(continued)*
 - b. Information Items:
 1. Office of the Provost: Revision of the policy for the Incomplete (IN) administrative mark to update language regarding an IN mark submission and to clarify some requirements and timing of the default grade process. Effective Fall 2018.
 2. Office of the Provost: Revision of the policy for the Audit (AU), Never Attended–F (NF) and Stopped Attending–F (SF) administrative marks to clarify that students still are enrolled in a course receiving one of those marks even if their overall enrollment status has changed for financial aid and other purposes. Effective Fall 2018.
 3. Office of the Provost: Revision of registration deadlines affected by changes to the academic calendar. Effective Fall 2018.
11. Old Business: Action Item: Revisions to University Policy Regarding Faculty Promotion, Sections A-B
12. New Business
13. Announcements / Statements for the Record
14. Faculty Senate Meeting Adjournment



FACULTY SENATE

Meeting Minutes

April 9, 2018

Senators Present: Patti Baller, Rachael Blasiman, Jeffrey Child, Michael Chunn, Jeffrey Ciesla, Jennifer Cunningham, Ed Dauterich, Christopher Fenk, Mary Lou Ferranto, Farid Fouad, Lee Fox, George Garrison, Pamela Grimm, Albert Ingram, Robert Kairis, Kathy Kerns, Darci Kracht, Tracy Laux, Richard Mangrum, Mahli Mechenbier, Stephen Minnick, Mary Mooney, Rocco Petrozzi, Mary Beth Rollick, Susan Roxburgh, 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-Elect Present:** Sue Clement, Jean Engohang-Ndong, Donald White, Melissa Zullo

Senators Not Present: Ann Abraham, Vinay Cheruvu, Vanessa Earp, Bruce Gunning, Todd Hawley, David Kaplan, Cynthia Kristof, Linda Piccirillo-Smith, Carol Robinson, James Seelye, Denice Sheehan

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

Ex-Officio Members Not Present: Vice Presidents: John Rathje, Nathan Ritchey, Stephen Sokany, Willis Walker; Dean Melody Tankersley

Observers Present: Thomas Janson (Emeritus Professor), Kate Klonowski for Mark Rhodes (GSS)

Observers Not Present: Haley Foster (USS)

Guests Present: Sue Averill, Aimee Bell, Amanda Bevington, Cesquinn Curtis, Larry Froehlich, Mary Ann Haley, Tess Kail, Michael Kavulic, Karen Keenan, Jennifer Kellogg, Mandy Munro-Stasiuk, Christa Ord, Jennifer Piatt, Swathi Ravichandran, Valerie Royzman, Therese Tillett, Manfred VanDulmen, Ruth Washington

1. Call to Order

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

2. Roll Call

Senator Kerns called the roll.

3. Approval of the Agenda

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

4. Approval of the Faculty Senate Meeting Minutes of March 12, 2018

Chair Smith asked for a motion to approve the minutes from the March 12 Faculty Senate meeting. A motion was made and seconded (Rollick/Kracht). No corrections to the minutes were offered. The minutes were approved.

5. Chair's Remarks

Chair Smith provided comments on the Faculty Senate Chair position (see attached). There was no discussion of the comments.

6. Election of Officers

Elections were held for four positions on next year's Faculty Senate Executive Committee. The Nominating Committee had provided two candidates for each position.

Pamela Grimm and Darci Kracht were on the slate for Chair. No nominations were offered from the floor. A motion was made to close the nominations (Williams/Mangrum). The motion was approved. Each candidate gave a brief presentation on their views of the university. The election was held, and the winner was Pamela Grimm.

Linda Piccirillo-Smith and Robin Vande Zande were on the slate for Vice Chair. No other nominations were offered. A motion was made to close the nominations (Rollick/Roxburgh). The motion was approved and the election was held. The winner of the election was Robin Vande Zande.

Ed Dauterich and Vanessa Earp were on the slate for Secretary. No other nominations were offered. A motion was made to close the nominations (Dauterich/Uber). The motion was approved and the election was held. The winner of the election was Ed Dauterich.

Tracy Laux and Richard Mangrum were on the slate for the elected At-Large position. No other nominations were offered. A motion was made to close the nominations (J. Walton-Fisette/Child). The motion was approved and the election was held. The winner of the election was Tracy Laux.

7. President's Remarks

President Warren began her remarks by thanking the senators for their contributions to shared governance this year. She then discussed two plans for the future. The university has put together a facilities master plan that involves \$1,000,000,000 in proposed spending over a 10 year period, with projects completed across three phases. Half the money will be provided through public partnerships or philanthropy, and thus external donations are necessary for the plan to be realized. The 5 goals of the master plan are to: create a signature gateway to the campus through realigning streets and closing some of the current entrances; create a more walkable campus; elevate innovation by having research spaces that support interdisciplinary research; enhance a dynamic campus life through further development of front campus and the esplanade that links to downtown; and add new buildings and campus parking decks. All colleges will be affected by the

master plan. Funding is already in place for Phase 1, which will cost \$221 million and includes a new College of Business Administration building. Funds will come from state funding, private partnerships and philanthropy, and university investment income. Investment income will be used, as capital spending in a one time rather than an ongoing cost.

Future faculty hiring will be funded through ongoing income sources (tuition, state subsidy). Income from these sources is declining due to fewer students; the number of college age students is declining, and more students at KSU are completing their degrees in 4 years. Tuition rates have also been flat. All sectors of the university will need to work together creatively to address the tight budget.

Senator Williams noted that the current Business building is newer than some buildings on campus (e.g., Bowman Hall), and she asked what would happen to it once the new Business building is built. President Warren indicated the classroom spaces in the building are not ideal, but it could be used by departments or service centers, and the plan is to repurpose the building in some way. She also noted that renovations of Bowman and Satterfield to create a humanities quad is part of phase 2 of the master plan. Senator Roxburgh asked what are the plans for faculty hiring next year. President Warren indicated she had initially hoped to authorize 25 hires for FY19, but that will likely be cut by at least half although hiring will not be stopped completely. The percentage of faculty who are tenure track will be lower in the fall. Senator Rollick asked what funds will be made available for renovation of current buildings, noting that there is currently a leak in the roof of the Math building. President Warren noted KSU will still receive deferred maintenance funds from the state, and VP Polatajko indicated he would check on the plan for addressing the problem in the math building.

8. EPC Item:

- a. Action Item: Office of the Provost: Revision of the University Academic Calendar. Effective Spring 2020 (AY2019-20).

Provost Diacon presented the item. He noted that the proposed change to the Spring calendar is a result of the implementation of the Fall break. He stated that the Fall break at midsemester is intended to benefit faculty as well as students. The earlier start of the Fall semester, designed to maintain the number of instructional days in Fall, results in not enough time for staff between Summer and Fall terms. The proposal for revising the academic calendar involves ending the Spring semester earlier and starting Summer sessions earlier in 2020 to allow time for staff to complete the work that has to happen between Summer and Fall semesters. Provost Diacon also acknowledged that the Senate had good reason to be unhappy that Fall break was implemented by the administration after Senate had tabled the proposal. In response to the concerns from Senate, the administration sought broad input on the proposed changes to the Spring and Summer calendars.

Senator Twieg asked whether the university would be in compliance with state laws if we reduce instructional time in Spring semester. He also asked whether the university would be evaluating whether the new break reduces stress for students and suggested that attention be focused on understanding how to reduce the sources of stress that students face. Provost Diacon indicated he would look into the question of contact hours and noted

they had consulted with student affairs and freshmen students when the Fall break proposal was under consideration. A motion was made to approve the item (Kracht). Senator Child asked why the options of reducing intersession or summer were rejected. Provost Diacon indicated that several programs would have been affected by reducing summer or intersession, some students need an intersession course so they can graduate before starting a job, and reducing the days in intersession and summer has a greater impact given the length of class sessions during these terms. Senator Kracht stated she changed her views and now supports the proposal to reduce the Spring term after hearing that altering summer would adversely affect programs that have seven, six week sessions per year. The motion was approved.

9. Old Business:

- a. Professional Standards Committee (PSC) Proposal: Proposed New University Policy Regarding Consensual Relationships and Other Relationship-based Conflicts of Interest

Chair Smith explained that, following the last Senate meeting, VP Polatajko, VP Witt, Senator Roxburgh, and Chair Smith had met to discuss the possibility of creating a university-wide policy on relationship-based conflicts of interest. It became clear that there were enough differences between the roles of faculty and staff that it made sense to create separate policies for these two groups. Faculty Senate voted on a policy for faculty members, and the university will work on creating a policy for non-faculty employees.

Senator Roxburgh presented the policy changes. On the advice of university counsel, the preamble has been removed from text but will be available via a hyperlink. A statement was added to indicate that the policy did not preclude spousal hires.

Senator Vande Zande proposed, as a friendly amendment, that the new section under C2 be moved to C3 where it would fit better and that the second sentence of the preamble be edited to include familial relationships as well as consensual or romantic relationships. These changes were accepted. A motion was made to approve the policy as amended (Wilson/Dauterich). The motion was approved.

- b. PSC Proposal: Revisions to University Policy Regarding Faculty Promotion, Sections A-B

Chair Smith reminded senators that several changes to the tenure and promotion policy were discussed last fall. The PSC has decided not to pursue one of the changes at this time, the linking tenure and promotion, as it was decided that there needed to be more discussion of potential impacts and gathering of data before deciding on whether to pursue that change (e.g., examining how often and for whom tenure is granted without promotion). Faculty Senate considered some relatively minor revisions to sections A and B of the policies.

Senator Roxburgh presented the proposed changes. The reference to sustained productivity has been removed because the language is ambiguous and has been interpreted differently by different reviewers in ways not intended (e.g., taken to mean a faculty member cannot change the topics they study). Another change is to clarify that the

standards for those going up early for tenure are the same as those who go up later rather than a higher standard. A third change was to make clear that the standards for promotion to the rank of Professor are the same regardless of how many years it has been since promotion to Associate Professor was earned. A motion was made to approve the proposed changes (Williams/J. Walton-Fisette).

Senator Wilson suggested, as a friendly amendment, that the new language in the first sentence under A referring to the academic handbook was not necessary as the criteria for evaluation are specified later in the policy. The proposed change was accepted. Senator Grimm expressed concern that the proposed change to remove higher standards for early tenure and promotion were in conflict with her department's handbook, and her department explicitly wanted higher standards in those cases. Senator Roxburgh clarified that departments can set higher standards in their handbook, and those would need to be met by a candidate. Senator Kerns asked why the language about having an extraordinary case was removed for early tenure but was not removed for early promotion. Senator Roxburgh indicated the language could be changed to be parallel if that was the preference of Senate. Senator Williams spoke for removing the term extraordinary from the promotion policy. Chair Smith suggested the word extraordinary could be removed, or the whole passage could be edited so that the language in the promotion section mirrors the language in the tenure section. Senator Grimm stated it would be better to have parallel language for the two sections, and she made a motion to make that change. Senator Child suggested the language about extraordinary referred to coming up early for promotion rather than to having extraordinary contributions. Chair Smith stated the ambiguity in interpretation is why the language was revised in the tenure section, and she reviewed the proposed changes. The motion to approve the parallel language was seconded (T. Walton-Fisette). Senator Wilson expressed concern that more time was needed to evaluate the proposed changes, and she moved that the body invoke the two meeting rule and postpone a vote until the May meeting. The motion to postpone was seconded (Laux). The motion to postpone a vote to the May meeting was approved. Senator Kairis expressed concern that stating in the policy that standards cannot be higher for tenure or promotion but allowing handbooks to state the opposite is contradictory. He suggested the PSC consider altering the language.

10. New Business

- a. PSC Proposal: Revisions to University Policy Regarding Faculty Professional Improvement Leave (FPIL), Section C
- b. PSC Proposal: Revisions to Administrative Policy Regarding Graduate Faculty, Section B.3

Senator Roxburgh presented the two new policy revisions from PSC. The FPIL policy currently allows sabbatical to be taken in Fall or Spring semester. The revision will allow 12 month faculty the option to take their sabbatical leave during the summer. Regarding the policy on Graduate Faculty Status, the current policy states that those with graduate status should have significant, good teaching at the graduate level. The wording has been revised to note that this applies to those who have the opportunity to teach graduate courses (some graduate faculty do not routinely do classroom teaching at the graduate level).

A motion was made to approve the proposed changes to the FPIL policy (Fouad/Ciesla). Senator Kerns suggested that language be added to clarify that faculty taking the Summer option will receive full benefits (as is stated for the other options). This proposed change was accepted. The motion was approved.

A motion was made to approve the revisions to the Graduate Faculty policy (Wilson/Fox). The motion was approved.

11. Announcements / Statements for the Record

Senator Wilson announced that the request from the Committee on Committees would be going out this week. She encouraged senators to complete the survey and to encourage their colleagues to do the same.

Senator Dauterich reminded senators that the Spring Faculty Form would be taking place on April 19, and he asked people to RSVP to Tess Kail. The topic will be building resilience in students.

Kate Klonowski announced that the Graduate Research Symposium has been expanded to two days this year, April 19 – 20. She requested faculty volunteers to serve as judges.

12. Adjournment

Chair Smith adjourned the meeting at 5:10PM.

attachment

Chair's Remarks April 9, 2018

I want to keep my remarks this month relatively brief so that we have ample time to hear from the two candidates running for election as Chair of Faculty Senate.

As I've interacted with the faculty leaders of the Senates at other institutions through my involvement with the Ohio Faculty Council and with the MAC Academic Leadership Development Program, I've found myself reflecting on the fact that many of them have the title 'Senate President' rather than 'Senate Chair'. I'm also told that, once upon a time, the leader of the Faculty Senate here at KSU was called the 'Senate President'. The difference between these titles may ultimately be a difference that makes no difference in practice. However, it does seem to me that there is a difference in the connotation of the two titles.

From my perspective, a President is someone who has genuine decision making authority, while a Chair is merely someone who oversees a deliberative, decision making body. Of the two titles, I think that 'Chair' is more apt in this case. The Senate leader has a lot of responsibility, but almost no decision making authority. To be sure, I get to decide, e.g., whether to order muffins or veggies as snacks at Senate meetings. Of greater note, in my first few months as Chair, I got to decide where to make a 2% cut to the Senate budget. But, by and large, there is no real decision making power in this office. The decision making authority resides entirely with the Senate itself.

The true power of the office of Faculty Senate Chair resides in the combined freedom and responsibility that one has in constructing the Chair's remarks each month. After all, there are very few people below the level of the President's Cabinet that have the President, the Provost, all of the Vice Presidents, and all of the College Deans as a captive audience for 15 minutes or so each month. The truth is that this office comes with an extremely powerful bully pulpit—one that when used wisely can amplify the voice of the faculty beyond what is ordinarily possible. I hope that my fellow Senators will judge that I have used the power of this bully pulpit effectively.

Whoever wins the upcoming election, the Faculty Senate will be in very good hands. The single most important piece of advice that I can give to that person is not to squander the power of your bully pulpit. Choose the topics of your remarks wisely. Always take care to back up your claims with evidence and data and neither over state nor understate what needs to be said. Your voice will be the voice of the faculty. Ensure that voice is heard and respected.

Thank you.

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

Chair Smith

	TT faculty	Non-tenure eligible faculty	All full- time faculty	Percentage of full-time faculty who are TT
AY 14/15 Faculty Totals				
Kent Campus	620	325	945	66%
Regional Campus	191	192	383	50%
Total	811	517	1328	61%
AY 15/16 Faculty Totals				
Kent Campus	595	357	952	63%
Regional Campus	177	184	361	49%
Total	772	541	1313	59%
AY 16/17 Faculty Totals				
Kent Campus	601	363	964	62%
Regional Campus	179	179	358	50%
Total	780	542	1322	59%
AY 17/18 Faculty Totals				
Kent Campus	623	376	999	62%
Regional Campus	172	185	357	48%
Total	795	561	1356	59%

17/18 Increase relative to 14/15	-1.97%	8.51%	2.11%
17/18 Increase relative to 16/17	1.92%	3.51%	2.57%

Faculty who took the UESP				
Retiring May 2018	35	25	60	58%
Deferring to May 2019	20	11	31	65%
Total	55	36	91	60%

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

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

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

AY 17/18 TT Faculty median salary: \$ 84,891
 New TT Faculty that could be hired at median salary per 1M budget variance: 11.8



KSU Budget Model - Executive Summary Kent Campus Colleges

Discussion Draft Presented to FaSBAC April 24, 2018

The following describes two different budget models that the RCM 2.0 Committee is considering. They are as follows: 1) Revised RCM Model and 2) Hybrid Model.

Revised RCM Model

In a Revised RCM Model, budgets would be determined in the same fashion that Kent E&G RCM budgets are today; that is, via a formula. The difference between the current model and a revised model is that changes within the formula would be modified to better align funding with the strategic goals of the university. Changes may include a modification to the 80/20 split, SSI allocation per state formula, an incentive for external research awards, an incentive for retaining students, and others. In addition, a review of the administrative fee would be undertaken.

Under a Revised RCM Model, budgets would be determined formulaically. Therefore, changes in enrollment, external research award, retention rates, and student success could change the funding available to each college. Similar to the current model, enrollment would largely drive revenues. However, opportunities for additional funding would exist in the event that a college achieved external research award targets, retention rate targets, or experienced improved student success—defined as the amount allocated per the state SSI model.

Pros – Allows university to align funding with mission; Funding is determined by formula; Provides incentives for colleges to increase revenues; Incentivizes entrepreneurship; More timely response to changes in enrollment; Major decisions made at college level as opposed to university level.

Cons – Does not appropriate resources in a fashion that allows for the university to determine the next best use of each dollar; Major decisions made at college level as opposed to university level; Can be volatile in periods of material enrollment shifts; Does not recognize differences in the cost of instruction; Potential to focus more on revenue than student need; Complexity of a formula that adequately incentivizes colleges.

Hybrid Model

In a Hybrid Model, funding would be comprised of both base budget and incentive pool components. The base budget component would be determined in the same fashion that Kent E&G support budgets are today. That is, base budgets from the prior year would be



KSU Budget Model - Executive Summary Kent Campus Colleges

Discussion Draft Presented to FaSBAC April 24, 2018

adjusted for salary increases and all other permanent revisions to base budget that happened throughout the year. The incentive pool component would provide the colleges with opportunities to achieve funding in excess of their base budgets. The following lists some of the ways in which a college could exceed its base budget: 1) Achieving an annual revenue target, 2) Achieving an annual base budget target, 3) Achieving an external research award target, 4) Achieving quality through student success; defined by the % share of SSI funding for each college, 5) Achieving retention targets, and 6) A strategic pool to be allocated at the Provost's discretion.

Under a Hybrid Model, the fixed portion of a college's annual expenses would be decided at the Provost's discretion. Therefore, changes in enrollment, external research award, retention rates, and student success could be adjusted in both the base and incentive portions of the hybrid model. In addition, because it is not strictly formulaic, there is an opportunity to address each college's specific needs. Further, the Hybrid Model would allow for each college to retain 100% of its annual surplus, just as the current RCM model does today.

Pros – Is not as volatile as the current RCM Model; Allows for all colleges to create real / attainable budgets, but also allows for incentives to get additional allocations beyond the base budget; Allows university to align funding with mission; Provides for flexibility by allowing the Provost to use a pool of funds to invest where appropriate; Creates an environment in which there is less competition between colleges; Reduces the silo effect that the current RCM model is said to create; More fluid allocation of monies between central administration and the colleges; Requires the Provost and team to fully understand the needs of each college.

Cons – Base budgets would need to be determined each year; More time consuming to create than a formulaic approach; Requires the Provost and team to fully understand the needs of each college; Less autonomy for deans; Less incentive based funding; Decrease in ability to directly impact revenues/funding.

Note: Both models will incorporate accountability, transparency, and a regular review to determine effectiveness.



Modern & Classical Language Studies

To: James L. Blank, Dean, College of Arts & Sciences
Mary Ann Haley, Associate Dean, College of Arts & Sciences
From: Keiran J. Dunne, Chair, Modern & Classical Language Studies
Date: March 23, 2018
Re: Revisions to Global Literacy and Cultural Awareness (MCLS 20000)

A handwritten signature in black ink, appearing to be "KJ Dunne".

The Department of Modern and Classical Language Studies is resubmitting its proposal to revise the course Global Literacy and Cultural Awareness. We are requesting Kent Core status in the Additional category and changing the course number from MCLS 20000 to MCLS 20001.

This proposal was approved by the College of Arts and Sciences Curriculum Committee on December 4, 2014.

This proposal was approved by the University Requirements Curriculum Committee on December 12, 2014.

This proposal was tabled by Educational Policies Council on January 26, 2015.

This is a resubmission for reconsideration by EPC given the university's increasing focus on global issues and internationalization, the university's participation in the ACE Internationalization Laboratory, the recently launched Global Understanding Research Initiative and recent committee work focusing on global distinction for undergraduate students.

Kent Core Course Proposal Questionnaire

Please review the Kent Core Policy Statement before completing and submitting the questionnaire to the University Requirements Curriculum Committee accompanied by a Course Catalog Update workflow and typical course syllabus.

Date: March 22, 2018

Department/School: Modern and Classical Language Studies (MCLS)

Course ID: 20001 **Credit Hours:** 3

Course Title: Global Literacy and Cultural Awareness

Kent Core Category: Additional

Prerequisite(s): None

1. **Explain how the course addresses (a) concepts central to the subject area and (b) the specific Kent Core learning goals listed in the *University Catalog*:**

a. Acquire critical thinking and problem-solving skills

The course focuses on improving students' understanding of cross-cultural interactions and developing strategies for functioning both professionally and personally in culturally globalized settings.

b. Apply principles of effective written and oral communications

The course introduces students to the concept of conversation strategies and enables them to become aware of the culturally determined principles that underlie our seemingly intuitive use of specific strategies. Students will be able to recognize types of cultural strategies (turn taking as opposed to overlapping; linear narratives as opposed to ring narratives; use of silence; wait response time; etc.) and assess their effect in varied professional and personal situations.

c. Broaden their imagination and develop their creativity

The course describes how cultural orientation shapes our verbal and non-verbal behaviors and the behaviors of people from other cultures. Since most of us are unaware of the ways in which culture shapes our daily behavior (for instance, how close we sit to other people; whether we think being late is O.K. or not; when and why a "yes" actually means "no"; why people smile or not; etc.), the sheer fact of becoming conscious of these differences will broaden student's imagination and will enable them to imagine how people from other cultures perceive these things differently.

d. Cultivate their natural curiosity and begin a lifelong pursuit of knowledge

Becoming globally literate is a long process but the course will provide students with tools to better determine why cultural misunderstandings occur and develop

strategies to avoid such misunderstandings. It will also enable them to begin to understand how their culture is perceived by others and why.

- e. **Develop competencies and values vital to responsible uses of information and technology**
- f. **Engage in independent thinking, develop their own voice and vision and become informed, responsible citizens.**

Cultural awareness and global literacy have become crucial components of responsible citizenship. A person incapable of assessing whether his/her behavior is culturally acceptable, or understandable by people from other cultures, is not able to conduct business with them, to manage employees, to conduct negotiations, or to cultivate personal relationships. Engaging in independent thinking requires that one become aware of the factors that shape one's thinking. Many of these factors are culturally determined and operate at the subconscious level and must be brought to consciousness before a person can become cross-culturally competent.

- g. **Improve their understanding of issues and behaviors concerning inclusion, community and tolerance**

Awareness of the ways in which our culture shapes us and of the differences between our own culture and the culture of others results in greater tolerance for people. Instead of attributing negative characteristics to the other, a globally literate person can reconstruct the cultural paradigm that explains the other person's behavior and become more accepting. A globally literate American visitor to Egypt will not assume that her hosts are rude and unruly because they always try to jump to the head of the line. She will understand that this is perfectly normal in a culture where relationships are more valued than rules.

- h. **Increase their awareness of ethical implications of their own and others' actions**
- i. **Integrate their major studies into the broader context of a liberal education**
- j. **Strengthen quantitative reasoning skills**
- k. **Understand basic concepts of the academic disciplines**

2. **If this course is being proposed for Category I (composition) or Category II (mathematics and critical reasoning), indicate the essential skills that the course is intended to teach, sharpen or strengthen. (Skip this question if the proposed course is intended for other categories.)**
3. **State how the course is representative of a field that has attained maturity and substance with critical mass of its own scholarly literature, methodology, community of specialists and conceptual framework.**

This course represents the cutting-edge interdisciplinary focus of a number of disciplines in the humanities and the social and behavioral sciences. It integrates the findings of scholars in fields and sub-fields such as translation studies, cultural anthropology,

Kent Core (Kent Core) Course Proposal Questionnaire

intercultural communications, cognition, conflict management, international relations, decision-making and psychology of choice, economics, international marketing, haptics (the study of non-verbal communication), and patient compliance.

4. **Are adequate resources available for this course (e.g., faculty, classroom space, equipment, library holdings)? If yes, explain.**

Yes. This was developed as a DL course in 2009-11 by two faculty members. No classroom space is needed. The only equipment is access to a computer (or when the course is made available through an app, a smart phone or an I-pad). Instructors are available to manage the discussions sections and to provide feedback on students' learning.

5. **Has this course been offered previously?**

Yes. Spring 2012, Summer 2012, Fall 2012, Spring 2013, Summer 2013, Fall 2013, Spring 2014, Summer 2014, Fall 2014, Spring 2015, Summer 2015, Fall 2015, Spring 2016, Summer 2016, Fall 2016, Spring 2017, Summer 2017, Fall 2017, Spring 2018.

6. **Given the available Kent Core course options, why is it important that this course be added as an option for students in fulfilling their Kent Core?**

Kent is attempting to globalize its curriculum but it offers no basic interdisciplinary course that trains students to become globally literate. Such a course is absolutely essential if the university truly want to prepare students who can function in a globalized world. International trade impacts one in five of all American jobs, yet more than 50% of employers feel today's university graduates are not equipped with sufficient skills to succeed in a global economy and 7 out of 10 employers would like to see more emphasis placed on global issues. Finally even the Department of Defense rates itself as "inadequate" in its culture and language preparation to conduct international operations.

7. **Please complete and attach the Kent Core Learning Outcomes Assessment Plan, and attach a sample syllabus.**

Kent Core Learning Outcomes Assessment Plan

Course number, title (credit hours): MCLS 20001 Global Literacy and Cultural Awareness

Department/School: MCLS

- Proposed Kent Core Category: Composition Humanities and Fine Arts Social Sciences
 (please check appropriate box) Mathematics and Humanities Basic Sciences
 Critical Reasoning Fine Arts Additional

A sample syllabus must accompany the plan.

I. Kent Core learning objectives	II. Ohio Transfer Module learning objectives	III. What corresponding learning outcomes are included in this course?	IV. What method(s) will be used to assess student learning?	V. What evidence of this assessment will be presented annually for the five-year Kent Core review of this course?
Acquire critical thinking and problem solving skills	Evaluate arguments in a logical fashion; competence in analysis and logical argument	Students will analyze critical incidents and case studies to identify cultural explanations for misunderstanding.	Online learning self-checks for each module, discussion thread responses, final learning assessment	Comparison of pre-learning surveys and post-learning surveys.
Apply principles of effective written and oral communication	Communicate effectively			
Broaden their imagination and develop their creativity				
Cultivate their natural curiosity and begin a lifelong pursuit of knowledge				
Develop competencies and values vital to responsible uses of information and technology				
Engage in independent thinking, develop their own voice and vision, and become informed, responsible citizens	Engage in our democratic society; be active and informed citizens; develop a disposition to participate in and contribute to our democracy	Students will recognize and describe the ways in which cultural factors affect their ways of thinking and of behaving	Online learning self-checks for each module, discussion thread responses, final learning assessment	Comparison of pre-learning surveys and post-learning surveys.

I. Kent Core learning objectives	II. Ohio Transfer Module learning objectives	III. What corresponding learning outcomes are included in this course?	IV. What method(s) will be used to assess student learning?	V. What evidence of this assessment will be presented annually for the five-year Kent Core review of this course?
Improve their understanding of issues and behaviors concerning inclusion, community and tolerance	Acquire an understanding of our global and diverse culture and society			
Increase their awareness of ethical implications of their own and others' actions				
Integrate their major studies into the broader context of a liberal education				
Strengthen quantitative reasoning skills				
Understand basic concepts of the academic discipline	Employ the methods of inquiry characteristic of natural sciences, social sciences and the arts and humanities			

ASSURANCES:

By submitting this proposal, we assure that:

1. The faculty members who teach this course have agreed to the learning outcomes and assessment methods.
2. Assessment results will be reviewed annually by the faculty and submitted to the University Requirements Curriculum Committee.
3. Modifications to the course and/or assessment plan will be based on the annual review.



3/23/18
Date

Department Chair/School Director (or designee) Signature

Department of Modern and Classical Language Studies
Kent State University

Spring 2018

GLOBAL LITERACY AND CULTURAL AWARENESS: MCLS 20000-003-201810

General Information

Instructor	Anne Neveu
Class Meeting Time	1:10pm - 2:00pm MTWR
Location	Bowman Hall (BOW) 313
Consultation Hours	Mondays, 2:00 pm – 3:00 pm
E-mail	aneveu@kent.edu
Term Dates	03/08/18 – 05/06/18

Course Description

The goal of this course is to improve your understanding of cross-cultural interactions. It will foster a nuanced understanding of how hidden cultural factors shape your thoughts and behaviors as well as those of others. Real-world critical incidents, case studies, and audiovisual content will provide a concrete framework for increasing global literacy and cultural awareness, and for learning how to successfully engage in cross-cultural communication.

Course Objectives

Upon successful completion of this course, you will be able to:

1. Describe how culture shapes your own verbal and non-verbal behaviors and those of others.
2. Better determine why cultural misunderstandings occur and develop strategies to avoid them.
3. Understand how your own culture is perceived by others.
4. Apply theoretical ideas to explain how culture shapes communication and miscommunication.
5. Develop strategies for functioning both professionally and personally in culturally globalized settings.

Course prerequisites:

ESL students who register for this class must be in ESL levels 8-10. There are no prerequisites for non-ESL students.

Attendance Policy:

Attendance is required for this class. Students are allowed a maximum of 3 unexcused absences.

3 tardees (arriving 5 or more minutes late or leaving 5 or more minutes early) = 1 Unexcused Absence.

4-5 unexcused absences = 10% grade reduction of your final grade

6-7 unexcused absences = 20% grade reduction of your final grade

8 or more unexcused absences = 30% grade reduction of your final grade

For information on what is an excused absence, see the following link. This class follows the university attendance policy as established in the official Kent State University policy register. For more details, consult:

http://www2.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037744
http://www2.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037744

http://www2.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037744

Learning Activities and Grading

Class participation	20% of course grade
Module quizzes	50% of course grade
Final examination	30% of course grade

1. Readings

For each module of this course you will be required to read a text available electronically each Module on Blackboard Course Content. You must read these texts prior to watching the video lecture segments and before the beginning of each module. See information about Reading Flash Quiz below for assessment information.

2. Lecture video segments

Lecture video segments are the heart of the course. We use these to present central concepts. We encourage you to take notes as you watch, and to review your notes before moving on to the next segment. You will be able to use your summaries and notes to complete your final exam in class.

3. Video Clips

On most weeks you will be asked to watch a series of video clips relating to concepts central to the video lecture segments. Due to copyright issues, some of the videos we intend for you to watch might no longer be available at the time of viewing. If this is the case, continue with the rest of the assignment.

4. Classroom participation.

All activities listed above are the core of this course and must be completed BEFORE each class.

Class time will be used to review readings, address questions, and interact with the course content through exercises, group activities, etc. Students are expected to participate in activities, answer questions, discuss the connections they draw between the course content and their own experiences, and interact with other students. Engagement in class is a way to show that students have completed the reading and viewing of lecture videos, and it constitutes a significant part of the overall grade.

Class participation includes:

1. Asking and answering **questions**, providing **examples**, and in any way engaging with class material and verbally participating during class time.
2. **Weekly Reading Flash Quiz** – a short written essay about each week’s reading.
3. **Iceberg Presentations**: Each student when scheduled will present to the class 3 components of their home culture.
4. **Country Research**: each student will choose a news story related to a foreign country, write an essay, and give a short presentation about the story to a small group during class time.

Weekly Participation (includes 1 and 2) grade is calculated as follows: 35% Flash Quiz, 65% (minimum of 2) verbal contributions to class discussion.

5. Quizzes

Each week you will take a quiz to express your understanding of central concepts. The quiz questions will be a combination of (2) open-ended questions, (10) multiple choice questions,

and (10) true/false statements. Quiz content will come from the video lecture segments, the module readings, and class activities.

Students cannot make up quizzes they missed during an unexcused absence. Students who miss a quiz because of an unexcused absence will get 0 points for the missed quiz.

Quizzes are conducted on Thursdays, unless otherwise specified by the instructor (see schedule on Blackboard Learn)

Participation, Quiz and Attendance grades will be posted on Blackboard weekly.

6. Final examination

During the last week of the semester, you will show what you have learned by taking a final exam. The format will be (10) multiple choice questions, (10) true/false statements, and (6) short answer questions.

The final exam will be on **Thursday, May 3rd, 2018** (last day of class for our class, we do not meet during Finals week).

Grading Scale

94-100% = A	77-79.9% = C+	Below 59% = F
90-93.9% = A-	73-76.9% = C	
87-89.9% = B+	70-72.9% = C-	
83-86.9% = B	67-69.9% = D+	
80-82.9% = B-	60-66.9% = D	

CLASS CONTENT

MODULE 1: INTRODUCTIONS + CULTURE AS AN ICEBERG

Reading: Brooks Peterson, Cultural Intelligence, p. 16-27

MODULE 2: CULTURE AND TIME - WHEN TIME IS NOT MONEY

Reading: Robert Levine, A Geography of Time, Chapter one

MODULE 3: CULTURE AND SPACE - HOW CLOSE IS TOO CLOSE?

Reading: Carol Zinner Dolphin, Intercultural Communication, p. 266-276

MODULE 4: POWER DISTANCE – HOW A SOCIETY HANDLES INEQUALITY

Reading: Geert Hofstede, Cultures and organizations, p53-88

MODULE 5: INDIVIDUALISM VS. COLLECTIVISM - THE “I” VS. THE “WE” IN CULTURE

Reading: Anamaria Knight, Individualism and Collectivism: What Does This Cultural Dimension Have To Do With Education?, pages 1-3

MODULE 6: RULES AND RELATIONSHIPS

Reading: Fons Trompenaars and Charles Hampden-Turner, Riding the Waves of Culture, p. 29-35, 43-50

MODULE 7: COUNTRY PRESENTATIONS, REVIEW AND FINAL

Departmental, College and University policies

Notice of My Copyright and Intellectual Property Rights

Any intellectual property displayed or distributed to students during this course (including but not limited to PowerPoints, notes, quizzes, examinations) by the instructor remains the intellectual property of the instructor. This means that the student may not distribute, publish or provide such intellectual property to any other person or entity for any reason, commercial or otherwise, without the express written permission of the instructor.

Registration Requirement

The official registration deadline for this course is **March 10, 2018** and the last day to **withdraw** with a grade of W is **April 14, 2018**. University policy requires all students to be

officially registered in each class they are attending. Students who are not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. Each student must confirm enrollment by checking his/her class schedule (using Student Tools in FlashLine) prior to the deadline indicated. Registration errors must be corrected prior to the deadline.

Statement on Cheating and Plagiarism

University policy 3342-3-01.8 deals with the problem of academic dishonesty, cheating, and plagiarism. None of these will be tolerated in this class. The sanctions provided in this policy will be used to deal with any violations. If you have any questions, please read the policy at <https://www.kent.edu/ehhs/ldes/ces/defining-and-avoiding-cheating-and-plagiarism> and/or ask.

Student Accessibility Policy

University Policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (330-672-3391 or visit www.kent.edu/sas for more information on registration procedures).

Respectful Student Conduct

The Department of Modern and Classical Language Studies follows University regulations regarding student behavior in the classroom. It is expected that each student will be respectful to the instructor as well as to fellow classmates. Use of profanity, rudeness toward fellow students or the instructor, and angry outbursts are just some examples of disruptive behavior. The instructor will ask the disruptive student to cease and desist and will inform the student of possible suspension and/or dismissal from the class. Guidelines pertaining to class disruptions are outlined in detail in the university policy register at 4-02.2.

Course Syllabus: MCLS 20000 – Global Literacy and Cultural Awareness

Spring 2018, Section 001

Instructor: Carine Graff
Department of Modern and Classical Language Studies
Email: cgraff2@kent.edu
Skype: carine.graff1
Office Hours: Mondays-Wednesday 10-11am and by appointment

Delivery: 100% Web-Based, Asynchronous
Dates: 01-16-2018 / 05-06-2018

Course Information

Course Description

The goal of this online course is to improve your understanding of cross-cultural interactions. It will foster a nuanced understanding of how hidden cultural factors shape your own thoughts and behaviors as well as those of others. Real-world critical incidents, case studies, and audiovisual content will provide a concrete framework for increasing global literacy and cultural awareness, and for learning how to successfully engage in cross-cultural communication.

Course Times and Location

This is a fully online, 15-week course. There will be no face-to-face meetings. All assignments have due dates; please refer to the **Course Schedule** located within the course under Course Documents on Blackboard. Print out the Course Schedule and pin it on the wall above your desk.

Prerequisites

This course has no prerequisites and does not assume any previous knowledge of global literacy.

Course Learning Outcomes

Upon successful completion of this course, you will be able to:

- Describe how culture shapes your own verbal and non-verbal behaviors and those of others.
- Better determine why cultural misunderstandings occur and develop strategies to avoid them.
- Understand how your own culture is perceived by others.
- Apply theoretical ideas to explain how culture shapes communication.
- Develop strategies for functioning both professionally and personally in culturally diverse settings.

Learning Materials

1. Course User Guide

Please carefully read through the Course User Guide, which can be found in the “Course Documents” folder. This will tell you how the course is organized, which activities you will be asked to complete, and how your learning will be assessed. The user guide provides you with the basics and with links to more detailed tutorials in case you need them.

2. Readings

For each module of this course, you will be required to read a text available electronically through the Kent State University Library’s Ares [Course Reserves](#).

IMPORTANT NOTE: If you are accessing the readings from off campus, you will have to use [KSU Proxy](#). KSU Proxy allows Library users to securely connect to databases, electronic journals, books and streaming media services without installing complicated third-party software. When you attempt to access library content from off campus, you’re prompted to enter your FlashLine username and password after which you’re connected.

3. Lecture Video Segments

Video lecture segments are the heart of the course. We use these to present central concepts, which are also summarized in the form of corresponding bullet points for each segment. We encourage you to take notes as you watch and then to go back and review your notes before moving on to the next segment.

4. Video Clips

For most of the modules, you will be asked to watch a series of video clips relating to concepts central to the video lecture segments. Due to copyright issues, some of the videos we intend for you to watch might no longer be available at the time of viewing. If this is the case, simply follow the discussion in the corresponding video lecture segments.

Technology Requirements and Skills

Computer Hardware and Software

Students new to Kent State University should review Information Service’s Technology Viewbook available here: [Getting Started in Your Online Course](#) (link also available in the Start Here folder). A personal computer with consistent, reliable Internet access is required:

1. A DSL or cable connection to the Internet; dial-up is not sufficient.
2. Laptop or desktop computer with a minimum of a 2 GHz processor and 2 GB of RAM.
Do not use your phone or a tablet to do your assignments, as you might encounter problems.

You should have one of the following computer operating systems and additional software applications installed on your computer:

1. Windows 7 system operating software for PC computers or higher OR Mac OS X 10.6 or 10.7 for Apple Mac computers.
2. Microsoft Office Suite (Word, Excel, PowerPoint) discounts available at The Microsoft Store, link available in the Start Here folder.
3. A free version of Microsoft Office is available for students. Instructions and information can be found at support.kent.edu.
4. Antivirus for Windows OS, Microsoft Security Essentials OR Antivirus for Mac OS, Sophos
5. A Blackboard Learn compatible browser, such as the latest version of Mozilla Firefox. Blackboard also supports Chrome and Safari. **Internet Explorer is NOT a supported browser and should not be used.**

Blackboard (Bb) Learn

This course will use Blackboard (Bb) Learn, the official learning management system (LMS) used by Kent State University to deliver course materials to university students. ALL course materials and activities will take place in Bb Learn.

In order to login to the online Bb Learn LMS, students will need a Kent State FlashLine User Name ID and password.

- Students can login to Bb Learn either through a student FlashLine account or via a direct link to the login page: <https://learn.kent.edu>

For help using the Blackboard (Bb) Learn system use the “Bb Learn Tutorials for Students” link in the main navigation of your course.

In general, Bb Learn works best if you use the latest version of most major web browsers, including Chrome (recommended), Firefox, and Safari.

Technology Help Guidelines

- A. **30-Minute Rule:** When you encounter a problem with technology, give yourself 30 minutes to ‘figure it out.’ If you cannot, then contact the KSU Helpdesk 24/7 at 330-672-HELP or 330-672-4357. You can also contact me if all else fails. However, I may not be able to answer immediately and to help with any and all technology issues.
- B. When posting or sending email requesting help with technology issues, whether to the Helpdesk or your instructor, use the following guidelines:
 1. Include a descriptive title for the subject field that includes 1) the name of course 2) the issue. Do NOT just simply type “Help” into the subject field or leave it blank.
 2. List the steps or describe the circumstance that preceded the technical issue or error. Include the exact wording of the error message. Please specify your operating system as well as the browser used.
 3. When possible, always include a screenshot(s) demonstrating the technical issue or error message. Do not take a picture with your phone, but provide a real screen shot

using the Print Screen key on your keyboard and then paste into a Word Document or Paint.

4. Also include what you have already tried to do to remedy the issue (rebooting, trying a different browser, etc.).

Policies and Expectations

Online Attendance Policy

Online courses are conducted on the premise that regular attendance requires students to log into the Bb Learn learning management system (LMS). Attendance is measured both by virtual presence in the online course and student interaction with course learning materials and assignments. Students are expected to check their Kent State e-mail and to log into the system multiple times (at least every other day) during the week.

All actions by students in the Bb Learn LMS can be tracked. At any time during the course, an instructor may generate a report that indicates when and how long individual students have been logged into the LMS, or engaged with course materials or course tools.

Students who anticipate an absence from the online course due to technical or medical reasons should consult with the instructor individually. An absence due to illness or injury requires verification from a medical professional and should be presented to the instructor.

Communication Policy

1. Email course questions and personal concerns, including grading questions, to me privately using your @kent.edu email. Do NOT submit posts of a personal nature to the discussion board.
2. Email will be checked at least twice per day Monday through Friday; Saturday and Sunday, email is checked once per day. During the week, I will respond to all emails within 24 hours; on weekends and holidays, allow up to 48 hours. If there are special circumstances that will delay my response, I will make an announcement to the class.
3. Virtual office hours will be held using Skype. Instructions for downloading the Bb IM tool and usage are located in the START HERE folder in Bb Learn LMS [Getting Started in Your Online Course](#) (Technology Requirements tab). For information on how to download Skype, please check the Course User Guide. I will hold Virtual Office Hours every Monday and Wednesday from 10am to 11am. I am also happy to schedule one-on-one office hours in person.
4. For questions related to technology, please contact: 330-672-HELP or 330-672-4357 for 24/7 support.

Online Student Conduct and (N)etiquette

Communicating appropriately in the online classroom can be challenging. In order to minimize this challenge, it is important to remember several points of "internet etiquette" that will smooth communication for both students and instructors:

1. **Avoid language that may come across as strong or offensive.** Language can be easily misinterpreted in written electronic communication. Review email and discussion board posts BEFORE submitting. Humor and sarcasm may be easily misinterpreted by your reader(s). Try to be as matter-of-fact and professional as possible.
2. **Follow the language rules of the Internet.** Do not write using all capital letters, because it will appear as shouting.
3. **Consider the privacy of others.** Ask permission prior to giving out a classmate's email address or other information.
4. **Keep attachments small.** If it is necessary to send pictures, change the size to an acceptable 250kb or less (there are several programs you can use to do this such as: Photoshop, Paint, GIMP, and picresize.com).
5. **No inappropriate material.** Do not forward virus warnings, chain letters, jokes, etc. to classmates or instructors. The sharing of pornographic material is forbidden.

NOTE: *The instructor reserves the right to remove posts that are not collegial in nature and/or do not meet the Online Student Conduct and Etiquette guidelines listed above.*

University Use of Electronic Email

A university-assigned student e-mail account is the official university means of communication with all students at Kent State University. Students are responsible for all information sent to them via their university-assigned e-mail account. If a student chooses to forward information in their university e-mail account, he or she is responsible for all information, including attachments, sent to any other e-mail account. **To stay current with university information, students are expected to check their official university e-mail account and other electronic communications on a frequent and consistent basis.** Recognizing that some communications may be time-critical, the university recommends that electronic communications be checked minimally twice a week.

Assignments and Grades

A detailed breakdown of course assignments and due dates by lesson module is available as a separate .pdf document that can be accessed in Bb Learn by clicking on the **Course Documents** link in the course menu.

This course consists of 14 modules. You will spend a week working on each. For each module, you will be asked to complete the following learning activities, unless indicated otherwise:

1. Pre-Learning Survey (collectively worth 10% of final course grade)

This activity is designed to find out what you may already know about the central concepts that will be addressed in the respective module. You will be asked to respond to a series of short-answer questions. These survey questions have no "right" or "wrong" answers, but need to make sense. Each survey question is worth one point. The "pre-learning survey" hyperlink found in the main frame for each module will take you to the survey.

Please see the Schedule in the “Course Documents” folder on our course webpage for an overview of when pre-learning surveys need to be submitted.

Please note that there is no pre-learning survey for Module 1.

Pre-learning surveys submitted after the posted assignment due date will not receive any credit.

2. Discussion Questions (collectively worth 30% of final course grade)

This activity will ask you to contextualize and/or expand on key concepts presented in the respective module. The “Discussion” link for each module will take you to a page containing the discussion thread for the group you have been assigned to. You will have to post your answer to the discussion first to be able to see your classmates’ answers. Please refer to the Course User Guide for more details.

Each discussion activity response is worth five points and your grade will be calculated according to the following rubric:

GRADING RUBRIC FOR DISCUSSION THREAD RESPONSE (5 points)

Response addresses the question completely:	2 points
Response is clear:	1 point
<u>Response adheres to the question:</u>	<u>2 points</u>
	5 points

Discussion responses posted after the due date will not receive any credit.

3. Quizzes (collectively worth 40% of final course grade)

For each module, you will take a quiz to make sure you understand central concepts before you move on. The quiz questions will be a combination of multiple choice and true/false. Quiz content will come primarily from the video lecture segments, but also from the respective module readings. The “Quiz” link from the main frame of each module will take you to the questions.

Each quiz will be worth 20 points (1 point per question). The quizzes are timed. You will have 2 hours to complete the quiz once you begin. If you are not satisfied with your quiz grade, you will have the option of re-taking the quiz one additional time, and the higher of the two grades will be the final grade entered for the quiz.

Please see the Course Schedule in the “Course Documents” folder on our webpage for an overview of when quizzes are due.

Please note that assignments will disappear from Blackboard once their deadline has passed.

4. Final Examination (20% of final course grade)

During the last week of the semester, you will show what you have learned by taking a final exam. The format will be multiple choice and true/false questions. The exam will be worth 50 points (one point for each question). You will be able to take the final exam only once. The exam will be timed: you will have one hour to complete the exam once you begin. Please see the "Assignment Due Dates" list in the "Course Documents" folder on our webpage to determine when the final exam will be due.

Late and Make-up Work Policy

- *Pre-learning surveys submitted after the posted assignment due date will not receive any credit.*
- *Discussion responses posted after the due date will not receive any credit.*
- *Quizzes submitted after the posted assignment due date will not receive any credit.*

Grading and Feedback

Students can expect to receive grades and feedback within a week after the assignment deadline.

Assignment Distribution and Grading Scale

Method of Assessment	Number of Assessments	Total Percentage
Pre-learning surveys	12	10% of course grade
Discussion Questions	14	30% of course grade
Module Quizzes	13	40% of course grade
Final Examination	1	20% of course grade
	Total Percentage	100%

You can calculate your weighted average grade at any time during the course by using one of the following online tools listed below:

- [Blacks Domain Weighted Average Grade Calculator](#)
- [Mercer University Weighted Average Grade Calculator](#)

Percentage of Earned Points	Grade
94% -100%	A
90%-93%	A-
86%-89%	B+
83%-85%	B
80%-82%	B-
76%-79%	C+

73%-75%	C
70%-72%	C-
66%-69%	D+
60%-65%	D
Under 60%	F

University Policies

Students are required to be aware of and follow all general and academic policies established by Kent State University.

A list of the general academic policies is listed on the Kent State University Policy Register via the link [Getting Started in Your Online Course](#) which can also be found in the Start Here folder. Specific policies related to the successful completion of this online course can be located and reviewed in your Blackboard Learn course.

University policies are located in the **University Policies** tab on the Online Learning Webpage. You can find them via the link [Getting Started in Your Online Course](#) provided in the START HERE folder in your Blackboard Learn course.

Students with Disabilities

University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments.

Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit www.kent.edu/sas for more information on registration procedures).

The Blackboard accessibility statement can be found in the Start Here folder. "Student Services" tab at this link: [Getting Started in Your Online Course](#).

Course Enrollment and Withdrawal

University policy requires all students to be officially registered in each class they are attending. Students who are not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. Each student must confirm enrollment by checking his/her class schedule (using Student Tools in FlashLine) prior to the deadline indicated.

If registration errors are not corrected by this date and you continue to attend and participate in classes for which you are not officially enrolled, you are advised now that you will not receive a grade at the conclusion of the semester for any class in which you are not properly registered. **Also, it is your responsibility to check the withdrawal dates for each semester.**

Plagiarism and Academic Integrity

Students enrolled in the university, at all its campuses, are to perform their academic work according to standards set by faculty members, departments, schools and colleges of the university; and cheating and plagiarism constitute fraudulent misrepresentation for which no credit can be given and for which appropriate sanctions are warranted and will be applied.

University policy 3-01.8 deals with the problem of academic dishonesty, cheating, and plagiarism. None of these will be tolerated in this class. The sanctions provided in this policy will be used to deal with any violations. If you have any questions, please read the policy at: <http://www.kent.edu/policyreg/administrative-policy-regarding-student-cheating-and-plagiarism> and/or ask.

Respectful Student Conduct

The Department of Modern and Classical Language Studies follows University regulations regarding student behavior in the classroom. It is expected that each student will be respectful to the instructor as well as to fellow classmates. Use of profanity, rudeness toward fellow students or the instructor, angry outbursts, refusal to participate in classroom activities, repeated tardiness, and leaving the classroom prior to class dismissal are just some examples of disruptive behavior. The instructor will ask the disruptive student to cease and desist and will inform the student of possible suspension and/or dismissal from the class. Guidelines pertaining to class disruptions are outlined in detail in the university policy register at 4-02.2 (<http://www.kent.edu/policyreg/administrative-policy-and-procedures-regarding-class-disruptions>).

Notice of My Copyright and Intellectual Property Rights

Any intellectual property displayed or distributed to students during this course (including but not limited to PowerPoints, notes, quizzes, examinations) by the instructor remains the intellectual property of the instructor. This means that the student may not distribute, publish or provide such intellectual property to any other person or entity for any reason, commercial or otherwise, without the express written permission of the instructor.

Registration Requirement

The official registration deadline for this course is **January 21, 2018**. University policy requires all students to be officially registered in each class they are attending. Students who are not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. Each student must confirm enrollment by checking his/her class schedule (using Student Tools in FlashFast) prior to the deadline indicated. Registration errors must be corrected prior to the deadline. The last day to drop before a grade of "W" is assigned is **January 28, 2018**. The last day to withdraw is **March 25, 2018**.

Subject to Change Statement

The syllabus and course schedule may be subject to change. Changes will be communicated via email or the Blackboard Learn announcement tool. You are responsible for checking your email messages every day and course announcements to stay current in your online courses. Please note that this course will no longer be available to you two weeks after the end of the semester.

March 22, 2018

To: Keiran Dunne and Françoise Massardier-Kenney

Re: Adding Global Literacy and Cultural Awareness to the Kent State University Core Curriculum

Dear Drs. Dunne and Massardier-Kenney,

Adding Global Literacy and Cultural Awareness (MCLS 20000) to the Kent Core will greatly contribute to the integration of international students at Kent State University and to the preparation of our students for an experience abroad. Furthermore, it will enable Kent State University to demonstrate leadership in the internationalization of its curriculum while helping to educate a globally competent citizenry and workforce.

Global Literacy and Cultural Awareness (MCLS 20000) will provide Kent State students exposure in foreign languages and cultures and will help them understand the world and the United States' role in it. It will also enhance critical intellectual skills of students to cooperate with others and to meet global challenges at home and abroad.

International students at Kent State requires that we start looking into "qualitative" changes in our curriculum such as the one that will be brought by the Global Literacy and Cultural Awareness course. The course will have a positive impact on retention and overall academic success of students.

Current Kent State offerings do not offer domestic and international students opportunities to interact regularly and to experience authentic cross-cultural situations. This face-to-face course will help international and domestic students work together to develop intercultural communication skills and an appreciation for cultural diversity. In addition, one of the outcomes of this bridge course will also be providing domestic students with an opportunity to internationalize their course of study without incurring the expense of traveling abroad.

For all of the above, I am strongly in favor of the College of Arts and Sciences' proposal to have Global Literacy and Cultural Awareness (MCLS 20000) added to the Kent Core.

Sincerely,



Dr. Marcello Fantoni
Associate Provost



Name: Therese E Tillett
 Organization: Curriculum Services

Submission Date: 4/9/2018



Course Catalog Update

<< Return to Search Results

Course Catalog Update Information:

STU0004

Reference Number: CCU007347

Date: 07-MAY-14

Level: 4.00 of 3.00

Currently On The Worklist Of: Alison Smith, alisonjs

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

Basic Course Data		
Change type: Revise		
Faculty member submitting this proposal: Keiran Dunne		
Requested Effective Term: 201980		
Campus: Kent		
College: AS-Arts and Sciences		
Department: MCLS-Modern and Classical Language Studies		
Course Subject: MCLS-Modern and Classical Language Studies		
New Course Subject:		
Course Number: 20000		
New Course Number: 20001		
Course Title: GLOBAL LITERACY AND CULTURAL AWARENESS		
Title Abbreviation: GLOBAL LITERACY		
Slash Course and Cross-list Information:		
Credit Hours		
Minimum Credit/Maximum Credit: 3 to 3		
Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3		
Contact Hours: Lab - Minimum Hours/Maximum Hours:		
Contact Hours: Other - Minimum Hours/Maximum Hours:		
Attributes		
Is this course part of the LER, WIC or Diversity requirements: Yes		
If yes, course attributes: 1. LADL-LER-Additional Course 2. 3.		
Can this course be repeated for credit: No Repeat	Course Limit:	OR Maximum Hours:
Course Level: Undergraduate	Grade Rule: B-Standard letter	
Rationale for an IP grade request for this course (if applicable):		
Schedule Type(s): 1. LEC-Lecture 2. 3.		
Credit by Exam: N-Credit by exam-not approved		
Prerequisites & Descriptions		
Current Prerequisite/Corequisite/Catalog Description: Introduction to dimensions of cultural identity and parameters of cultural expression, with a focus on fostering cultural awareness skills. By exploring the ways in which culture shapes us, students gain a better understanding of the dynamics shaping their world, the world of others, and their respective places in it. Discussion of real-world critical incidents, authentic cultural ethnographies, and case studies provide students with concrete examples and contexts to solve problems linked to encounters with persons of different linguistic and cultural backgrounds. Prerequisite: none.		
Catalog Description (edited):		
Prerequisites (edited):		
Corequisites (edited):		
Registration is by special approval only: No		
Content Information		
Content Outline:		
Content Hours		

per Course Topic	Topic Description
3	Introduction: Culture as an iceberg. Assessment of current cultural literacy skills
3	Culture in the eyes of the beholder: Perspectives on multiculturalism
3	Ethnographic approaches of cultural analysis
3	Words that matter: Language as culture
3	The language of cultural symbols: When love isn't red and owls aren't wise
3	Unspoken rules of language use
3	The mysteries of body language across cultures
3	Culture and space: How close is too close in words and deeds?
3	Talk of Time: Cultural perceptions of time
3	Words and their surroundings: High context and low context cultures
3	The "I" versus the "we" in culture
3	Conversation strategies
3	Knowing you is knowing me: Culture as a mirror
3	Culture shock: When knowing words is not enough
3	Post-assessment of cultural literacy skills

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Textbook(s) used in this course: Readings will come from the following book as well as selected journal articles: Storti, Craig, Cross-Cultural Dialogues. 74 Brief Encounters with Cultural Differences.

Writing Expectations: Online learning self-checks for each module, discussion thread responses, final learning assessment

Instructor(s) expected to teach: Angelone, Massardier-Kenney

Instructor(s) contributing to content: Angelone, Massardier-Kenney

Proposal Summary

Explain the purpose for this proposal:

We are requesting that Global Literacy be considered for inclusion in the Kent Core in the Additional category. This proposal was approved by the MCLS Curriculum Committee in Fall 2011.

Explain how this proposal affects program requirements and students in your unit:

No impact.

Explain how this proposal affects courses, program requirements and student in other units:

Will provide the only cross-cultural competency course at KSU.

Explain how this proposal affects enrollment and staffing:

MCLS can staff multiple sections per semester and has done so since spring 2013.

Units consulted (other departments, programs or campuses affected by the proposal):

Office of Global Education

Revisions made to form (if applicable):

- | | |
|---|---|
| <input type="checkbox"/> Course Content | <input checked="" type="checkbox"/> Number |
| <input type="checkbox"/> Credit by Exam | <input type="checkbox"/> Prerequisites |
| <input type="checkbox"/> Credit Hours | <input type="checkbox"/> Schedule Type |
| <input type="checkbox"/> Cross-Listed / Slash | <input type="checkbox"/> Subject |
| <input type="checkbox"/> Description | <input type="checkbox"/> Title |
| <input type="checkbox"/> Diversity | <input type="checkbox"/> Title Abbreviation |

<input type="checkbox"/> Grade Rule	<input type="checkbox"/> Writing-Intensive (WIC)
<input checked="" type="checkbox"/> Liberal Education Requirement (LER)	<input type="checkbox"/> Other
Curriculum Services Information:	
Approved by EPC:	Curriculum Bulletin:
Cross-list Banner Code:	OBR Course Level: 3
OBR Program Code: 13	OBR Subsidy Code: 02
CIP Code: 160101	Term Start:
	Term End:

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
3/26/2018	Alison J Smith	This proposal was approved by the URCC at their meeting on Dec 12 2014, and submitted through workflow to EPC on 12-15-2014. This is old business already approved by URCC and is to be reconsidered by EPC.
3/26/2018	Mary Ann Haley	This is a request for reconsideration at EPC. The original proposal was approved at the College of Arts and Sciences Curriculum Committee on December 4, 2014. It was approved at URCC on December 12, 2014. It was tabled at EPC on January 26, 2015.
3/22/2018	Keiran J Dunne	This is a resubmission for reconsideration by EPC. This proposal was approved by the Arts and Sciences College Curriculum Committee on Dec. 8, 2014 and by URCC on Dec. 15, 2014. The course number change is to distinguish between periods of time when the course applied to the Arts and Sciences foreign language requirement (MCLS 20000) and to the Kent Core Additional requirement (MCLS 20001).
3/18/2015	Mary Ann Haley	Curriculum Services is returning this workflow.
3/18/2015	Katherine J Smith	Please return to Keiran Dunne.
11/26/2014	Keiran J. Dunne	
8/27/2014	Mary Ann Haley	Returning for edits per our conversation today.
5/7/2014	Keiran J. Dunne	Submitted at the request of Dean Blank per meeting of May 7, 2014.

History:

Date	User	Status
3/26/2018	Alison J Smith	Approved
3/26/2018	Mary Ann Haley	Approved
3/22/2018	Keiran J Dunne	Approved
3/18/2015	Mary Ann Haley	Returned To Prior Approver
3/18/2015	Katherine J Smith	Returned To Final Approver
12/15/2014	Donald F. Palmer	Approved

12/8/2014	Mary Ann Haley	Approved
11/26/2014	Keiran J. Dunne	Approved
11/26/2014	Keiran J. Dunne	Submitted
8/27/2014	Mary Ann Haley	Returned For Edit
8/22/2014	Keiran J. Dunne	Approved
5/7/2014	Keiran J. Dunne	Submitted

Dean Palmer moved for approval of the item, which was seconded by Assistant Professor Tina D. Bhargava. Provost Diacon added that this proposal is an attempt to reduce the bureaucracy students face when attempting to seek ELR status for their study abroad and study away experiences. With no additional questions or discussion, the item passed unanimously.

Undergraduate EPC Action Item 4: Designation of Kent Core status to the following course in the additional category: MCLS 20000 Global Literacy and Cultural Awareness (3); course number will be revised to MCLS 20001.

Associate Dean Mary Ann Haley stated that the proposal to designate Kent Core status in the additional category to the course is supported by the Office of Global Education and is contingent on the course being approved for inclusion in the state-wide Ohio Transfer Module as an interdisciplinary course (humanities and social sciences).

Dean James L. Blank moved for approval of the item, which was seconded by Associate Dean Arhar.

An EPC member requested that the item be tabled until a determination is made as to whether the course is approved for the Ohio Transfer Module. Another EPC member voiced his option that faculty should be more critical of courses that are proposed to be designated with Kent Core status.

After a general discussion about the Kent Core, Provost Diacon asked the College of Arts and Sciences to clarify which courses proposed to be given Kent Core designation are new courses, and which courses are existing courses that are being revised due to state, programmatic or other influences. Associate Dean Mary Ann Haley provided a brief review of Undergraduate EPC Action Items 4, 5, 6, 7, and differentiated between the new courses and existing courses. Provost Diacon summarized that MCLS 20000 would effectively be an addition to the Kent Core, as opposed to courses listed Undergraduate EPC Action Items 5, 6 and 7 that are based on existing Kent Core courses.

Associate Professor Linda L. Williams moved to table the item until the course has been reviewed for inclusion in the Ohio Transfer Module, so that the group is able to make a more informed decision. Her motion was seconded by Faculty Senate Chair Donna (Lee) L. Fox-Cardamone. Provost Diacon said that the item would return to EPC for a vote after review for inclusion in the Ohio Transfer Module.

An EPC member asked if all Kent Core courses must be approved for inclusion in the Ohio Transfer Module. Therese Tillett, director of curriculum services, responded in the negative, but added that the Ohio Board of Regents has expressed concerns to her about the number of courses in the Kent Core that are not part of the Ohio Transfer Module. [Note: of the 124 courses with Kent Cores status, 25 (20 percent) presently are not in the Ohio Transfer Module.]

An EPC member asked if tabling the item will remove any chance for the course to be included in the Kent Core for fall 2015, even if approved for inclusion in the Ohio Transfer Module at a later date. Director Tillett responded that the next submission for Ohio Transfer Module courses is in March, and she may not hear about the status of submissions until April or May. However, if the course was successfully approved at every level, the Office of Curriculum Services can add the Kent Core attribute to the course at any time prior to final grades being entered and the course rolled to academic history.

With no additional questions or discussion, EPC members unanimously voted to table the item.

Undergraduate EPC Action Item 5: Designation of Kent Core status to the following three new courses in the basic sciences category: BSCI 21010 Anatomy and Physiology I (4); BSCI 21020 Anatomy and Physiology II (4); and CHEM 10055 Molecules of Life (3).

TILLET, THERESE

From: Htsuchida@regents.state.oh.us
Sent: Monday, September 14, 2015 8:52 AM
To: TILLET, THERESE
Subject: RE: OTM - interdisciplinary

Dear Therese,

Good morning. I had a chance to chat with the two OTM review panels on Friday. It does not appear that this course currently meets the OTM guidelines for either category. Below are their comments:

OTM Arts and Humanities:

The panel members saw little to no humanities content/methodology in this course. Students don't appear to be studying humanities disciplines. Instead, they're learning about the functioning of culture and how to navigate cross-cultural situations. This doesn't seem to be an issue of clarifying the submission; the course activities just aren't appropriate for inclusion in the arts/humanities part of the OTM.

OTM Social and Behavioral Sciences:

The panel looked over the course, but could not tell what discipline this is for. It really appears to be a Cross Cultural Communications course by the look of some of the outcomes, which would not fit Social Sciences OTM. There are also skill-based outcomes like 2. Better determine why cultural misunderstandings occur and develop strategies to avoid them and 5. Develop strategies for functioning both professionally and personally in culturally diverse setting.

If your faculty has further questions or clarifications needed, please feel free to contact the two OTM panel leads at the information below:

OTM Arts and Humanities: Sherry Howard, sherry.howard@northweststate.edu, 419-267-5511, ext. 261

OTM Social and Behavioral Sciences: Dona Fletcher, dona.fletcher@sinclair.edu, 937-512-5149

Thanks.

Hideo

Hideo Tsuchida

土田英男

Director of Articulation and Transfer Policy

Ohio Articulation and Transfer Network

Ohio Department of Higher Education

25. S. Front St. 2nd Fl.

Columbus, OH 43215

(614) 644-0642

htsuchida@regents.state.oh.us

www.ohiohighered.org/transfer

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From: TILLET, THERESE [mailto:ttillet1@kent.edu]

Sent: Wednesday, September 09, 2015 2:49 PM

To: Tsuchida, Hideo
Subject: RE: OTM - interdisciplinary

Hello, Hideo,

Last winter, you provided really good feedback on a prospective submission to the OTM— MCLS 20000 Global Literacy and Cultural Awareness (3 credits).

To address your concerns, the faculty have developed a comprehensive list of course learning outcomes and objectives, as distributed according to assignments (see attached).

The department chair has asked if you would be willing, again, to review before we submit. Would you?

I've also talked to the faculty, and it seems they are leaning against "interdisciplinary" (where they would have to split the credits among the two categories) and toward having the course approved for both Humanities (3 credits) and Social Sciences (3 credits).

Any guidance you can provide would be greatly appreciated!

Best, Therese

Therese E. Tillett | Director of Curriculum Services | Office of the Provost
KENT STATE UNIVERSITY
208 Schwartz Center | 800 East Summit Street | Kent, Ohio 44242
T: 330-672-8558 | F: 330-672-2645 | tillet1@kent.edu | www.kent.edu
Curriculum Services: www.kent.edu/provost/curriculum

From: Hideo Tsuchida [<mailto:htsuchida@regents.state.oh.us>]
Sent: Friday, February 06, 2015 12:06 PM
To: TILLETT, THERESE
Subject: RE: OTM - interdisciplinary

Therese,

So this course, even though on a transcript it is posted as 3 hours, is supposed to be applied in two areas even within your Gen Ed, correct? How is the credit hour split? Or the entire 3 hours could be supposed to apply to either area? This will come up in the review, so I'll tell you this right now. The syllabus doesn't really link between the module descriptions and specific reading and activities/assessments. For instance, Arts and Humanities Panel specifically looks for primary sources and how they are being incorporated in covering each topic (e.g., if one of the modules indicates that students will do something about culture or philosophical values or literature, the panel will want to know how that humanities approach is made (through reading literary pieces, watching a documentary, discussing philosophical values/authors, etc.). In the course objectives refer "culture" numerous times, but they don't appear to be clear on any arts/humanities or social science objectives. It's kind of vague. Maybe that could be done on purpose. I don't know.

The way each review panel will evaluate the depth of arts/humanities and social sciences based on the credit-hour value that you are giving to each area. When you are doing the matching part, that's where you designate the credit value. If your intention is to have the course count as a full 3 hours for either area, the course will have to meet 100% of the criteria for both OTM areas. If the credit value is divided, the weight could shift (half and half for 1.5 credit each, 2 hours for one area and 1 hour for the other would weigh 2/3 for one and 1/3 for the other).

U of Akron is the only institution in the system that has one interdisciplinary course (2040 254 – Black Experience from 1619-1877 1.5 hours for Social Science, and 0.5 for Arts and Humanities). As I mentioned before, this split application is okay within the institution, but from other institutions' perspective, it is very difficult to implement since the course appears on a student's transcript as a 2 hour course.

Anyhow, this is the only advice I can give for now.

Hideo

Hideo Tsuchida
Director of Articulation and Transfer Policy
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From: TILLET, THERESE [<mailto:tillet1@kent.edu>]
Sent: Friday, February 06, 2015 11:48 AM
To: Hideo Tsuchida
Subject: OTM - interdisciplinary

Hi, Hideo,

I was given a submission for the OTM, interdisciplinary category, half for the Humanities category and half for the Social Sciences category. I've talked to you in the past about interdisciplinary, and I remember you saying that there are none approved as yet. Is that still accurate?

Based on your experience, could you give a review of the attached syllabus and let me know what's missing and what chance it will have to be approved for the OTM – for Humanities or Social Sciences or both? I'm planning to submit in March, but I want to give faculty heads up of its chances since so many other curriculum changes are dependent on this being approved in the OTM.

Below is the catalog description for the course:

MCLS 20000 - GLOBAL LITERACY AND CULTURAL AWARENESS

Introduction to dimensions of cultural identity and parameters of cultural expression, with a focus on fostering cultural awareness skills. By exploring the ways in which culture shapes us, students gain a better understanding of the dynamics shaping their world, the world of others, and their respective places in it. Discussion of real-world critical incidents, authentic cultural ethnographies, and case studies provide students with concrete examples and contexts to solve problems linked to encounters with persons of different linguistic and cultural backgrounds. Prerequisite: none.

3.000 Credit hours

3.000 Lecture hours

Levels: Undergraduate

Schedule Types: Lecture

Department: Modern-Classical Lang Studies

Thanks! Therese

Therese E. Tillett | Director of Curriculum Services | Office of the Provost
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Curriculum Services: www.kent.edu/provost/curriculum

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. 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.

Comment [D1]: There had previously been a phrase that said 'as established in the academic unit handbook' that Senate suggested be deleted.

(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. Unless otherwise specified in the unit handbook, the criteria for evaluating an application for early promotion will be the same as the

Comment [SR2]: PSC does not approve of this change.

Comment [D3]: This sort of addition was suggested at Senate. The specific wording is borrowed from the last sentence of B above.

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 not usually not be considered for advancement to this rank until completion of five years as an associate 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 associate professor. Unless otherwise specified in the unit handbook, 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 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.

Comment [SR4]: PSC does not approve of this change.

Comment [D5]: Senate suggested making this language parallel to that in B.1.b.

- (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.

Revisions to Sections A and B suggested by Executive Committee 4/30/18 with comments by PSC
4/20/18

- (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.]



**Faculty Senate Executive Committee
Minutes of the Meeting
April 2, 2018**

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

1. Call to Order

Chair Smith called the meeting to order at 3:04PM in the Faculty Senate office.

2. Approval of Minutes

a) Members of the executive committee reviewed the March 12, 2018, Faculty Senate Meeting minutes. A motion was made to approve the minutes as revised (Dauterich/Fouad). The minutes were approved.

b) Members of the executive committee reviewed the March 21, 2018, Faculty Senate Executive Committee Meeting minutes. A motion was made to approve the minutes as revised (Dauterich/Vande Zande). The minutes were approved.

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

Chair Smith reported that there was only one item to review from the March 19, 2018, EPC meeting: a proposed revision of the academic calendar (reduction of Spring semester instructional dates, earlier start to summer sessions). The proposed change is intended to accommodate the earlier start of the Fall semester that will occur with the introduction of a Fall break. The item will be an action item on the agenda for the April Faculty Senate meeting.

4. Review of Proposed Policy Changes from Professional Standards Committee (PSC)

Chair Smith reported that PSC has four proposals for policy changes that will be considered at the April Faculty Senate meeting. These include a new policy for faculty regarding consensual relationships as well as proposed revisions to three existing policies: Promotion Policy, Faculty Professional Improvement Leave (FPIL) Policy, and

the Graduate Faculty Policy. Members of the executive committee reviewed the policies and identified some small housekeeping revisions that could be done at the Faculty Senate meeting.

5. Agenda for the April 9, 2018, Faculty Senate meeting

Chair Smith presented a draft agenda for the April 9, 2018, Faculty Senate meeting. A motion was made to approve the agenda (Vande Zande/Fouad). The motion was approved.

6. Adjournment

The committee adjourned at 4:28PM.

Respectfully submitted by Kathryn Kerns
Secretary, Faculty Senate



**Faculty Senate Executive Committee
Minutes of the Meeting
April 18, 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: Chair-elect Pam Grimm, At-Large-elect Tracy Laux

1. Call to Order

Chair Smith called the meeting to order at 3:01PM in the Faculty Senate office.

2. Approval of Minutes

- a) Members of the executive committee reviewed the April 9, 2018 Faculty Senate Executive Committee Meeting minutes. A motion was made to approve the minutes as revised (Dauterich/Wilson). The minutes were approved.
- b) Members of the executive committee reviewed the April 2, 2018 Faculty Senate Executive Committee Meeting minutes. A motion was made to approve the minutes as revised (Fouad/Vande Zande). The minutes were approved.

3. Faculty Senate Budget and Advisory Committee (FaSBAC) Membership

Chair Smith explained that terms for several members of this committee will expire next year. One representative needs to be appointed this year to fill an expired term in the College of Business. Their CAC has nominated Dandan Liu. A motion was made to appoint Dr. Liu to FaSBAC (Wilson/Dauterich). The motion was approved.

4. Nominations for the Committee on Administrative Officers (CAO)

Chair Smith noted that two terms are expiring, one for a member of Faculty Senate and one for a non-Senator. The executive committee discussed a slate for each position. A motion was made to nominate these individuals for election (Fouad/Wilson). The motion was approved. Chair Smith will check whether nominees are willing to run. The election will be conducted at the May Faculty Senate meeting.

5. Replacements for Retiring Faculty Senators

Secretary Kerns reported that six members of Senate are retiring in May 2018 before their terms end. In two cases there are alternates who can be asked to serve, and in two cases the CACs for the unit will need to nominate a replacement from their unit as no alternate is available. Those involved have been contacted about replacements. Two seats for which there are no alternates are from at large elections. The bylaws state that in this case Faculty Senate will decide on the replacements, but they do not specify procedures for how to do this. There was discussion of different approaches. It was decided to send an e-mail to all Faculty Senators inviting them to make nominations. The executive committee will review the nominations and select candidates for the slate at the next executive committee meeting. An election will be held at the May Faculty Senate meeting. A motion was made to follow this process (Fouad/Dauterich). The motion was approved.

6. Electronic Voting System

Chair Smith indicated there have been discussions in the past about using an electronic ballot instead of paper ballots for Senate elections. Doing so would save both time and money, but the systems available are fairly costly. Retired Senator Paul Farrell has offered to create an online voting system that would be capable of using our method of vote counting (Fractional Single Transferable Voting; FSTV). He has offered to do the programming in time for next year's Senate elections, and he would also provide a user's manual as well as be available to provide support for that election if needed. The system would reside on servers in the Computer Science Department. The cost for his services would be \$1500. A motion was made to hire Paul Farrell to create the system (Vande Zande/Fouad). The motion was approved.

7. Senate E-mail List

Chair Smith indicated that the e-mail list for Senate meeting materials has grown quite long and also includes addresses for many people who have left the university. Tess Kail has been working on removing names. After discussion of what to do moving forward, it was decided that Tess will send the materials to all Senators and ex officio members of Senate. The newly elected executive committee will explore ways the materials can be made available to all faculty members (e.g., e-mail to all faculty or send a link to Senate materials).

8. Discussion of Officer Duties

Newly elected members of the Executive Committee who will be starting their terms in May had been invited to the meeting for purposes of discussing the duties of the different elected positions on the Executive Committee (Chair, Vice Chair, Secretary, At-Large). There was a brief discussion of duties.

9. Procedures for Friendly Amendments

After the last Senate meeting, during which several members had offered friendly amendments, Secretary Kerns checked the procedures for how these should be handled. When friendly amendments are offered, the body is to be asked if they have any objections, and if none are offered the amendment is accepted by consent. If there are any objections, then the proposed change is treated as a regular amendment to a motion (requiring a second and a vote).

10. Adjournment

The committee adjourned at 4:53PM.

Respectfully submitted by Kathryn Kerns
Secretary, Faculty Senate