

Tuscarawas Campus Faculty Council Meeting Minutes

October 14, 2015

Faculty Present: Akpan, Auld, Baker, Bears, Bihn-Coss, Berlin, Brindley, Chen, Feng, Fenk, Engohang-Ndong, Galati, Gerbig, Graff, Green, Harding, Hediger, Hoffman, Jones, Kang, Li, McEnroe-Petitte, Keiller, Minnick, Newman, Osikiewicz B., Patterson, VanFossen, Willey

Administrators Present: Bielski, Bronkar, Conrad, Haldar

I Call to Order

Minnick called the meeting to order at 4:00 pm. Quorum ascertained.

II Approval of September 09, 2015 minutes

Unanimous approval of the September 09 minutes (Galati/Jones)

III Treasurer's Report

The balance of the flower fund as of September 09, 2015 (last faculty council meeting) was \$767.42. Since then we've had deposits into the account to the tune of \$100 but no withdrawals. This leaves the balance at \$867.42.

Donations of \$20 are still being accepted by Akpan. You can pay by cash or check. Please make checks payable to "Tuscarawas Campus University Foundation".

IV Chairperson's Report

See the Addendum.

Questions and concerns were raised about the possibility of our campus not being able to maintain the minimum required 50% ratio of TT and NTT faculty if the TT vacancies resulting from recent retirements or resignations are not filled. This re-enforces the need for representative FC.

V Faculty Senate Report

Minnick's report is attached as an addendum to this minutes.

VI Committee Reports:

Standing Committee Reports:

A. **Academic Affairs** – See addendum.

- B. **Faculty Affairs** – See addendum.
- C. **Electronic Communications** – The committee met on October 5, 2015. See the report as attached as addendum.
- D. **Library** – The committee met on September 23, 2015. The report is as attached. See addendum.
- E. **Student Affairs** – See addendum for report.

Ad Hoc Committees

- A. **Guest Lecture Committee** – no report
- B. **Diversity Committee:** Two events are forthcoming: Women in engineering and a Poster Presentation.
- C. **Community Engagement (now incorporates service learning)** – no report

VII Unfinished Business - no unfinished business.

VIII New Business

- A. Medical Billing Certificate Changes Proposal

A motion by Baker to change the requirements for the medical billing certificate to include passing the required courses at C grade or higher was unanimously approved with a vote of 27 yes, 0 no and 0 abstentions.

- B. ITAP Name Change Proposal

Proposal to change ITAP program title from Information Technology for Business Professionals (ITAP) to the Office Technology (OTEC), and the course codes from ITAP to OTEC was presented by Baker. A motion by Baker asking the faculty council to support these changes was unanimously approved with a vote of 27 yes, 0 no, and 0 abstentions.

C. Emeritus Status for Retired Faculty Members

Minnick read the Kent State University Policy Regarding Emeritus status of retired faculty, and presented a motion to approve the Emeritus status for five recent faculty retirees. The faculty with their years of service were as follows:

- Mr. James Carlton, 21 years of service (6 years at Kent and 15 years at Tuscarawas)
- Dr. Daniel Fuller, 46 years of service
- Dr. John Jewell, 31 years of service
- Dr. Robin Lashley, 32 years of service
- Dr. Milagros Quesada, 22 years of service

Emeritus status was unanimously approved by a vote of the T/TT Faculty for Drs. Fuller, Jewell, Lashley, and Quesada. (Note: Only T/TT Faculty may vote on personnel actions regarding T/TT Faculty, per the T/TT CBA.)

Emeritus status was unanimously approved by a vote of the faculty for Mr. James Carlton.

D. 1-UC "Report" and Trumbull Campus Letter: Report enclosed – see addendum.

Extensive discussion ensued especially on the following issues:

- The 2+2 program where students begin their program in the face-to-face courses and then transition to online upper division courses to be offered at Kent campus. There is a concern about any possibility where regionals cannot offer the upper level courses. Further clarity is required.
- A concern arising from finalizing the 1-UC report when it was not voted on by the commission members.

On the basis of the above discussions, Fenk/Keiller presented a motion stating that, "whereas the 1UC Report was not voted upon nor otherwise endorsed or ratified by the members of the commission, we the faculty of Kent State University at Tuscarawas reject the report and encourage the Provost to reconsider and accept the recommendations of the commission members." The motion was unanimously approved with a vote of 29 yes, 0 no, and 0 abstentions.

IX Administrator Reports

A. Dean's Report

1. On current searches, Dean Bielski discussed that, three (3) tenure track (TT) positions in Agribusiness, English and Chemistry, and four (4) Non-tenure track (NTT) positions in Nursing are progressing well. Also, the General Manager position

for the performing art center and that of the Director of Engineering technology program are going well. The finalists are already known and would soon be invited to the campus.

2. Owing to the low in class pass rate across Ohio, there is plan to review the admission requirements for the Baccalaureate degree.
3. Dean Bielski also reminded the faculty of the Provost visit on the 15th of October. He encouraged faculty to take advantage of this unique opportunity.

E. **Assistant Dean's Report** - Faculty intending to teach at another regional campus during the summer 2016 should contact the appropriate campus by November 16, 2015.

F. **Other Administrator Reports** – no reports

X Announcements:

- The University Provost visiting Tuscarawas campus on October 15, 2015; Venue: ST 113.
- "For the Future Fund" campaign launch on October 26, 2015; 11.30 AM–1.30 PM; Venue: ST 107/113. RSVP to Chad Conrad.
- Travel to Italy Informational Meeting on November 3, 2015; 3.30 PM to 4.30 PM. A study abroad program taking place in May 2016 for 10 to 14 days, and is opened to faculty, staff and KSU Students. Students can earn course credits. Call Brindley at 330-308-7404 or email lbrindle@kent.edu for further information.
- The second annual chili cook off event holds on October 20, 2015. RSVP to Brindley.

XI Addendum:

- i. Chairperson's Report
- ii. 1-UC "Report" and Trumbull Campus Letter
- iii. Faculty Senate Report/Summary
- iv. ITAP Program Roadmap/Changes
- v. Emeritus Policy Document
- vi. Standing Committees reports
 - a. Academic Affairs
 - b. Faculty Affairs
 - c. Electronic Communications
 - d. Library
 - e. Student Affairs

XII Adjournment: The meeting was adjourned at 4:55 pm (Fenk/Li)

Respectfully submitted,

Justice Akpan

Tuscarawas FC Secretary/Treasurer

Summary of RCFAC issues for the 14 October 2015 Faculty Council Meeting:

Faculty Chair's Report

At the September 11, 2015 meeting, RCFAC:

- heard Interim Associate Provost/Dean Nameth state that President Warren is on board with putting Regional Campuses in the place that they should be, and that she sees them as underutilized. She has started her Forums for the Future visits and has been to the Tuscarawas Campus. These visits begin the rollout of the 160/90 Marketing Plan and will include a discussion of the 1UC plan.
- heard Dean Nameth state that the Board of Trustees met that week and approved the KSU Vision Statement that will be shared during the President's forums.
- heard Dean Nameth state that the Board of Trustees approved the new Vice-President for Regional Campuses position. As a VP, this person will report to both the President and Provost, and it will be a Cabinet level position. In his current Interim Associate Provost role, Dean Nameth is currently sitting on the cabinet. The search for this new VP level position will likely start in November and Dean Nameth's interim position is in effect until June.
- heard Dean Nameth state that Enrollment Management and Student Services (EMSS) is now under the Provost's Office. Some concern has been expressed that with EMSS reporting to both deans and the Provost there might be some coordination issues. Dean Nameth suggests that this change will result in more help coming from the Kent Campus, with the hope for better coordination, integration, and the minimization of disparities between campuses. He says that the President believes the EMSS offices on regional campuses are understaffed.
- heard Dean Nameth state that the 1-UC Report is on President Warren's website. The minority reports are there as well. These minority reports were sent directly to the President after some members of the committee did not feel that the final report represented all faculty issues and concerns. Dean Nameth says that the President intends to address salary parity, tenure, and promotion to full professor at regional campuses.
- heard Dean Nameth state that he has been tasked with coming up with three trial '2+2' programs. Students would take 2 years of courses on regional campuses (in person) and the regional campus would award the AA/AS degree. Then students would complete the final 2 years online, remaining at the regional but taking online courses through the Kent Campus. As such, the Kent Campus would award the BA/BS. He acknowledged problems with the State Share of Instruction in how 4 year degrees are credited and counted.

- heard Dean Nameth state that in terms of faculty positions, it is unlikely that a 60 TT / 40 NTT ratio will be reached on regional campuses. Conditions will be placed on future TT hiring, likely with joint hires being promoted between regional campuses. This is a budget response, as each campus would pay half of the costs of the position. Chair Abraham (Ashtabula) expressed concern about these shared positions, speaking from past experiences at Ashtabula Campus with someone in this position who was unable to succeed in gaining tenure. Chair Neuman (Trumbull) expressed the continuing need for TT positions on regional campuses, and that we should look to Dean Nameth to be our advocate and to convey the need for these positions to the President and Provost.

- heard Dean Nameth state that Regional Campus enrollment cannot continue to decline. The President wants to see these enrollment decreases level off and then to see enrollment gradually increase.

- heard Dean Nameth state that the Bad Debt was recalculated. Since it was over-budgeted, money came back at the end of the fiscal year to the campuses. He further stated that budget changes are on hold until the new VP of Finance and Administration is hired.

- heard Chair Neuman bring up the regional campus service fee. During discussion, it was stated that this fee is 14% for all campuses except Tuscarawas, which pays 10% (because it is negotiated by its own the Board of Trustees). Chair Minnick (Tuscarawas) noted that research from a FaSBAC subcommittee reviewing the RCM model suggests that the 14% fee is in line with actual costs.

- heard Chair Landingham (Geauga) state that the pay differentials between Kent and Regional Campus faculty should be a priority for us all moving forward. On this there was unanimous agreement.

- discussed the possibility of RCFAC making a motion concerning TT hiring. No formal motion was proposed or voted on, however, a draft of a potential motion reads: "RCFAC would like it on record that the maintaining of our current level of TT lines on each Regional Campus for the next 5 years is expected at the minimum. While we recognize the contribution of our NTT colleagues, the observed reduction in TT lines negatively affects the ability of Regional Campus Faculty to conduct university service and has negative impacts on student retention." The language of this proposed motion will continue to be discussed at future RCFAC meetings.

At the October 9, 2015 meeting, RCFAC:

- heard Dean Nameth talk about the need to restructure Regional Campus administration to become more efficient and cost effective. Several ideas were being talked about at higher levels, but none yet for the record as they had not moved past the “brainstorming” stage and most probably would not be implemented any time soon.

- heard Dean Nameth again talk about the push for more 2+2 programs on regional campuses as well as the need to have more “shared” TT faculty between campuses. Much discussion about the pros (few) and the cons (many) of this idea ensued.

- heard Dean Nameth state that the Banner System was on its way out and a new management system was coming. He gave no details on when, but said an announcement from the President was in the works.

- heard Dean Nameth state that the Provost had conducted meetings at two regional campuses (Geauga and Stark) on the 1-UC. Chairs Earley (Stark) and Landingham (Geauga) both stated that the meetings were more “dog & pony shows” than discussions, and there was very little time allowed for Q&A. When asked by Chair Minnick (Tuscarawas), they were unwilling to elaborate more until all campuses had been visited and we could all compare notes.

- saw Chair Earley present two charts on enrollment at Kent State campuses from 2008-2015, and a table of TT/NTT percentages across the Kent State system for a similar timeframe. (All three of these are attached.) He pointed out that even though overall system enrollment was increasing, TT hires were decreasing. While this might be justified for regional campuses where enrollment is currently falling, it cannot be justified for the Kent campus. He also noted that TT hires were falling at the regionals even during the economic recession period when enrollments there were peaking. It seems to the administration that any reason is a good one for limiting TT hires on regionals! Much discussion ensued on this topic. It will be taken up again at future RCFAC meetings.

Tenure-track and Non tenure-track Faculty Lines RCFAC

September Meeting:

RC-FAC would like it on record that the maintaining of our current level of TT lines on each Regional Campus for the next 5 years is expected at the minimum. While we recognize the contribution of our NTT colleagues, the observed reduction in TT lines negatively affects the ability of Regional Campus Faculty to conduct university service and has negative impacts on student retention.

Draft Proposal

The number of tenure-track faculty as a percentage of all full-time faculty has decreased system-wide over the past ten years. However, this decrease has not been uniform, and the relative decrease on regional campuses has been almost twice as rapid as the decrease on the Kent campus. It is understood that enrollment on regional campuses has decreased during this period, and loss in the absolute number of tenure-track faculty is not unexpected. However, the observed reduction in percentage of tenure-track faculty negatively affects the ability of Regional Campus Faculty to conduct university service and has negative impacts on student retention.

While we recognize the important contributions of our non tenure-track colleagues, the Regional Campus Faculty Advisory Council requests that the administration allow Regional campuses to hire sufficient tenure-track faculty to increase the tenure-track to non tenure-track ratio back toward previous levels.

RPIE Data

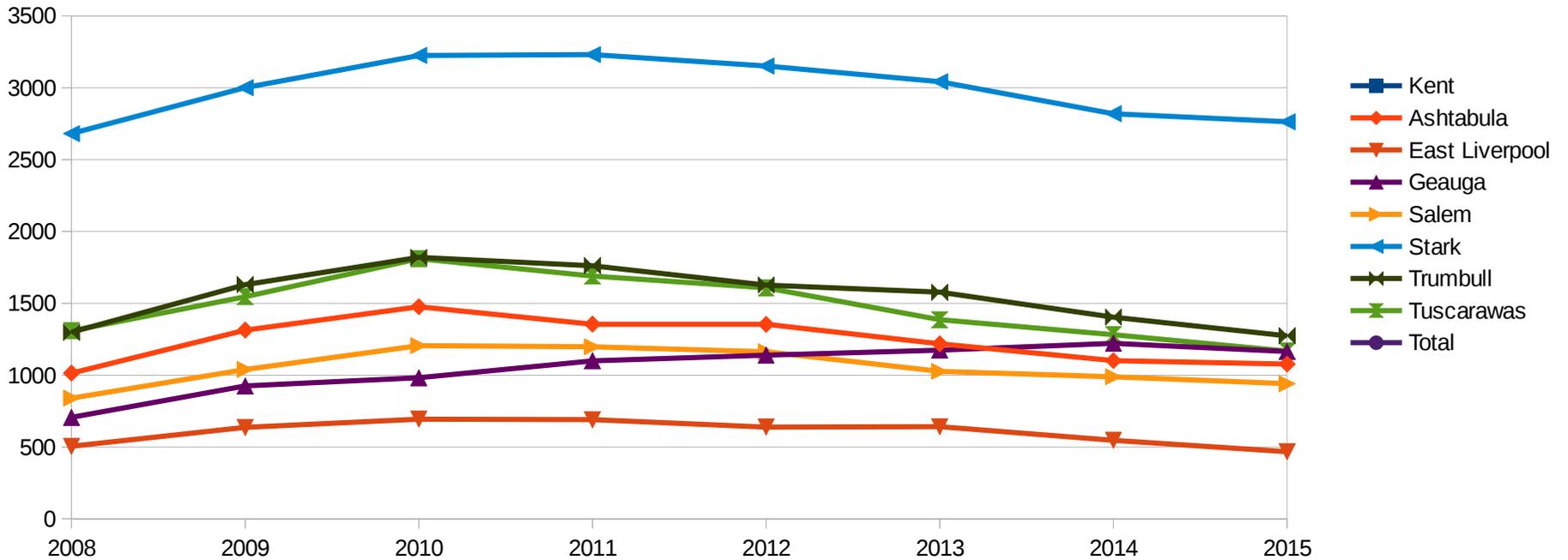
	TT			NTT			% TT		
	Kent	RC	Total	Kent	RC	Total	Kent	RC	Total
2003	641	202	843	150	80	230	81.0%	71.6%	78.6%
2004	632	208	840	160	88	248	79.8%	70.3%	77.2%
2005	639	207	846	172	105	277	78.8%	66.3%	75.3%
2006	654	211	865	174	117	291	79.0%	64.3%	74.8%
2007	681	215	896	189	135	324	78.3%	61.4%	73.4%
2008	670	203	873	207	140	347	76.4%	59.2%	71.6%
2009	660	201	861	224	148	372	74.7%	57.6%	69.8%
2010	634	204	838	241	163	404	72.5%	55.6%	67.5%
2011			825			413			66.6%
2012			816			463			63.8%
2013			812			509			61.5%
2014			811			530			60.5%

FTE

	Fall semester 15 day FTE enrollment									2008-2015	
	2008	2009	2010	2011	2012	2013	2014	2015	Trend	Trend %	
Kent	18911.1	20746.1	21861.9	23072.1	23801.5	23697.4	24197.7	24995.5	786.7	3.6%	
Ashtabula	1014.5	1313.7	1476.1	1354.6	1353.9	1217.9	1101.0	1076.9	-16.7	-1.1%	
East Liverpool	504.9	636.6	694.4	690.5	638.9	641.5	547.1	467.3	-11.0	-1.6%	
Geauga	706.3	924.8	982.1	1100.0	1139.6	1174.5	1221.5	1164.4	63.2	6.4%	
Salem	840.2	1039.7	1205.4	1197.5	1162.8	1026.3	988.9	940.1	-1.5	-0.1%	
Stark	2681.2	3001.5	3224.9	3231.5	3151.7	3042.7	2819.5	2763.5	-11.4	-0.4%	
Trumbull	1298.5	1630.7	1819.7	1761.7	1626.8	1577.3	1404.1	1274.1	-25.8	-1.4%	
Tuscarawas	1308.9	1546.0	1810.9	1690.2	1607.1	1385.6	1281.6	1167.9	-43.7	-2.4%	
Total	27265.5	30839.3	33075.3	34098.1	34482.3	33763.3	33561.4	33849.7	739.9	2.2%	

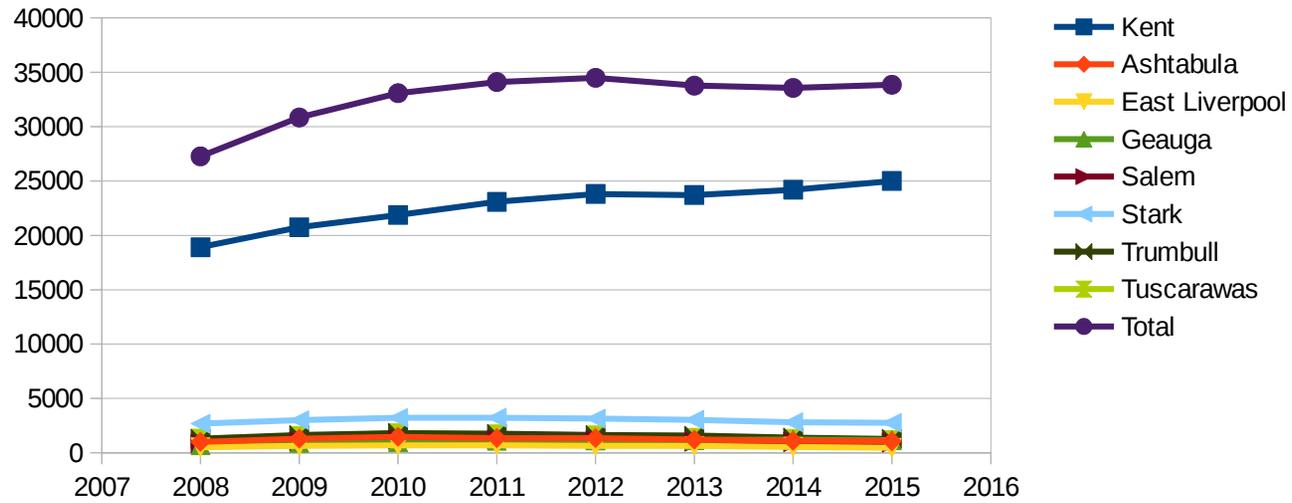
Fulltime Equivalents

Fall Semester 15-day enrollment



Fulltime Equivalents

Fall Semester 15-day



Summary of Senate issues for the 14 October 2015 Faculty Council Meeting:

Faculty Senate Report

At the September 14, 2015 meeting, Faculty Senate:

- heard President Warren state that Freshman enrollment broke a record for the 5th year in a row at ~4300 students.
- heard President Warren state that she has appointed an Effectiveness and Efficiency Task Force Committee to look for ways to streamline administration and academic affairs to realign resources towards strategic priorities and advance academic excellence. The committee will be co-chaired by VP for Information Services and CIO Mahon and Senior VP for Finance and Administration Floyd.
- heard President Warren state that she will appoint an advisory committee on RCM to determine what revisions to the model are necessary. The revisions would be based on the FaSBAC report on RCM completed near the end of Spring Semester 2015. The President stated that the commission will be headed by the new Senior VP for Finance and Administration, who is planned to take over in January 2016. When asked why she was waiting for this new hire when she already had the FaSBAC report with recommendations for change, the President stated that it would be appropriate given the new hire's responsibilities. When told that this would most likely result in no changes to the RCM model for at least two years, the President said it probably wouldn't take that long. Several senators strongly disagreed.
- held a long and very contentious debate with the President on why tenure-track hires were apparently being denied at the HR level of review. When asked why a particular person in HR was being allowed to determine which departments would or would not receive a TT hire, the President said that no one in HR had that power, only the college Deans did. This comment resulted in a round of heated back and forth comments between several senators and the President essentially wondering if she really knew how things were currently working versus what she believed was happening. Interestingly enough, Provost Diacon, who could have answered the questions about how TT hires were made, was not present for the meeting.
- held a short but contentious debate with the President on what happens versus what is supposed to happen with department money freed up by the retirement of a faculty member. The money is supposed to be returned to the department or college Dean, but is currently being retained by the non-revenue generating centers of the University (mostly administrative operations). The amount of money is a significant \$60 million. Once again, the President was unsure of what was actually happening with this money.
- heard Chair Williams request volunteers for an ad-hoc committee on Student Surveys of Instruction to review the current policy and the uses and misuses of these evaluations. She appointed Senator David Dees, Director of the Center for Teaching and Learning (formerly the FPDC), as the chair of the committee.
- heard a report via Chair Williams from University Counsel on the appropriateness of allowing anonymous signatures on petitions to the Faculty Senate. Under Ohio's "Sunshine Laws", if an "official" university group, such as the Faculty Senate, has a list of the people who submitted anonymous

signatures, then that group can be forced, under penalty of law, to make those names public if requested by an outside party. This issue arose in a recent petition to the Senate for a vote of No Confidence on the Provost. That particular petition had 29 anonymous signatories. The Senate agreed to return to this issue via a change in Senate Bylaws later this AY.

At the October 12, 2015 meeting, Faculty Senate:

- heard Chair Williams talk about the Board of Trustees' Endorsement of Plan to Provide Opportunities to Reduce College Costs by Five Percent (Attached) in response to the Ohio General Assembly's Amended Substitute House Bill 64. President Warren stated that the Plan was to offer "opportunities" to students to reduce the cost of a college education by 5%, but it in no way guaranteed to reduce it by that amount.

- heard a report on SSI norm and standard deviations from Senator Deborah Smith. Using her personal SSI's from a super-section (of several hundred students) of Introduction to Philosophy, she showed that her numerical scores across six groups within the class were all within one standard deviation of the norms, even though some were well above and some were well below the norms. In a nutshell, she showed that the numerical scores were meaningless for evaluating the fitness of any instructor. Senator Smith, with the help of Senator David Dees, the Director of the Center for Teaching and Learning, will be conducting the talk again and placing a recording of it on their website in the near future. In addition, this year's Senate Retreat on 30 October will address the SSI issue in more detail.

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

**KENT STATE UNIVERSITY
BOARD OF TRUSTEES
September 9, 2015**

Resolution

**ENDORSEMENT OF PLAN TO PROVIDE OPPORTUNITIES TO REDUCE
COLLEGE COSTS BY FIVE PERCENT**

WHEREAS, Kent State University is committed to advancing student success while keeping true to its mission of providing an accessible education for the citizens of Ohio and beyond; and

WHEREAS, toward this end, Kent State long has offered multiple pathways to degree including attainment of the bachelor's degree on regional campuses, which saves approximately 40 percent of total college costs compared to attending the Kent Campus for four years; and

WHEREAS, throughout the State of Ohio budget deliberations for fiscal years 2016 and 2017, policymakers and university leaders alike have been committed to assisting Ohio students and families in accessing a college education; and

WHEREAS, the Ohio General Assembly ultimately passed Amended Substitute House Bill 64 that requires the boards of trustees of public universities to develop and implement a plan that provides in-state, undergraduate students the opportunity to reduce the student cost of earning a college degree by five percent; and

WHEREAS, under Section 369.600, the approved plan must be submitted to the Chancellor of the Department of Higher Education (Ohio Board of Regents) by October 15, 2015; and

WHEREAS, consistent with that requirement, the university administration has recommended a broad-based plan that includes a series of opportunities with the greatest potential for a Kent State undergraduate student to reduce by five percent the cost of earning a degree; now, therefore,

BE IT RESOLVED, that the Kent State University Board of Trustees hereby endorses the plan and its submission to the Chancellor of the Ohio Department of Higher Education by the required deadline of October 15, 2015.

State of Ohio Budget Mandates

Mandate HB64, Section 369.600: Reducing by five percent the cost of earning an undergraduate degree

Section 369.600. The board of trustees of each state institution of higher education shall develop and implement a plan to provide all in-state, undergraduate students the opportunity to reduce the student cost of earning a degree by five per cent.

For academic year 2015-2016 the full-time Cost of Attendance on the Kent campus for an in-state student is \$25,650. For full-time students earning the degree in four years this translates to a \$102,600 total Cost of Degree (COD). A five percent reduction in this amount translates to \$5,130. As you will see below, students have and will be given the opportunity to reduce the cost of earning their degree by more than the 5% (\$5,130) amount requested in HB64.

The following opportunities have been identified as the greatest potential for a Kent State undergraduate student to reduce by five percent the cost of earning a degree.

These opportunities are recommended as the foundation for the required plan to be submitted to the Chancellor of Higher Education by October 15, 2015. In addition to the narrative description in this document, a suggested template designed collectively by IUC institutions is also included and is the proposed format for submission to the Chancellor.

Opportunity #1: Limit all majors to 120 credits unless a higher amount is required by state licensure and/or national accreditation standards

In most universities, 120 credit hours is the standard for earning a degree. However, nation-wide, but to a much smaller extent at Kent State, some academic majors require more than 120 credits for graduation. Reducing academic programs to 120 credits for graduation offers in certain cases the opportunity to reduce the time to degree by one semester, thus saving **up to 12.5% on the cost of the degree.**

However, please note that at Kent State University less than 5% of our majors assign more than 120 credits when not required by licensing and accreditation authorities, and the majority of these programs require only four to eight additional credits.

Opportunity #2: Expand the number of hybrid degree programs

Distance learning (DL) courses allow students to save money and reduce the cost to degree. Although DL tuition is higher, students in our fully online Insurance Studies bachelors program are a) able to avoid extra housing and transportation costs, and b) are better able to continue working, even full time, while earning the degree. Our estimate is that students in the fully online Insurance Studies program save **nearly \$37,000, which is a 35% reduction in the COD.** In addition, this fall Kent State will begin a hybrid General Business degree, in which students

take classes face to face during the first two years, and have the option to complete the final two years entirely online. Savings in transportation, housing, and expanded possibilities to work and attend school translate into three times the state-requested 5% cost of earning a degree. For this opportunity, Kent State would expand by three the number of hybrid degree programs we offer.

Opportunity #3: Eliminate remediation coursework on the Kent campus by creating new degree-bearing options

In Fall 2014, the Kent campus eliminated virtually all remedial coursework by adding a one credit remedial section onto the degree-applicable freshman composition sequence, and by creating a statistics-oriented General Education math sequence that likewise is degree applicable (as an option to the existing General Education math sequence that requires completion of a Calculus sequence). Depending on placement scores, students on the Kent campus will now avoid up to 12 credits of tuition and fees, and may be able to graduate one semester earlier, thus saving up to 12.5% on the cost of the degree.

Opportunity #4: Expand full-time tuition plateau to 18 credits and allow students to take two more credits for the same amount of tuition cost

For Fall 2015, Kent State students will be able to take 18 credit hours per semester yet pay only what students taking up to 16 credits paid last year. In June 2015, the Board of Trustees approved action to expand the tuition plateau and eliminate overload fees on the 17th and 18th credit hours taken in a semester. This means that, for the same price, students starting this semester can earn two credit hours more per semester, accumulating enough credits in seven semesters to graduate one semester early.

Doing so on the Kent campus would save a student **\$12,825, which is a 12.5% reduction on the COD.**

NOTE: Students in Fall 2015 are responding to the increase of the tuition cap to 18 credits by enrolling in more credits than students in Fall 2014. So much so that to date students have saved more than \$1.2 million dollars over last year.

Opportunity #5: Expand the number of academic majors that feature a three-year degree completion curricula

Approximately one-third of all Kent State academic majors (54 majors) offer a three-year degree completion option. This elimination of an entire year of coursework would save a student **\$25,650** on the Kent campus, equating to a 25% reduction in the total cost of attendance. Additionally, for this opportunity, Kent State will expand by 20% the number of majors offering three-year pathways to the degree.

Opportunity #6: Earn college credits while in high school

In increasing numbers, students who enroll as freshmen bring with them college credit earned in high school (Advanced Placement, College Credit Plus, and the

like). Currently, first year students entering Kent State have earned, on average, 15.5 credit hours while in high school. This earning of college credits while in high school can effectively reduce the time to degree by one semester, saving the student **\$12,825, which is a 12.5% reduction in the COD.**

Opportunity #7: Attend at least one year on a Kent State University regional campus

Every in-state student who completes an undergraduate degree in four years on one of Kent State's regional campuses saves 43% on the cost of their Kent State University degree. This cost savings is the result of a lower tuition on regional campuses and no charge for room and board. The full-time cost of attendance on a regional campus is \$14,650, which translates to a \$58,600 COD.

If an in-state student completes 30 credit hours in just one year on a regional campus before transferring to the Kent campus, that student will save **\$11,000, which is nearly an 11% reduction on the COD.**

In summary, there are multiple pathways for every Kent State student to reduce by five percent the cost of earning a degree. These are not pie in the sky, unrealistic alternatives, but rather are pathways that either exist currently, or will be implemented in time for the 2016-2017 academic year.

Other options suggested in the "Senate Challenge Bill" include:

- Offering a tuition discount or rebate to any student that completes a full load of coursework
- Offering a tuition discount or rebate or reduced tuition option to students enrolling in a summer semester or quarter;
- Reducing the cost of textbooks using cost-saving measures identified and implemented by the board of trustees;
- Eliminating, reducing or freezing auxiliary fees;

Many of these additional options would not be cost neutral to the university and would require further deliberation by the Board of Trustees. It is important to note that of the 11 opportunities to reduce the cost of a degree that were posed in the "Senate Challenge Bill," Kent State is recommending 7 of the 11 opportunities.

The proposed Kent State University Plan to pose opportunities to reduce the cost of an undergraduate degree is compelling evidence that Kent State takes seriously its responsibility to offer an affordable degree with no compromise in quality.

Academic Affairs Committee

Minutes of the 10/07/15

The Academic Affairs Committee held its first meeting on the 7th of October, 2015.

The meeting started at 9:30 am

Were present at the meeting: Jean Engohang-Ndong, Kingsly Berlin, Whensheng Kang, Jason Ruegsegger, and Shelly Stefka

Were absent at the meeting: Jie Chen, Laurie Donley, Christopher Fenk, Chitra Rajagopal.

The meeting started with a review of a proposal for a name change from Information Technology for Administrative Professionals (ITAP) to Office Technology (OT), and a proposal for a change to the Medical billing Certificate Program to require students to obtain at least a C for each course in the Medical Billing Certificate Program. Both proposals received a unanimous “yes” vote. The votes were held online as some members could not attend the physical meeting. It is worth mentioning that the committee thinks that the code OT may be too simple because it can cause some confusion to students and parents with the program Occupational Therapy. Therefore, the committee suggests a code change to something more clear such as OTEC (Office TEChnology). This is only a suggestion, not a requirement.

The committee then continued the meeting with the different charges for the academic year 2015-2016.

On Educational Technology, Jason Ruegsegger introduced the committee to “Lunch Time Series” that will start soon. The lunch time series is similar to our traditional Brown Bag series, but it will focus on Educational Technology. There will be sessions prepared for students and sessions prepared for Faculty. In order to secure attendance at these sessions, advertising will be required. The set point for the meeting for now is 12:00 pm to 12:50 pm. Jean Engohang will talk to Frances Haldar to see if an other different slot works better. The idea is being to get as many faculties as possible to attend these sessions. In addition, the IT department will make available training documents on its website

On the creation of a four year academic course offering plan that will allow students coming at KSU Tusc to make their plans accordingly, the committee appointed Shelly Stefka and Kingsly Berlin to look at the Nursing and the Vet Tech programs respectively in order to determine how to develop a schedule that would satisfy item 2 of the committee charges. In addition, Jean Engohang was appointed to brainstorm on the possibility to develop a more consistent schedule of courses that would be in alignment with item # 2 of the committee charges.

The meeting was adjourned at 10:30 am.

On the 9th of October, 2015, Jean Engohang met with Laurie Donley at 10:00 am to discuss item # 3 (Academic Quality Improvement Program - AQIP) of the Academic Affairs Committee charges. It was determined that there is no though each academic program has to do reports on their program, the campus as a whole however does not have any ongoing AQIP project which is a problem. In order to fix this, the following suggestions were made:

Develop a project geared towards our students around the following questions: how to improve our students' experience while attending the Tussc Campus? How to make collage experience a great experience for our students? What is currently being done with course Destination Kent State. In order to avoid duplication, let's evaluate that course in terms of content and instructors.

Develop a project geared towards our faculties:

Even though FT faculties are being evaluated, is it not really known what is being done with adjunct faculties. Jean Engohang will have a discussion with Frances Haldar about adjuncts evaluations. Jean Engohang will also meet with Faculty mentors to have an open discussion on faculty evaluation.

Community Engagement Committee

Meeting Minutes

1200, September 22, 2015 ST 218

Members in attendance: M. Burkholder, B. Feng, M. Harding (Recorder), A. Main

The CECC held its first meeting to discuss actions necessary to fulfill the charges given to the Committee. The Committee went through all five charges for the academic year and agreed on the following actions:

1. Length discussion ensued regarding the charge to plan and oversee the implementation of an online tracking system for student service hours. Committee members reached a consensus envisioning a system where students log in with Flashline credentials, then are taken to a main page with a series of drop-down menus. Links, at a minimum, should include service-learning, student government group projects, and faculty/staff sponsored projects. The group felt staff should also have the ability to be recognized for sponsoring service projects. Students would be responsible for logging all of their own hours. Students in SL courses and participating in one time projects would be notified by faculty or the responsible party of the number of hours the student could log. This would provide some oversight as the SL coordinator could verify hours. The looming decision is what to do with individual student involvement. Should individual student activity “count”? Should the involvement be discipline related? Should the organization be “registered” with Kent Tuscarawas? Do activities, such as booster group participation count? There was no consensus except for legally mandated service will not be counted. Members agreed to evaluate how other universities consider such involvement prior to the next meeting.
2. MH will contact the Experiential Learning Office at the Kent campus and investigate the possibility of student service hours being placed on transcripts. The committee discussed the possibility of awarding graduating students a certificate depicting their total number of service hours
3. Members began a discussing of the definition of engaged teaching. Those present felt that any award for engaged teaching should not be based solely on student nominations. Prior to the next meeting, members were asked to research definitions to bring to the committee.
4. Members present felt criteria for student and faculty service-oriented awards could not be determined without knowing the types of activities that would be recognized as service. These charges for investigating the possibility of awarding such recognition, therefore, will not be addressed until involvement is defined.

Respectfully submitted,

Mariann Harding
Chair, Community Engagement Committee

The Electronic Communications Committee

Meeting Minutes

3:45 p.m., October 5, 2015 ST 208

Members in attendance: J. Bailey, L. Barcus, A. Jones, S. Keiller, J. Osikiewicz, J. Vanfossen, H. Li

The ECC held its first meeting to discuss actions necessary to fulfill the charges given to the Committee. Prior to the discussion of the charges, the ECC unanimously adopted a resolution to thank Dean Bielski and the IT team for their strong support for the faculty computer refresh and the classroom technology updates, all completed by the beginning of the fall semester.

The Committee then went through all five charges for the academic year and agreed unanimously on the following actions:

1. The chair is authorized to send out e-mails to encourage all faculty members to provide necessary information sought by Pam Patacca for faculty profile and to participate in the creation of webpages when the new platform becomes available.
2. Three workshops on different subject are planned for this semester. They will cover Blackboard Learn, VDI, and classroom technology. Detailed schedules will be announced later. Workshops on webpage, social media, and other topics will be arranged for the spring semester. If you have any other needs for training, please contact Hongshan Li.
3. The ECC will work with Educational Technology Designer to put together a website where online tutorials for faculty to design online courses/course webpage will be located. Existing online tutorials will be utilized and gaps will be filled with local creations.
4. In order to insure effective and secure electronic communications, ECC advise faculty members to frequently visit and fully utilize the features offered at Kent State University's SecureIt website: <http://www.kent.edu/is/secureit>. In addition to anti-phishing tips, identity protection methods, and many other useful information, it also provides online security training. Please go to that website for training and most updated security information.
5. The ECC will work with IT to establish a system that will not only provide long-term electronic archiving of FC and committee notes, minutes, and other documents, but also allow easy and fast access to them. The tentative plan is to create a table listing all the academic years. By clicking a particular year, another window will open presenting all the documents generated in that year. It will be easy to put decades in one table.

Faculty Affairs Committee Meeting Minutes

Tuesday, September 22, 2015

The Faculty Affairs Committee met on Tuesday, September 22, 2015. All eight committee members were present (Das, Graff, Green, Minnick, B. Osikiewicz, Roman, Troyer, Willey). The meeting began at 2:15 pm and the following items were discussed.

Discussed Charge 1: *Continue revision of the campus faculty handbook to bring it into compliance with the new Collective Bargaining Agreement and the new university-wide Faculty Handbook.*

- **Deadline for new university-wide Faculty Handbook to be completed?**
 - The University Handbook is rumored to be completed and approved by the end of Fall 2015. As a result, our Handbook must be submitted to the Provost's Office by the end of Spring 2016.
- **How to present revisions to all the faculty? Townhalls or Special Meetings? Faculty Council?**
 - The committee decided to present the handbook by sections and to hold Open Forums to discuss the changes to each section of the handbook. The exact dates and times of the open forums will be announced and the sections to be discussed will be distributed at that time.
- **We can't bring our handbook into compliance with new CBA until there is a new CBA. Any changes?**
 - There are tentatively agreed upon changes to the merit section of the CBA that will require us to change some language in Section IV of our revised (but not yet approved) handbook. These include the language on who can evaluate the merit applications, as well as, deciding on the percentage of merit money that will be distributed to the three categories of Teaching, Service, and Research. The committee decided not to change the language until a final CBA has been approved.

Discussed Charge 2: *Establish specific eligibility criteria and appointment procedures for the Faculty Mentors and Discipline Coordinators.*

- The current Discipline Coordinator and Faculty Mentor descriptions that were used by Dean Bielski during Spring 2015 were distributed. These documents were developed by last year's Faculty Affairs Committee in consultation with Dean Bielski.
- **What changes do you propose?**
 - Minnick described the process that was used over the summer for evaluation of the applications. The committee will review these procedures and suggest changes at the next meeting.

Discussed Charge 3: *Work with the Tuscarawas Campus Business Office to develop a faculty/staff education program on how to read and understand university/campus budgets.*

- **Should these be presented as a Brown Bag series? At Faculty Council? Special Meetings?**
 - Osikiewicz stated that she had contacted the Business Office. Both Walt Gritzan and Dean Bielski would like to be involved in the presentations. After some discussion the

committee decided that the best time to hold these presentations is when the fewest number of full-time faculty are teaching. The committee asked Osikiewicz to contact the Assistant Dean's Office to inquire about this time slot. The committee also suggested that we might want to videotape the presentation or make the PowerPoint slides available, if used, so that those faculty not able to attend can still review the information if they are interested.

Discussed Charge 4: *Investigate ways to remove the faculty party planning/execution duties from the Vice-Chair's responsibilities and place them elsewhere (e.g. Establish an ad-hoc Faculty Social Committee).*

- **If we establish a Social Committee, should this be a standing committee, ad-hoc committee, campus committee, or task force?**
 - Osikiewicz shared some background that she gathered by talking to other staff and faculty members about the previous version of the social committee. The committee also agreed that the end of the semester party planning is too much to handle for one person especially during finals week. After much discussion, the committee decided that the newly created committee to help with party planning should be a campus committee and not a standing committee. Minnick stated that he had a similar group in the military that was called the Morale Welfare and Recreation Committee. After some discussion, the committee decided on the Morale and Recreation Committee.
- **How do we get the committee members? Ask for volunteers? Dean assign members? Faculty chair assign members?**
 - The committee discussed that the committee should be made up of volunteers. However, Osikiewicz and Willey both expressed concern that the committee would be made up of entirely female faculty and staff members. Therefore, after some discussion it was decided that although volunteers would be solicited for this committee the Dean would make the final appointment to this committee. The committee recommended that the Dean appoint the committee members from the list of volunteers and appoint faculty or staff as necessary to ensure the gender equality of the committee.
- **Should the Vice-Chair chair this committee?**
 - After some discussion it was decided that the Vice-Chair would serve as the chair of the Morale and Recreation Committee. This was not a unanimous decision.
- **Should this committee just be in charge of the holiday luncheon in December and Spring picnic in May? Or should they also help with retirement parties?**
 - The committee decided that the Morale and Recreation Committee should be responsible for the end of semester parties and any other parties that the campus celebrates including retirement parties.

The committee adjourned at approximately 3:15 pm and will meet again on Tuesday, October 6.

Faculty Affairs Committee Meeting Minutes

Tuesday, October 6, 2015

The Faculty Affairs Committee met on Tuesday, October 6, with six committee members in attendance (Graff, Green, Minnick, B. Osikiewicz, Roman, and Willey). The meeting began at 2:15 pm and the following items were discussed.

- Osikiewicz provided an update on several items discussed at the September 22 meeting.
 - The University Handbook Committee has not been convened yet this semester. However, the committee is waiting for IT to show them a completed electronic version of the University Handbook for the committee to review. Once the committee does review it, the committee will forward it to the Provost for approval. If this happens by the end of this semester, then our campus has until the end of Spring 2016 to submit our updated approved handbook.
 - According to the Assistant Dean's Office, the time slot that has the fewest number of full-time faculty members teaching is the 3:45-5:00 time slot. Therefore, this time slot will be used for a budget presentation by Walt Gritzan and Dean Bielski. (UPDATE: The budget presentation will take place during the next Dialogue with the Dean on Wednesday, October 28 at 4:00 pm.)
 - Osikiewicz stated that she talked to Dean Bielski about the creation of the Morale and Recreation Committee. Dean Bielski agreed with the committee's recommendations that the Morale and Recreation Committee should be a campus committee, comprised of volunteers, and chaired by the Vice-Chair of Faculty Council. However, the Dean will appoint the members of the committee from the list of volunteers and supplement with additional appointments, if necessary, to ensure that the committee is not only comprised of female faculty and staff.

- The committee then discussed our new charge: *Establish faculty application procedures and method of vetting applications for faculty applying for money set aside by the Dean for faculty travel.* Dean Bielski is providing an additional \$15,000 for faculty travel. Osikiewicz shared Dean Bielski's recommendations for how the money should be distributed. After much discussion, the committee decided on the following recommendations for the distribution of the extra travel money. (Recall each faculty member is allotted \$800 for professional development.)
 - There should be a limit of \$1500 for travel reimbursement over the original \$800. However, if there is money left over at the end of the year from the \$15,000, then a faculty member can apply to have any additional amount over the \$1500 also reimbursed.
 - There should be a hierarchy for the extra travel reimbursement based on the reason for the travel. (The same limit of \$1500 applies.) For example, 100% reimbursement for presentation at a conference; 80% reimbursement for a trip involving data collection or archival research; and 60% reimbursement for attendance at a conference.
 - Each faculty member should be allowed to receive one travel reimbursement over their \$800 professional development money before another faculty member can be reimbursed for a second travel trip over their \$800. However, if there is money left over from the \$15,000, then a faculty member can submit a request for additional reimbursements.

- The committee plans to develop a form to apply for the supplemental travel money by revising the current pre-authorization form used by the Business Office. Osikiewicz stated that she will rework the form and distribute it to the committee for suggestions and input. The form will be discussed at the next meeting.

The committee requested information about the number of faculty members that exhaust all \$800 of their professional development money. (UPDATE: Waliah Poto in the Business Office stated that last year 20 faculty members used all \$800 of their professional development money. With 47 full-time faculty members, this means that last year 42.55% of the faculty used all \$800 of their professional development money.)

- The committee also discussed the language for the application process for any special assignments on campus such as Discipline Coordinators, Faculty Mentors, Honors Coordinator, etc. The committee will incorporate the language from the coordinator and mentor applications distributed by the Dean's Office with the language in our revised (by not yet approved) handbook. The committee will discuss these changes at the next meeting.
- Graff then suggested some minor changes to the Appointment and Review of Full-Time Non-Tenure Track (FTNTT) Faculty subsection of Section IV of the revised (but not yet approved) handbook. Other committee members mentioned other items that need to be updated in the handbook language. The committee will discuss these changes at future meetings.

The committee adjourned at 3:35 pm.

Minutes, Library Committee Meeting

Wednesday, September 23, 2015

Location: Library

Call to Order: 12:05 pm by Ryan Hediger

In attendance: John Baker, Ryan Hediger (Chair), Susan Hoffman, Turan Koptur, Karen Powers

Adjourned: 12:45 pm

Topics Addressed:

1. We briefly summarized the committee charges for the year and began to sort them into a prioritized list. One timely issue: the implications of the new bookstore management on textbooks. This issue impacts the library's core collection, a new program that has been advanced significantly in the past year, so we made that a focus of today's meeting. The other issue we focused on, the Brown Bag Series, impacts the library insofar as one proposed solution to problems with the Series would relocate it to the library. We spent much of the meeting treating these topics.
2. First, we discussed the Brown Bag Series, investigating ways to better align it with the needs and demands of today's campus. Ryan, the Coordinator of the Series, discussed his experience in this role for the last couple years. Basically, the majority of events have been very poorly attended. In a few cases, the presenter faced an audience of exactly one: Ryan. Other times, one or two additional people have attended. Ryan pointed out that how disappointing this is for a presenter who has invested time and energy into the event. A number of reasons for this have been discussed, including the fact that the noon hour is much busier for everyone than it used to be. Also, it's worth pointing out that some events have seen better attendance: on the two occasions when students have presented, there has been a better showing, and the meeting in Spring of 2014 about computer updates saw a significant crowd.
In any event, the primary question is how this Series should change, or whether the Series should be discontinued or perhaps made ad hoc only. Ideas for change that we discussed included moving the Series to the Academic Learning Commons (the library), to connect it firmly to a specific location and potentially interest people who are already in the library. We also discussed changing the form or amount of advertising, beyond the current approach, which entails emailing faculty and staff and posting announcements around campus. We further wondered if replacing the implicit invitation to bring lunch—"brown bag"—with provided food is a good solution. Ryan noted his plan to bring this question to other members of the campus for additional ideas.
3. We discussed the problem of textbook expense and the difficulty of ordering and using old editions with the new bookstore management. For students who are already financially challenged, who can perhaps narrowly afford college, expensive books can be a significant hindrance, even a decisive blow to their college hopes. In short, it seems that the business model of the new management is effectively driving or at least seriously influencing the academic decisions made by faculty. This situation seems entirely backwards for an institution of higher learning. We wondered about the depth of the problem, asking what groups, in addition to College Credit Plus, need to buy books from the bookstore. We discussed possible solutions, including the possibility of a book exchange or the like. We also discussed Flashline and its system for informing students of required books, wondering how to regard the role it plays.

Meeting Minutes: Student Affairs Committee
September 29, 2015

Members in attendance: Ashley Galati, Ginger Bihn-Coss, Tony Dallacheisa, Kathy Davis
Patterson, Bill Auld

Important Dates for Funding Applications (see attached documents)

Students to submit proposals by noon:

Student Travel. Requests for Fall 2015 due October 23, 2015; requests for Spring 2016 travel due February 19, 2016.

Student Conference. Requests for conferences held in the Spring/Summer of 2016 due November 13, 2015; requests for conferences held in the Fall of 2016 due April 15, 2016.

Student Research Colloquium. Proposals due November 13, 2015.

At the first meeting we discussed the following:

1. Timelines for the various applications. After discussion, we decided that the current timelines will stand as it allows for the most time for students to be approached by faculty or approach faculty with interest in participating in the colloquium. Students who are already engaged in research with faculty are encouraged to continue doing so, despite being outside the timeframe of the application.
 - a. We also discussed possible changes which could be made to the structure of the colloquium (specifically), such as a change from a single, evening event to a week-long lunch-hour series. This particular change will be further discussed for implementation in the future but not for the current academic year.
2. Changes to wording and funding maximums. Changes will be made to the applications such that all applications will require the attachment of a statement of purpose/description, rather than having space on the application. This will facilitate more consistency in the level of professionalism in the structure of the applications and provide students with experience creating professional-grade documents for consideration and approval. Other wording changes include incorporating language into the research colloquium application regarding mandatory poster creation and the requirements for the poster. Further, we agreed to increase the maximum amount to \$800 (from \$500; again, this is not guaranteed).
3. The last thing which was briefly covered was the information regarding the Study Abroad trip for the Early Childhood Education group. All members now have access to these documents. This inquiry falls under the diversity charge for our committee. Further discussing regarding which funding mechanism is optimal for this particular inquiry is needed. The trip is not until the Spring/Summer.

Kent State University at Tuscarawas

Application for Student Research/Creative Activity Conference Fund

Purposes: The purposes of the Kent State University at Tuscarawas Student Research/Creative Activity Conference Fund are to:

- allow students who have performed an original research or carried out a creative activity under the supervision of a full-time Faculty member to present their achievement at a research conference
- provide to outstanding students the chance to interact and to share their findings with other students from peer institutions
- enable KSU at Tuscarawas to exhibit student research and creative activity achievements to peer institutions
- expand the vision and perspective of your field

Eligibility and Scope: All current students at Kent State University at Tuscarawas considering conference funds must have a GPA greater than or equals to 3.0 and must have their major or undeclared major at KSU Tuscarawas. The research or creative activity must be performed under the supervision of a full-time Faculty member of the Tuscarawas Campus. Applications must be submitted directly to the Chair of the Student Affairs Committee. Upon completion of the review of all applications by the Student Affairs Committee, an approval or denial decision will be sent to students and their faculty mentors. Each year, one session will take place during the Fall semester for conferences taking place the Spring and Summer of that academic year. A special session may be held in the Spring semester for conferences taking place during the Fall semester of the following academic year.

Note: Faculty mentors are not eligible for this fund. Faculty needing assistance for funding a research conference must use their professional development fund and/or submit a request to the KSU University Research Council.

Deadline:

- Funding requests for conferences taking place during the Spring and Summer semesters are due on November 13, 2015. Funding requests for conferences taking place during the Fall semester are due on April 15, 2016.

Process and Procedures:

- Research or Creative activity achievement to be presented at the conference must be student generated and supervised by a Kent State University at Tuscarawas full-time Faculty member.
- Research proposals must be submitted electronically only in .pdf format, to the Committee Chair, Dr. Ashley Galati at argalati@kent.edu by **November 13, 2015 at noon** and **April 15, 2016 at noon**. **Applications must include all of the information requested on the attached application form.** Incomplete proposals may be rejected.

- Students and Faculty mentors will be notified of the status of their application by **November 20, 2015** and **April 22, 2016**. Typically, funds will be available after approval is given.
- Funds are up to \$1,000 per application. This maximum amount is not guaranteed but contingent on the number of funding requests received and in appropriate increments as determined by the Committee.
- The poster will be presented or the oral presentation given during the annual Student Research Colloquium.
- Trips must be coordinated with the Business Office before any travel arrangements have been made to ensure that University policies are met and liabilities are minimal.
 - This includes vehicle rental, air transportation, meal per diems, registrations, hotels, etc.
- The absence authorization/expenditure estimate must be submitted with the student research/creative activity conference fund form.
- Hold harmless forms must be filled out by the faculty member for any travel. The url for the hold harmless form is: <http://www.kent.edu/universitycounsel/hold-harmless.cfm>

Timeline:

For Spring and Summer 2016:

November 13, 2015 12:00 PM	Deadline for submitting funding requests for Spring and Summer Conferences.
November 20, 2015	Students and mentors notified of decisions and need for possible revisions
December 4, 2015	Deadline for submitting revisions

For Fall 2016:

April 15, 2016	Deadline for submitting funding requests for Fall conferences
April 22, 2016	Students and mentors notified of decisions and need for possible revisions
May 06, 2016	Deadline for submitting revisions

For Presenting Findings/Sharing Newly Learned Information:

April 18, 2016

Student Research/Creative Activity Colloquium at Kent State University at Tuscarawas (when appropriate)

TBD

Individual Brown Bag presentation (arrangements TBD)

**Kent State University at Tuscarawas
Student Research/Creative Activity Conference Fund Form**

Please neatly print the following information:

Full Name: _____

Address: _____

E-mail: _____ Phone: _____

Major: _____ GPA: _____

Faculty Mentor: _____

Poster or Presentation title:

Conference title: _____

Date of the Conference: _____

On separate sheets of paper, please type your abstract in no less than twelve-point font. Use double spacing with at least one-inch margins on all sides. Please restrict your abstract to no more than 250 words.

ENSURE THAT YOUR ABSTRACT FOLLOWS THESE GUIDELINES (*no more than 250 words*):

1. **Introduction:** *Include an introduction to your research/creative activity achieved.*
2. **Area covered:** *include a brief summary of results obtained*
3. **Conclusion:** *include the impact your result has or may have on your field of expertise.*

Additionally, you must include a budget for your conference travel. Please create a separate document for the budget, and include the following information:

- a. Registration fees
- b. Accommodation for the entire stay
- c. Food
- d. Airfare/Car rental
- e. Poster printing

Use this page as the cover sheet for your conference proposal after obtaining your faculty mentor's signature.

Student Signature

Date

Faculty Mentor Signature

Date

Please submit completed proposals to Dr. Ashley Galati, Chair, Student Affairs Committee, by November 13, 2015 and April 15, 2016, at noon.

Date received by Student Affairs Committee Chair: _____

Student Affairs Committee Members: Bill Auld; Ginger Bihn-Coss; Tony Dallacheisa; Kathy Davis Patterson; Vladimir Gurau; Vas Patibandla

Kent State University at Tuscarawas

Announces Opportunities for Student Research and Participation in the 2015-2016 Student Research Colloquium

Purposes: The purposes of the Kent State University at Tuscarawas Student Research Colloquium are to:

- introduce students to the skills and methodologies of theoretical, applied, and/or basic research;
- provide students with the opportunity to expand their academic involvement and experience beyond the classroom;
- and strengthen collaboration among faculty and students by providing resources for research projects of mutual interest.

Eligibility and Scope: All current students at Kent State University at Tuscarawas in good standing are eligible. Research projects will commence upon Student Affairs Committee approval, announced no later than Friday, November 20, 2015, and will conclude with formal presentations at a public colloquium to be held on the Tuscarawas Campus: **Monday, April 18, 2016, at 7:00 PM in ST 126.**

Process and Procedures:

- Projects must be student generated and mentored throughout the 2015-2016 academic year by a Kent State at Tuscarawas faculty member.
- Research proposals must be submitted electronically, in .pdf or MS Word format, to the Committee Chair, Dr. Ashley Galati at argalati@kent.edu by **noon on Friday, November 13, 2015. Proposals must include all of the information requested on the attached application form.** Incomplete proposals may be rejected.
- Students and faculty mentors will be notified of the status of their proposals by **November 20, 2015.** Typically, research commences after approval is given.
- Projects involving the use of human subjects require approval of the Institutional Review Board (IRB). Due to the time required to receive approval, applications for such projects should be submitted for IRB approval as early as possible.
- Students invited to participate in the Research Colloquium must submit progress reports to the Committee on **March 4, 2016.** After consultation with their mentors, students prepare summaries that indicate the status of their projects. This stipulation aims to encourage participants to produce their best research by working on their projects from November through April. Students who have not made satisfactory progress may not participate in the Colloquium.
- Students will be reimbursed for research-related expenses in appropriate increments as determined by the Committee. Reimbursement is limited to \$800 per student project; this maximum amount is not guaranteed but contingent on the number of proposals and

funding requests received.

- Students must submit a final project, typically written as a formal paper and using a standard professional format such as APA or MLA.
- Students will create a professional poster of their final project, with direction from their faculty mentor, for display at the Student Research Colloquium and on the Kent State University at Tuscarawas campus.
- Award recipients will present their work at the public Student Research Colloquium to be held at the Kent State University at Tuscarawas Campus on Monday, April 18, 2016, at 7:00 PM.

Timeline:

November 13, 2015 12:00 PM	Final date to submit research proposals
November 20, 2015 12:00 PM	Students and mentors notified of decisions and need for possible revisions
December 4, 2015 12:00 PM	Deadline for submitting revisions
March 4, 2016 12:00 PM	Mid-term progress reports due
April 18, 2016 7:00 PM	Student Research Colloquium at Kent State University at Tuscarawas
May 6, 2016 12:00 PM	Last day for students to submit final reports to faculty mentors and the Committee

Kent State University at Tuscarawas

Application for Student Travel Fund

Purpose: The purpose of the Kent State University at Tuscarawas Student Travel Fund is to allow students to expand their learning experience beyond the classroom via off campus academic activities including, but not limited to field trips, travel to museums, and travel to historic sites.

Note: This funding opportunity is not intended to support student research/creative activity conferences for the purpose of presenting.

Eligibility and Scope: All current students at Kent State University at Tuscarawas are eligible. A Faculty member of the Tuscarawas Campus must coordinate the trip. Requests must be submitted directly to the Chair of the Student Affairs Committee by a faculty member for a group of students or for a single student. Upon completion of the review of all applications by the Student Affairs Committee, an approval or denial decision will be sent to the applicant. Each year, two sessions will take place, one session during the Fall semester and a second session during the Spring semester.

Deadline:

- Fall session: October 23, 2015 at noon, for trips taking place during the Fall semester of academic year 2015-2016.
- Spring session: February 19, 2016 at noon, for trips taking place during the Spring or Summer semester of academic year 2015-2016

Process and Procedures:

- Trips must be coordinated by a Kent State University at Tuscarawas Faculty member.
- Trips must be coordinated with the Business Office before any travel arrangements have been made to ensure that University policies are met and liabilities are minimal.
 - This includes vehicle rental, air transportation, meal per diems, registrations, hotels, etc.
- The absence authorization/expenditure estimate must be submitted with the student travel fund form.
- Hold harmless forms must be filled out by the faculty member for any travel. The url for the hold harmless form is: <http://www.kent.edu/universitycounsel/hold-harmless.cfm>
- Trip proposals must be submitted electronically only in .pdf format, to the Committee Chair, Dr. Ashley Galati at argalati@kent.edu by **October 23, 2015 and February 19, 2016. Proposals must include all of the information requested on the attached application form.** Incomplete proposals or proposals submitted after the deadline will be rejected.

- Applicants will be notified of the status of their requests by **October 30, 2015 and February 26, 2016**. Typically, funds will be available after approval is given.
- Funds are up to \$800 per application. This maximum amount is not guaranteed, but contingent on the number of funding requests received and in appropriate increments as determined by the Committee. Additionally, funds allocated will depend on the number of students involved in the trip and the travel distance.
- Students will present the information learned during a trip at the annual Student Research Colloquium or at a Brown Bag event. If the presentation is given at a Brown Bag event, the Faculty will have to schedule the event in collaboration with the Brown Bag coordinator and the Student Affairs Committee Chair.

Timeline:

October 23, 2015 at noon and February 19, 2016 at noon	Final date to submit funding requests for Student Travel
October 30, 2015 and February 26, 2016	Faculty notified of decisions
April 18, 2016	Student Research/Creative Activity Colloquium at Kent State University at Tuscarawas
TBA	or Brown Bag event (when appropriate)

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designed as critical (!) must be completed in the semester listed to ensure a timely graduation.

Critical	Course Subject and Title	Credit Hours	Min. Grade	Major GPA	Attribute	Notes
Semester One [16 Credits]						
!	ITAP 16620 Word Processing I	3		■		Change all ITAP subject
!	ITAP 16621 Word Processing II	3		■		codes in yellow to OT
!	ITAP 16625 Business Presentations	3		■		
	US 10097 Destination Kent State: First Year Experience ¹	1				
	Kent Core Requirement	3				
	Kent Core Requirement	3				
Semester Two [15 Credits]						
!	ITAP 16636 Data Management for Administrative Professionals	3		■		
!	ITAP 26611 Spreadsheet Applications	3		■		
!	ITAP 26622 Desktop Publishing I	3		■		
!	ITAP 26635 Administrative Resource Management	3		■		
	Applied Course Elective ²	3				
Semester Three [16 Credits]						
!	ITAP 16639 Database Applications	3		■		
	ACTT 11000 Accounting I - Financial	4				
	ITAP 26640 Current Technologies	3		■		
	Kent Core Requirement	3				
	Kent Core Requirement	3				
Semester Four [14 Credits]						
!	ITAP 26691 Seminar for Administrative Professionals or ITAP 26692 Internship for Administrative Professionals	2-3		■	ELR	
	COMT 21010 Workgroup Productivity Software	3				
	Applied Course Electives ²	6				
	Kent Core Requirement	3				

Graduation Requirements Summary

Minimum Total Hours	Minimum	
	Major GPA	Overall GPA
61	2.000	2.000

- US 10097 is not required of transfer students with 25 credits (excluding College Credit Plus and dual-enrollment) or students age 21+ at time of admission.
- Applied Course Elective (9 credit hours)

Choose from the following:	
BMRT 11000 Introduction to Business (3)	COMT 11006 Introduction to Web Site Technology (3)
BMRT 11009 Introduction to Management Technology (3)	ITAP 16640 Advanced Database Applications (3)
BMRT 21000 Business Law and Ethics I (3)	ITAP 16680 Computer Keyboarding (1)
BMRT 31006 Human Resources Management (3)	ITAP 26623 Desktop Publishing II (3)
COMT 11000 Introduction to Computer Systems (3)	ITAP 26636 Project Management for Administrative Professionals (1)
COMT 11004 Survey of Information Technology (3)	ITAP 26638 Business Communications (3)
COMT 11005 Introduction to Operating Systems and Networking Technology (3)	ITAP 26695 Special Topics in Information Technology for Administration Professionals (1-3)

*This course may be applied as an applied elective if taken prior to or concurrently with any other COMT or ITAP offering.

University Requirements: Applied and technical associate degree-seeking students must fulfill selected Kent Core (general education requirements). For more information about this requirement, please read the following section in the University Catalog: Kent Core – www.kent.edu/catalog/kent-core.

Attribute Legend: DD Diversity–Domestic; DG Diversity–Global; ELR Experiential Learning; KAD Kent Core Additional; KBS Kent Core Basic Sciences; KCM Kent Core Composition; KFA Kent Core Fine Arts; KHU Kent Core Humanities; KMC Kent Core Mathematics and Critical Reasoning; KSS Kent Core Social Sciences; WIC Writing Intensive

Regional College

Salem Campus
<http://www.salem.kent.edu>

Tuscarawas Campus
<http://www.tusc.kent.edu>

The Medical Billing certificate provides a basic understanding of software, medical terminology, coding and procedures used in medical settings such as hospitals, clinics, doctors' offices and outsourcing facilities involved with providing billing operations.

Students must satisfy the prerequisite, if any, of all courses in the program by either (a) completing the prerequisite courses, or (b) by demonstrating to an information technology for administrative professionals faculty member that they have otherwise met the prerequisites. Students must complete a minimum of 15 hours of the certificate curriculum at Kent State University. Transfer credits may be used as long as letter grade appear on original transcript.

MEDICAL BILLING CERTIFICATE REQUIREMENTS (21 credits)				
Course		Title	Credits	Min. Grade
BSCI	10001	Human Biology	3	
HED	14020	Medical Terminology	3	
ITAP	16620	Word Processing I	3	
ITAP	16639	Database Applications	3	
ITAP	26650	Medical Billing Procedures	3	
ITAP	26655	ICD Coding	3	
ITAP	26656	CPT Coding	3	
TOTAL			21	

Existing Certificate

(See below)

Regional College

Salem Campus
<http://www.salem.kent.edu>

Tuscarawas Campus
<http://www.tusc.kent.edu>

The Medical Billing certificate provides a basic understanding of software, medical terminology, coding and procedures used in medical settings such as hospitals, clinics, doctors' offices and outsourcing facilities involved with providing billing operations.

Students must satisfy the prerequisite, if any, of all courses in the program by either (a) completing the prerequisite courses, or (b) by demonstrating to an information technology for administrative professionals faculty member that they have otherwise met the prerequisites. Students must complete a minimum of 15 hours of the certificate curriculum at Kent State University. Transfer credits may be used as long as letter grade appear on original transcript.

MEDICAL BILLING CERTIFICATE REQUIREMENTS (21 credits)

Course		Title	Credits	Min. Grade
BSCI	10001	Human Biology	3	C
HED	14020	Medical Terminology	3	C
ITAP	16620	Word Processing I	3	C
ITAP	16639	Database Applications	3	C
ITAP	26650	Medical Billing Procedures	3	C
ITAP	26655	ICD Coding	3	C
ITAP	26656	CPT Coding	3	C
TOTAL			21	

Proposed Certificate

Changes are in red

UNIVERSITY POLICY REGARDING EMERITUS STATUS

(A) Emeritus/emerita status may be conferred, following appropriate review and recommendation, upon faculty members and staff at the time of their official retirement from full-time employment. Emeritus status may be conferred by the board of trustees following appropriate review and recommendation by the appointing authority.

(B) Emeritus/emerita status is granted in recognition of meritorious service at Kent state university and implies demonstration of exemplary professional competence and university citizenship, generally after service of at least ten years.

(C) Emeriti shall be regarded as honored members of the university faculty or the unit from which they retired and shall be entitled to privileges and benefits as may be established by the university.

(D) The procedures for recommending emeritus status are as follows:
The recommendation of emeritus/emerita status is normally initiated at the department level upon notification that a faculty or staff member intends to retire. This recommendation is submitted to the next highest administrative level in writing, and shall include a summary of reasons in support of the recommendation. Depending on the status of the individual under consideration the following procedure will be followed:

(1) Faculty and academic administrators with faculty rank.

(a) The dean or division head then submits a recommendation to the provost.

(b) The provost will then make a final recommendation regarding the granting of emeritus status, subject to approval by the president, and final confirmation by the board of trustees.

(2) Unclassified (administrative-professional) and classified staff.

(a) The appropriate vice president then submits a recommendation to the vice president for human resources.

(b) The vice president for human resources will make a final recommendation regarding the granting of emeritus status, subject to approval by the president and final confirmation by the board of trustees.

Policy Effective Date:

Mar. 01, 2015

UC 1 UNIVERSITY COMMISSION

Report of the One University Commission Spring 2015

Overview

Kent State University's wealth of intellectual, physical and cultural resources makes it a whole that has a far greater impact than the sum of its parts. As one university with multiple campuses, Kent State serves as an economic driver and regional cornerstone in communities throughout Northeast Ohio. To best serve constituents across the region and beyond, it is imperative that there is clarity in the articulation of Kent State's distinctive role as a public research university. A part of that distinctive role is the unique opportunity to form a cohesive eight-campus system spanning over a 500-mile radius of the Northeast quadrant of Ohio. As a large system with more than 41,000 students and offering more than 280 degrees from the associate to doctoral levels, Kent State University is distinctively poised to serve as an exemplar of the new American research university – one that produces cutting-edge knowledge and new ideas while offering access to a high-quality education for a large number of students.

Kent State University has been comprised of unique regional campuses since 1946 and has functioned historically as a main campus in Kent with seven regional campuses throughout Northeast Ohio. While there have been a number of efforts to more clearly define the relationships among the campuses, there continues to be a need to define the university as one university where each campus contributes its own unique mission to fulfill a unified shared vision of One University.

It was from this conceptual model that the One University Commission (1UC) was created and convened in the Fall of 2014. The Commission was chaired by Provost and Senior Vice President for Academic Affairs, Todd Diacon, and was composed of 31 faculty, staff, and students from across all eight of Kent State's campuses (See Appendix A for full membership list). The general charge from President Warren (see Appendix B) focused on a review of internal policies and procedures to bring the campuses into greater alignment with a one university conceptual model. There was also an expectation of an endorsement of a culture where all members of the university community feel valued and respected for the unique contributions that each brings to the realization of a strong and vibrant eight-campus system.

The One University Commission was divided into four critical working groups: the eight-campus student experience; faculty roles, responsibilities and culture in an eight-campus system; academics and curriculum within and across the eight campuses; and structure and leadership within and across the regional campuses.

While the report reflects the general views of the four working groups and the 31 commission members, there was not unanimity of endorsement of the report. Two alternative opinions are included in the Appendices (C and D) of the document to reflect the differing points of view.

This report is viewed as the first of a number of studies that will be convened to continue to advance a one university model for Kent State University.

Introduction

The One University Commission (1UC) report addresses issues both broad and narrow. Initially, the idea for such a commission emerged when the Provost began responding to a growing number of unresolved questions surrounding distance learning (DL), particularly in terms of the locus of authority for assigning DL courses, and whether our current Responsibility Centered Management (RCM) approach to budgeting distributed accurately the revenues generated by DL courses. With the arrival of President Warren and the start of her Listening Tour broader issues of the culture, connections, disconnects, and opportunities afforded by interactions among the regional campuses themselves, and between them and the Kent campus, emerged. Truly Kent State University is greater than the sum of its parts. But identifying what exactly each part does, and understanding better how each part relates to other parts, fueled this attempt to address issues both large and small.

The concept of One University is grounded in the belief that every student, professor, staff member, administrator and community supporter plays a vital role in the life of our university. One University proudly and aggressively states that we value and honor all contributions. The daily contributions of our talented and dedicated staff who ensure that our students have the information and support they need, that the roads are passable, and our spaces are welcoming and connected; of our prize-winning scientists, authors, and performers; of the trustees and advisory boards who guide our paths; and of the innovative and successful instructors and mentors who help our students exceed their imagined potential. And we find these people and their contributions on all of our campuses.

One University, however, does not mean that every part of our system is equal in the sense that each part is the exact replica of the other. Instead, One University honors the unique roles and contributions of our parts, namely each of the regional campuses and the Kent campus. It recognizes that policies, procedures, activities and evaluations are and should be different for these parts, and also that each of these endeavors must be driven, first and foremost, by *mission*. One University, then, is a forceful declaration of respect for all and a rededication to organizing ourselves around our different missions. We celebrate equally all contributions and, even more importantly, pay homage to the respective *missions* of the different components of Kent State University.

What follows is a report fashioned by the tireless work of the talented members of the One University Commission. These students, professors, administrators and staff members met frequently and grappled with matters large and small. To advance our work we collected survey results when we took 1UC to each campus and hosted an electronic listening post, the Civic Commons. In total, 770 participants provided 2,818 contributions, with 2,599 contributions via anonymous surveys, 127 made at the Listening Post meetings, and 92 contributions on the Civic Commons online platform. Taken together, this input, this work and our report embody what is best about Kent State: *its people*.

Section I: Students First

Our students are Kent State students whether they study in Ashtabula or Tuscarawas, Trumbull or Stark, East Liverpool or Geauga, or Kent or Salem. Looking for ways to best integrate our 41,000 plus students, the Student Experiences Subcommittee produced a useful roadmap for improving student experiences on each of our campuses, and for interactions across all our campuses.

Our study recommends a series of what should be relatively easy-to-implement improvements. For example, students lead and benefit from more than 300 registered student organizations on our campuses. These activities enrich lives, and creating a centralized listing of these organizations and their events will encourage students from other campuses to interact with these clubs and meet other students. A limited number of students on the regional campuses opined that they *did not* support increasing student fees to allow for increased programming on their campuses. However, other students did express support for additional fees, provided they fund specific programs. Our hope is that even in the absence of more financial resources, better coordination and advertising of existing activities may suffice to boost interactions. Certainly our students want to learn about major events being held on all our campuses.

A transformational aspect of higher education is the creation of *leaders*. In this spirit we recommend the creation of a Student Leadership Academy for student government officers from all campuses. At least once each semester our student leaders should gather on one of our campuses to study leadership, and to interact meaningfully with each other. However, for this to happen we first must charter a formal student governance structure on each campus. Currently some campuses have no student government, and others operate under different terminologies. Creating a standard, university-wide student government charter will facilitate the learning and interaction of student leaders. And when these leaders meet we will seek their input on how to add value to their educational experience by, for example, examining how we can enhance and improve career counseling and internship opportunities.

Even though we are a multi-campus system, there is only one diploma at Kent State University. We are one university even though our eight campuses cover an area the size of Connecticut. Most of our students are proud to begin and complete their education on just one of our campuses. However, some students begin on a regional campus and then transition to the Kent campus. Speaking to IUC committee members, these students highlighted the absence of a transitional program just for them. Incoming freshmen benefit from our Destination Kent State (DKS) orientation, as do students transferring to the Kent campus from other colleges and universities. Yet *our own* students transitioning from a regional campus to the Kent campus benefit from neither effort. As such, we should strive to create an orientation program tailored specifically for these students, either through the existing DKS infrastructure, or through the Center for Student Involvement.

Students are proud to study on, and graduate from, a regional campus. A student leader at Tuscarawas was emphatic about this: “we are where we want to be,” she said. “We are not second class citizens simply because we *chose* not to study on the Kent campus.” IUC members could not agree more. And yet, some of our students who do not initially gain acceptance to the

Kent campus eventually do wish to study in Kent. These students should receive a welcoming, upbeat admissions packet from a regional campus, or from all or some regional campuses, explaining clearly and forcefully that they are welcomed on the regional campus, and that by beginning on a regional campus the path to a Kent campus experience is still open to them. As one student member of the committee noted, “Deferment to a regional campus is not a rejection, but an opportunity to explore academic endeavors in a different environment—smaller class sizes, cheaper tuition, and [an] equal opportunity to have a college experience.”

As of today the Star Trek “transporter” still does not exist. And yet, one technological and pedagogical development has allowed students to conquer time and space: distance learning. Asynchronous distance learning allows students to attend lectures and learn material at the time of day that is most appropriate for their schedules. Synchronous distance learning allows us to replicate fully the live classroom experience for students on different campuses. Students on our regional campuses desire more online degree programs that will allow them to finish a degree program where they are, even if that regional campus’s size and resources do not allow it to offer the program on its own. Currently the Salem campus’ Insurance Studies bachelor’s degree program is the only one that allows students to complete an undergraduate degree entirely online.

An exciting middle ground between fully face-to-face and fully online degree programs awaits exploration. This middle ground, mentioned by students in our surveys, would allow regional campus students to complete the first two years of a program in face-to-face courses, to then finish the final two years online. Our student success data and professors’ experiences demonstrate that first and second year students often lack the independence and maturity to complete self-directed online courses successfully. Enrolling instead in face-to-face courses at the start of a degree program to then transition to online upper-division courses addresses this challenge.

Furthermore, we can envision a scenario in which our regional students regularly would take synchronous DL upper-division courses on a campus, instead of at home, thus avoiding technological costs were they to use their own hardware (and they would benefit from the presence of a technology specialist in the building). In March 2015 the Kent State Board of Trustees approved the first such hybrid program, the Kent campus’s AACSB-accredited bachelor’s degree program in General Business. Students on a regional campus can complete the associate degree in Business Technology in face-to-face courses on regional campuses. Then they can complete the final two years of the program, which is too expensive to offer on most regional campuses, entirely online. The Division of Academic Affairs and college deans are encouraged to develop other majors that would lend themselves to this approach so that students will have the option of majoring in programs that do not currently exist on most regional campuses. The Division of Academic Affairs is also encouraged to enhance and expand career services and internship/co-op opportunities.

Section II: Faculty Matter(s)

Students are indeed first at Kent State University. However, these students would finish last were it not for the outstanding work of our dedicated and talented faculty. While students and alumni regularly recognize this work, not all at Kent State honor equally the contributions of all

professors. The failure to fully appreciate the contributions of regional faculty by *some* individuals on the Kent campus has led to distinct feelings of second-class citizenship. Two IUC subcommittees found that this long-asserted culture of second-class citizenship for regional employees is not simply a myth, but instead is supported by extended anecdotal and structural evidence.

“We were stunned by the lack of collegiality and misunderstandings about the Regional Campus faculty and students as second-class citizens,” wrote the members of the Academics and Curriculum Subcommittee. Quoting a professor from a regional campus, “Until you change the culture [environment] of Regional Campus faculty, you won’t have ‘1 University.’” To change this culture will require specific policy and procedural improvements, as well as embracing fully the equal importance and value of our different missions. Fortunately the members of the Faculty Roles and Responsibilities Subcommittee have generated a useful roadmap to begin this work.

To start, the IUC recommends making it clear that regional faculty are *welcomed* to participate meaningfully in Kent academic departmental governance (two IUC committee members who began their careers on regional campuses, but who now work on the Kent campus, both experienced hostility when they attended Kent departmental meetings as junior faculty—one was told she wasn’t to be there, and the other was told he could not speak at Kent departmental meetings). Another recommendation of the Faculty Roles and Responsibilities Subcommittee is that departments periodically rotate regional campus professors through the Kent campus for part of their teaching assignments. This would make the regional professor more of a known quantity on the Kent campus, and would facilitate her or his integration into the academic department. How we refer to ourselves also matters. President Warren noticed this on her initial visits to our campuses, when often the Kent campus was referred to as the “main” campus. Instead, President Warren prefers “Kent campus” without any suggestion of “main,” which carries with it the unspoken suggestion that other campuses are less important. Part of this confusion rests in a long history of calling ourselves different things at different times. It also results in the failure by some on the Kent campus to accompany and understand the changing activities and pursuits on the regional campuses over several decades. As reported by the Academics and Curriculum Subcommittee, “we were told that the Regional Campuses are like community colleges or should become community colleges, that they have no business offering Baccalaureate degrees (nor do they have the resources or talent to offer upper-division courses).” That 27 baccalaureate degree programs are now awarded on one or more regional campuses appears to have escaped notice by some.

What must be repeated emphatically is this: *we value our different missions equally*. There is no hierarchy of importance, but merely the reality of difference. Our regional campuses excel in offering small enrollment classroom learning experiences appropriate to their teaching mission. To be sure, Kent campus professors excel as teachers as well. But their mission is different and calls on the tenure-stream faculty to excel also in research. That these research successes often bring them national and even international notice does not make them more important than professors on the regional campuses. These successes should be honored, and they are. But so too should we honor and recognize the commitment of regional campus faculty to fulfilling their campus missions. *One University means that we value all our people and missions equally even while we recognize and benefit from our differences.*

Recognizing and honoring our different missions generates in turn a guide for addressing the issues that shape the lives of our professors. 1UC members grappled with the issues of teaching loads and research expectations across all campuses. Currently only 20 professors teaching on the regional campuses have attained the rank of full professor, which is a curiously low number for what is, for all intents and purposes, a “university” that enrolls some 15,000 students. On the regional campuses, 10.5% of faculty are full professors, while 26.3% of faculty are full professors at the Kent campus. One solution suggested to the Commission is to lower the standard four courses a semester teaching load on regional campuses to a three-course load, at least for all tenure-track assistant professors and for research active associate and full professors. In addition, others who contacted Commission members called for increasing research support on the regional campuses (seed grants, travel funds, administrative support).

A daunting challenge to this approach is the resource base of regional campuses. Kent State regional campus tuition is 40% lower than tuition on the Kent campus, which demonstrates in and of itself the different missions of the Kent and regional campuses. It simply is not possible to replicate on the regional campuses all or even much of the research support found on the Kent campus. Trying to do so would bankrupt the regional campuses. Furthermore, grafting Kent campus research expectations onto the regional campuses would further confuse the different missions of the Kent and regional campuses.

The reappointment, tenure and promotion (RTP) policies of Kent academic departments (which serve as the academic home of many regional tenure-stream professors) further complicate the matter, for they fail to fully reflect mission differences. Some departments apply the same research standards and expectations whether the professor works on the Kent campus, or on a regional campus. Other departments excel at recognizing mission differences between Kent and regional faculty in their research standards for tenure and promotion to Associate Professor. Academic units have not, however, recognized these mission differences when they evaluate regional campus faculty members for promotion to full professor—and they are strongly encouraged to do so. Conversely, all regional campuses should make sure to articulate the weighing of academic unit research and teaching expectations in their campus handbooks.

What to do, then? The different missions of the regional campuses versus the Kent campus mean a much higher teaching load for regional campus faculty, which inhibits greatly their ability to achieve the rank of full professor using existing criteria. Furthermore, a 40% tuition differential means that regional campus leaders cannot replicate Kent campus research conditions even if they wanted to. Happily, the work of the 1UC suggests a flexible approach to the vexing issue of research expectations and faculty promotion for regional campus professors.

Regional deans already can and do temporarily reduce the teaching loads of a small number of research active faculty so that they might complete a project. In addition, Kent campus academic departments’ handbooks could better reflect mission differences in their research expectations for tenure and promotion. As mentioned above, some departments already have such differential language for tenure and promotion to Associate Professor. Given that tenure is the single largest commitment the university makes to a faculty member, it seems logical to extend this differential language to cover requirements for the promotion to Full Professor as well. If departments

decide not to add differential research expectations for regional professors to earn tenure, promotion to Associate, and promotion to Full, then these departments (and their respective colleges) should be expected to assume the costs of helping regional faculty conduct research of the kind required for promotion. In essence, if Kent academic departments have the same research promotion standards for Kent and regional professors, then these Kent departments logically should provide the financial resources needed to replicate the same research conditions on each campus (enhanced laboratory facilities, reduced teaching loads, and the provision of research seed grants).

One University Commission surveys identify increasing interactions between professors on different campuses as a key to building a more appropriate, more just and healthier culture at Kent State. One way to increase such interactions would be to encourage and facilitate shared teaching assignments across two or more campuses. The members of the Faculty Roles and Responsibilities Subcommittee noted that students would benefit from such an approach given that it likely would increase the range of courses they could take on their campuses. Of course, several logistical issues would need to be resolved, such as the need to provide office space on each campus, the time and expense of driving to a different campus, not feeling fully a part of either campus, and additional evaluations needed for tenure and promotion. And yet, it is not far-fetched to envision the same professor teaching courses, say, at both Stark and Tuscarawas, or at Trumbull and Geauga, or in Kent and Salem.

Related to cross-campus teaching assignments is the idea of joint hires of tenure-stream faculty to teach at more than one campus. In survey responses, in their comments on the Civic Commons, and in meetings with Provost Diacon, faculty on regional campuses press for more tenure-stream faculty hires, as opposed to the growing use of full-time, non-tenure track professors and adjunct faculty. This is understandable. Tenure is the coin of the academic realm, and the presence of a healthy number of tenured professors on a campus helps ensure effective and independent faculty governance, which also is a hallmark of higher education in America. On the other hand, as of late our regional campuses are experiencing a decline in enrollment that would lead one to question the need for more tenure-stream faculty. What can be done?

Making joint appointments of faculty across two or more campuses would be one way to facilitate financially an expanding number of tenure-stream professors on our regional campuses. Hiring a tenure-track professor to split her or his time at Geauga and Trumbull, or Stark and Tuscarawas would provide the financial room for regional deans to make additional hires. Distance learning's power to break the grip of geography makes joint hires even more possible. Realistically, given the lower tuition on regional campuses and higher education's increasing reliance on tuition revenue, this might be the only way to increase the percentage of tenure-stream faculty on the regional campuses.

Section III: Faculty Matter(s) and Distance Learning

Distance learning frees us from the bonds of time and space. Given our system of eight campuses spread across northeast Ohio it is tailor-made for Kent State University. And yet, just as a fine handcrafted garment must occasionally be altered and refitted, so too must Kent State's administration of distance learning be re-examined.

In a Thomas Friedman sense (The World is Flat) two developments “flattened” the Kent State system: the rapid increase in the number of Kent State students enrolled in our DL courses (at the undergraduate level most of our DL students are Kent State students), and the implementation of a responsibility centered approach to budgeting on the Kent campus. Before the creation of distance learning courses few students left their “home” campus to take courses on another campus. But students, with the rise of DL, increasingly began taking courses taught by a professor from a different campus than their own. Furthermore, with the implementation of RCM on the Kent campus (the regionals always operated under this approach) it now made a significant financial difference if Kent campus students took a course or more from another campus, both because of the issue of which campus would receive the revenue, and because as the number of such enrollments grew it began impacting the scheduling of Kent courses, particularly in summer sessions. On top of this, Kent and regional tuitions are different for face-to-face classes, and a small tuition difference still remains for online classes.

The DL and RCM “flattening” at Kent State generated understandable, but sometimes lamentable, reactions. For example, some Kent departments began to pay more attention to who was teaching a course on a regional campus, and at times these departments demanded, even after the start of a semester, that a course be shut down over issues of appropriate training needed to teach the course. In an effort to eliminate competition with Kent course offerings other Kent departments proposed new handbook language that would restrict the ability of regional faculty to offer online courses. Kent academic deans grew increasingly worried about losing students and revenue when “their” students enrolled in a regional online section of a course being offered the same semester face-to-face on the Kent campus.

To quell growing concerns and increasing bad blood between the Kent and regional campuses the Provost issued a policy memo in February 2014. The memo clarified that a) colleges/schools/departments on the Kent campus have the authority to determine who is qualified to teach courses in the discipline on the regional campuses; b) regional deans and the Associate Provost for Kent State Systems Integration maintain the authority to schedule courses on their campuses (both face-to-face and DL); c) if a course is taught online by a Kent professor it can be taught online by a regional professor; and d) all faculty teaching online are now expected to experience training in online pedagogy of the kind offered by the Kent State Office of Continuing and Distance Education.

To resolve these issues more systematically the Provost called for the creation of a committee to study the matter further. He charged what eventually became the IUC Academics and Curriculum Subcommittee with researching distance education and course scheduling issues, and asked them to provide alternatives and policy advice. The subcommittee’s recommendations largely support the solutions implemented by the Provost in the February 2014 memo.

The issue at hand revolves around the locus of authority. The members of the Academics and Curriculum Subcommittee believe that campus leaders (deans and assistant deans on the regionals) should continue to schedule face-to-face courses on their campuses. Increasingly, the subcommittee members believe, distance learning courses offered by regional campus faculty should be coordinated by regional system leaders to avoid the duplication of effort and create

efficiencies (a pilot of this approach is underway). Kent academic departments determine which courses in their discipline may be taught in an online format, but once a professor has been trained in online pedagogy by the staff of the Office of Continuing and Distance Education the professor is authorized to offer that course in an online format, provided this is desired by campus leadership. “Fundamentally,” the subcommittee members noted, “if an instructor is qualified to teach a given course in a traditional format, that instructor is also qualified to teach the course in an online format given proper training. Departments determine the instructor’s academic qualifications to teach content, not how delivery is made.”

Revenue concerns drive most of the above issues and tensions. In an RCM world it matters who gets “credit” for the revenue generated by tuition and the state subsidy of instruction. Kent State’s eight campus system and the new frontiers opened by distance learning make the answer to the deceptively simple question “who earns the revenue from DL courses?” agonizingly complex. For example, how should we determine which campus a student “belongs” to for revenue distribution purposes? If the student lives near our Stark campus, and in the past has taken only Stark courses, should Stark get the revenue if this student during any given semester enrolls in a DL course taught by a Geauga professor, and one taught by a Kent professor? Furthermore, is the revenue being generated and shared the regional rate, or the Kent rate?

The IUC recommendation is that Kent students be limited to enrolling in DL courses taught by Kent faculty, and that regional campus students be limited to enrolling in DL courses taught by faculty across the regional campuses [this being a variation of the method employed on the Penn State University campuses].¹ Doing so will simplify revenue issues, and presumably if this approach is implemented we would eliminate the recent move to largely equalize online tuition for regional and Kent offered DL courses (thereby returning to the 40% tuition differential in place for face-to-face courses). Of course in the spirit of “students first” we do not wish to exclude students from a DL course if, for example, it is offered by a regional faculty member, but not that semester by a Kent professor, particularly if not allowing this would hinder the student’s progress to degree. To address this situation the IUC recommendation is to work with the Senior Vice President for Finance and Administration to create a revenue sharing model.

Section IV: Establishing an Appropriate Administrative Structure for Regional Campuses

Higher education can and does exist in an almost infinite variety of forms in the United States and in other countries. No matter the size, organizational form, and nature and level of public and private financial support NO institution can exist without two things: students and teachers. To put it differently, higher educational institutions are built around students and professors.

Administrators are another matter. They aren’t necessary, exactly, but in an organization with 41,000 students, eight campuses and a budget approaching \$700 million there must be individuals charged with overseeing broad aspects of the university. Indeed, the recommendations made in the preceding pages call for *more* coordination of effort, whether it is coordinating DL offerings across campuses, coordinated hires, and/or the possibility of joint

¹ When a course is not available online on the Kent campus, Kent campus students may enroll in that course offered online by a regional campus (and vice versa). A revenue sharing agreement will govern these enrollments.

hires of tenure-stream faculty across campuses. Students, we have learned, want to interact more with their colleagues on other campuses, and wish to engage in coordinated leadership training.

What, then, is the appropriate administrative structure of our regional campuses? Less than a decade ago over twenty employees housed on the Kent campus in the Lincoln Building centrally managed regional campuses. Then, a pendulum swing reduced this regional administrative staff to just five positions: the Associate Provost for Kent State Systems Integration, the Dean of the Regional College (currently held by the same individual), a budget officer for regional campuses, a business manager, and a special assistant. While not desiring a return to the old “Lincoln Building” model, the IUC recommendation is to create a “Lincoln Lite” administrative structure.

The unanimous recommendation of the Structure and Leadership Subcommittee is to create a Cabinet-level position to enhance the voice of the regional campuses. Serving as a Vice President, this individual would attend Cabinet meetings to ensure that the perspectives of the regional campuses inform discussions and decisions. This officer would either report to the President with a dotted line report to the Provost, or vice-versa. The new VP would be acknowledged as the leader of our regional campuses, with campus deans reporting to this individual.

Participants on the IUC and respondents to questionnaires/Civic Commons think it vital to support the new Vice President’s work by hiring a separate individual to serve as Dean of the Regional College. Then, in addition to the existing budget officer position for the regional campuses (Executive Director for Academic Budget and Resource Management), an associate or assistant vice president would assist the VP, especially given the state’s newly renewed interest in boosting pre-college dual enrollment programs. With this staff of seven individuals (up from five currently) regional campuses could engage in the kinds of coordinated course scheduling, teaching assignments and even coordinated hires suggested in this report.

Employees on our regional campuses lament the lack of a place of their own on the Kent campus, a role the Lincoln Building once filled. As noted in the Structure and Leadership Subcommittee report, “an overwhelming majority of respondents suggest that having a centralized location would benefit the Regional Campuses in many ways.” These benefits would include providing a place for regional campus faculty, staff and administrators to meet when on the Kent campus, one that also would serve as a communication center for all regional campuses. A suite of offices in the Library on the Kent campus would meet this need.

Not only is the structure of administrative support an important consideration, but how we communicate the leadership roles is significant. Opinion is divided on whether a change in title is needed for what we currently call Dean and Chief Administrative Officer. Those favoring a change to “Chancellor” or to “Campus President” noted that the dean title fails to capture the full range duties of this officer, particularly when interacting with groups external to the university. For example, the Dean of the Stark campus is part of an organization of higher education leaders in Stark County, yet every other participant in that meeting holds the title of president. Those favoring a title change further noted that the dean title does not make sense outside of Ohio, where in most places this individual would be a chancellor or president. Finally, IUC participants noted that our deans interact regularly with community leaders, politicians,

governmental leaders, safety officers, and the like, and these responsibilities are more reflective of a leader with the title of chancellor or campus president.

Others feel the dean title should be maintained given its strong association with the academic side of the ledger, which, after all, is most important at a university. They assert that the leader of a regional campus “should have an academic background and hold appropriate faculty rank in order to make ‘substantive academic judgments’ concerning reappointment, promotion, and tenure decisions, as well as curricular changes.” However, holding to this requirement would likely place hiring decisions in the hands of Kent academic departments (who grant tenure and rank when an individual is in their academic area). Furthermore, currently two of our regional deans serve quite successfully and yet do not have tenure in a Kent academic department or in the Regional College. Regardless of where people stand on titles, all agreed that there should be clearly defined reporting lines and job responsibilities vis-à-vis the new Cabinet-level VP.

Conclusion

The bookstore on our Salem campus sells a decal that features a solid blue image of the state of Ohio with KENT STATE written across the image in bold, block letters. Perhaps no other image better captures the power of our great university, as well as the spirit of our 1 University Commission. We are powerful because our campuses create an impressive footprint on the state. We transform lives and anchor the communities we serve, as President Warren heard repeatedly during her Listening Tour. Kent State University enriches the lives of the citizens of the State of Ohio, and it educates those same citizens so that they can, will and do become the leaders of NE Ohio, the State of Ohio, and indeed the nation and world.

In higher education today, particularly with the end of the post-World War II model of highly subsidized higher education, a standard criticism is to tag a university with trying to be all things to all people. Such an attitude is understandable and even wise, for declining resources mean that we must embrace what we do exceptionally well, while deciding on what activities, areas of focus, and investments are best avoided in the current environment. And yet, Kent State “being all things to all people” actually comes close to describing the heart of our university. We train students for professional careers while bolstering a larger Ashtabula community battered by economic forces. We educate the students in Geauga, the state’s third wealthiest county, who are not the children of Cleveland executives but rather who struggle to earn degrees so that they may move beyond entry-level jobs. In East Liverpool and Salem our campuses likewise generate hope in difficult circumstances. In short, our Stark, Tuscarawas and Trumbull campuses, indeed all of our campuses, serve as engines of opportunity and social mobility at a time in America when the fuel for these engines is in short supply.

Such a broad footprint and mission generates complexity, which in turn has generated most of the issues addressed in this report. That these complexities exist is not anyone’s fault, but they are our responsibility to resolve. And most importantly, we will not resolve these complicated issues by treating Kent State as two entities (Kent regionals) locked in a struggle for superiority and appropriate relevance.

We can and will improve our university by embracing all our constituent parts equally. If we do not do this we are turning our backs on the very thing that makes us who we are. We can embrace equally and celebrate broadly who we are even while we recognize that individual components of our complex institution pursue different missions. *Not more important or less important missions, but different missions.* And when we embrace and build our one university identity on this commitment to different missions within one university, we will generate the roadmap to structure the appropriate policies and procedures to run this complicated and great university.

One University of this size and scope creates challenges, but we are up to meeting these challenges. One University is who we are. One University is the source of our strength. Our One University thrives by combining different missions and by celebrating these missions equally. Ohio's One University is Kent State University.

Appendix A: Membership of the One University Commission

Dr. Todd Diacon, Provost and Senior Vice President for Academic Affairs, *Chair*

Structure and Leadership Sub-Committee

Dr. Willie Harrell, Provost's Fellow, Kent; *Coordinator*

Dr. Steve Nameth, Dean/Chief Administrative Officer, East Liverpool and Salem

Dr. Ken Bindas, Department Chair, History, Kent

Dr. Thomas Norton-Smith, Professor, Philosophy, RCFAC; Stark

Margie Iagulli, Senior Lecturer, Radiology Technology (NTT), Salem

Academics and Curriculum Sub-Committee

Dr. Denise Seachrist, Interim Dean and Chief Administrative Officer, Stark; *Coordinator*

Dr. James Blank, Dean, College of Arts and Sciences, Kent

Dr. Susan Emens, Interim Assistant Dean, Geauga

Dr. Maria Zaragoza, Department Chair, Psychology, Kent

Dr. Joseph Muscatello, Associate Professor, Program Coordinator, Business Technology, Geauga

Dr. Gary Hanson, Professor, Journalism and Mass Communications, Kent

Dr. Eric Johnson, Associate Professor, Economics, Kent

Dr. Brian Castellani, Professor, Sociology (RCFAC), Ashtabula

Dr. Renate Prescott, Associate Professor, English (RCFAC), Geauga

Dr. Ernest Freeman, Associate Professor, Biological Sciences (RCFAC), Salem

Faculty Roles and Responsibilities Sub-Committee

Dr. Barbara Broome, Dean, College of Nursing, Kent; *Coordinator*

Dr. Lee Fox, Associate Professor, Psychology, Stark; Chair of Faculty Senate

Dr. Jonathan Secaur, Assistant Professor, Physics, Kent (NTT)

Dr. Roxanne Burns, Associate Professor, Biological Sciences (RCFAC), East Liverpool

Dr. Gary Ciuba, Professor, English (RCFAC), Trumbull

Dr. Nicole Willey, Associate Professor, English (RCFAC), Tuscarawas

Student Experiences Sub-Committee

Iris Harvey, Vice President, University Relations, Kent; *Co-Coordinator*

Dr. Shay Little, Associate Vice President and Dean of Students; *Co-Coordinator*

Laurie Donley, Director II, Enrollment Management and Student Services, Tuscarawas

Dr. James Ritter, Director II, Enrollment Management and Student Services, Trumbull

Blake Springhetti, Student - Junior, Political Science Major, Kent

PJ Kimmel, Student - Junior, Finance Major, Kent

Dorvan Byler, Student - Senior, History Major, Stark

Sarah Spies, Student - Senior, English Major, Tuscarawas

Mathew Duck, Student - Senior, Nursing Major, Salem

Appendix B: Charge to the One University Commission

On September 23, 2014, President Beverly Warren charged the One University Commission as follows:

The **1 University Commission (IUC)** will include representatives from the following university constituencies: administration, faculty, staff, and students from across the University's eight campuses. The Commission will (i) receive its charge; (ii) consult with appropriate University stakeholders to collect and review data during the Fall 2014 semester; and (iii) provide a summary report of findings and recommendations to President Warren prior to Spring Recess in March 2015. With a primary focus of reviewing the relationship between the Kent and regional campuses, the commission is charged to consider and make recommendations on four main topic areas, as follows:

Structure and Leadership

- The appropriate title for the head of each regional campus (currently, Dean and Chief Administrative Officer).
- The appropriate title for the highest-level administrator of the regional campus system (currently, Associate Provost for KSU Systems Integration).
- The placement of the highest-level administrator of the regional campuses in the overall administrative structure of the University (currently, Provost's Office).
- The need for a centralized regional campuses office and the appropriate duties and/or staffing, if such is recommended.

Academics and Curriculum

- The need for coordinated policies on scheduling, which could address but not be limited to the following:
 - the locus of authority to schedule courses (e.g., regional campus deans or Kent campus academic unit administrators).
 - The need for and/or feasibility of system-wide course scheduling.
 - When students take face-to-face courses on multiple campuses, the appropriate distribution of enrollment revenues in the context of the University's RCM budgetary model.
- The need for coordinated policies on distance learning (DL), which could address but not be limited to the following:
 - The locus of authority to determine whether a campus and/or campuses will offer a DL course.
 - The need for centrally provided, mandatory training to prepare faculty members to offer DL courses.

- The appropriate distribution of DL revenues in the context of the University's RCM budgetary model.

Faculty Roles and Responsibilities

- The locus of authority for the review of faculty and/or approval to teach various courses (e.g., content, level) and/or in various formats (e.g., face-to-face, DL).
- The need for and/or feasibility of faculty mobility throughout the University system for more efficient course scheduling.
- The need for and/or feasibility of more programs to increase collegial interactions between faculty members at all campuses.
- The need for consistent policies on faculty hiring throughout the system (e.g., are regional campuses expected to hire Kent Ph.D.s when running searches?)

Student Experiences

- The need for and/or feasibility of creating leadership development opportunities for students across all campuses.
- The need for and/or feasibility of promoting student interactions across campuses.
- The appropriateness of automatic admission to a regional campus for those students who are not accepted for admission on the Kent campus (e.g., branding, scholarship opportunity).

Appendix C: Gary Ciuba, Professor of English, Member of the 1UC

Thank you for the opportunity to provide alternative perspectives on your draft report related to the work of the One University Commission dated “3/11/15” and distributed to Commission members on March 19. I understand that all such reports will be submitted to President Warren along with your report and all of the subcommittee reports. I hope that these multiple documents will convey to the President that although the Commission focused on “One University,” it also often contained multiple, divergent, and mutually challenging voices.

Although the draft report dated “3/11/15” is titled the “Report of the One University Commission,” I believe that it should **never** be called by that particular title. Your report contains various suggestions made by 1UC subcommittees, but it adopted a highly selective approach to those recommendations, accepting some and rejecting others. Moreover, although the “3/3/15” draft report was discussed for two hours by 1UC, the latest version of your report was never discussed by members as a group. On the one hand, your second report changed very little despite the numerous reservations that were sometimes expressed about the first draft at our meeting in early March. On the other hand, neither the “3/3/15” draft nor the “3/11/15” draft was ever endorsed or even voted upon by the members of 1UC. Therefore, it cannot properly be called the “Report of the One University Commission.” It is **not** a report approved by 2/3 or even a simple majority of 1UC members but your individual distillation of 1UC work.

The rest of this report will focus on areas where a subcommittee’s recommendations differed from what made its way into your final report and on areas that need further elaboration and clarification to capture their full complexity. However, I do want to emphasize that I agree with your report’s clear affirmation of respect for all faculty members and for the work of all campuses. As I stated at the last 1UC meeting, if the Commission succeeds in fostering a culture of respect at Kent State, it will be a major achievement of this taskforce. I also agree strongly with many of the suggestions in Section I, provided by the subcommittee on student experiences. A centralized listing of student organizations, a student leadership academy, a renewed commitment to student government on the regional campuses, and an orientation program for regional campus students who transition to the Kent Campus would do much to help all students become fully integrated into the life of the University.

Yet respect for faculty members and concern for students mean, I believe, that we must question and go beyond the recommendations in your report. Having worked on the Faculty Roles and Responsibilities subcommittee, I was especially disappointed to read that your report did not consider more seriously and extensively many of our recommendations.

As your report noted, the Faculty Roles and Responsibilities subcommittee tried to address the frequent concern of regional campuses faculty members who want to pursue research and who are expected to pursue research as part of their mission and the RTP process. Your report mentioned that Kent Campus faculty members often achieve “national and even international notice” (9) for their research. However, it ignored the fact that regional campuses faculty members have likewise excelled in research and achieved “national and even international notice” for their work, even as they pursued such research while typically teaching four classes a semester. When the regional campuses began, faculty members were not well integrated into

their departments and were not expected to pursue research. However, over the past three decades, as the regional campuses sought to bring university education to their communities, the faculty at regional campuses became increasingly Ph.D.-trained and research-accomplished.

Although the regional campuses have a strong teaching mission, the connection between teaching and research should be clearly understood. The student quoted on pg. 5 who valued the regional campuses as an “equal opportunity to have a college experience” should not be deprived of the “equal opportunity” to be taught by research-inspired faculty members. Such engaged professors bring their research into their classrooms and bring their students into their research. Our regional campuses students deserve the same opportunity to be taught by professors fully engaged in and contributing to their disciplines as is given to Kent Campus students.

To support such research, the Faculty Roles and Responsibilities subcommittee recommended that regional pre-tenure faculty members and post-tenure faculty members with a productive research agenda should teach three courses a semester. This teaching load still recognizes the greater commitment to teaching expected of regional campuses faculty members, for the 3-3 load is significantly different from the 1-1, 1-2, or 2-2 loads that are common on the Kent Campus. However, it provides time for research so that regional campuses faculty members do not have to subsidize such endeavors on evenings, over the weekends, and during breaks, as they do now.

Your report dismissed such a proposal as a financial impossibility. Such a rejection demonstrates the way budget drives vision rather than vision driving the budget. Yet even if one expresses legitimate concerns about implementing such a proposal based on carefully working out its cost, I wish that ways of implementing even a modified version of such a proposal might be explored. Perhaps it might be phased in, beginning with pre-tenure faculty. Perhaps a reduced teaching load might be made available on a somewhat extensive but still competitive basis. Perhaps campuses could be required to include in their budgets regular lines for a program of workload equivalencies that would give selected faculty members a reduced teaching load every other year or on some other rotating basis. Your revised report indicates that “regional deans already can and do temporarily reduce the teaching loads of a small number of research active faculty so that they might complete a project” (11). However, this support (rightly described with numerous qualifications in your sentence) is occasional, often not well institutionalized, highly dependent on campus resources, and subject to whether a dean regards research as important or not. Our regional campuses faculty deserve more sustained support for their research, and our regional campuses students deserve the opportunity to benefit from that research.

Your report seeks to address the lack of University-supported research time available to regional campuses faculty members by proposing reduced amounts of research for regional RTP. This issue needs to be explored in all of its complexity. If the University provided more time for regional campuses faculty members to pursue research, the issue of differential criteria would probably be far less significant. However, given the current lack of support and the expectation that regional professors subsidize research out of their private lives, there may be valid reasons for making distinctions in the amount of research that might be expected of regional faculty members because of their high teaching responsibilities and limited access to the resources necessary in some fields. Many units have written these differential criteria into their

handbooks, and regional campuses have sought to develop their own weighting standards for unit criteria.

Although differential criteria seem to have made a difference in helping regional campuses professors reach the associate level, the low number of full professors at the regional campuses suggests that these criteria are not in place for the highest level of promotion. Any discussion of supporting such differential criteria should also acknowledge the possible disadvantages of making such distinctions. It is possible that differential criteria at the full professor level might create a two-tiered full professoriate, with Kent Campus professors having achieved the highest level because of high research accomplishments but regional campuses professors having achieved the supposedly same rank because of more modest research accomplishments. Since all full professors vote on every RTP in the unit, such differential criteria may throw into doubt whether regional campuses full professors who have achieved a lesser level of research are really qualified to vote on the research-driven agenda of Kent Campus colleagues applying for full professor. Moreover, even if such differential criteria help to increase the number of full professors on the regional campuses, such a change will do nothing to help those professors continue to be active in their fields once they have achieved promotion. This new class of full professors will still lack the time to devote to their research interests.

The intent to create a culture of respect must go beyond affirming its need and insisting that the Kent Campus not be called the “main Campus.” It must be translated into specific forms of measurable action. For example, the Faculty Roles and Responsibilities subcommittee suggested that units be required on some regular basis to document what particular steps they have taken to implement a culture of respect. It also suggested that respect be signified by re-examining the whole issue of salary equity. Salary is a complex signifier, but one of its meanings is a statement of value and affirmation. The long-standing discrepancies between the salaries of those at the Kent Campus and those on the regional campuses record in dollars one more way of not respecting the work at the regional campuses. Regional campus faculty members typically start at the lowest end of the salary scale, and they rarely receive any kind of start-up funding as their counterparts often do at the Kent Campus. These salary differences get magnified with every raise based on a percentage of salary. Perpetuated over many years, the result is systemic salary inequity that your draft report does not address. We are not “One University” when salaries differ so radically based on campus.

Your report suggested that greater unity might be achieved if faculty members shared teaching assignments across two or more campuses. However, although it is true that the Faculty Roles and Responsibilities subcommittee considered such split loads, the suggestion that we have itinerant regional campus professors was given much greater weight in your report than our subcommittee ever gave to it. Our sub-committee report indicated numerous problems with such a scenario and began its recommendation with a caveat: “If such assignments occur, they should respond to a clearly demonstrated need” On page 5, our report stipulated “Travel issues will be a barrier for the majority of faculty.” Since regional campuses faculty members already devote extensive amounts of time to teaching and service and must subsidize research with their own time, it is indeed quite “far-fetched to envision the same professor teaching courses, say, at both Stark and Tuscarawas,” or at any of the other locations that your report proposes, except for a very few cases.

A different version of your split-teaching load proposal was the suggestion of joint TT hires—faculty who would always split their teaching between two campuses. I am not sure how this recommendation made its way into the report from the Faculty Roles and Responsibilities subcommittee because our subcommittee report never made such a recommendation. The problems with such joint hires are as obvious as the problems with occasionally split teaching loads. Faculty members would lose valuable amounts of time as roving, highway academics, driving to campus X on one day and to campus Y on another. Moreover, they would never establish meaningful relationships with the faculty or students at either campus. About a year ago, such a split appointment was tried at the Trumbull and Ashtabula Campuses, and the results were not pleasing to the campuses or to the faculty member, who eventually left Kent State with disappointment and frustration.

The impractical suggestion of joint TT hirings was made even more problematic because your report linked the proposal to two very important issues on the regional campuses: the need for increased TT hiring and the recent decline in enrollments. Your report suggested that such joint hires “might be the only way to increase the percentage of tenure-stream faculty on the regional campuses,” whose enrollment declines might not warrant single-campus appointments (13). Now completing my twenty-ninth year of service to Kent State, I am disturbed that the recent enrollment declines are being used as the latest reason not to hire TT faculty at the regional campuses. For more than a decade and a half, I have heard every reason imaginable for such an institutional refusal to live out the One University ideal by making equal commitments to TT faculty at the Kent and the regional campuses. Everyone who has served Kent State for more than a decade understands that the recent enrollment declines are relative to the enrollment spikes of the recession era. When the regional campuses were enjoying such a boom, it was commonly recognized that the increase would be temporary and that enrollments would level out. Although campuses are rightly working diligently to build enrollments now, enrollments will always be stronger during a weak economy. Ironically, while the regional campuses were enjoying the years of peak enrollments, many suffered a decline in the number of TT faculty. The Trumbull Campus, for example, did not hire one TT faculty member for five years during the enrollment spike. Many regional campuses now have more students but fewer TT faculty than they did a decade ago. So, the perceived enrollment decline, when seen against the background of long-term enrollment trends, should not be used as another of the many arguments against TT hiring on the regional campuses. Instead, Kent State should recognize that if it wants to provide a similar education on all campuses, if it values academic freedom, if it esteems the research provided by TT faculty, the University must immediately reverse the historic decline in TT hiring on the regional campuses.

Finally, I note that one of the issues that you specifically charged the Faculty Roles and Responsibilities subcommittee to investigate—the hiring of Kent Ph.D.’s on the regional campuses—was never even addressed in your report.

Since I served on the Faculty Roles and Responsibilities subcommittee, whose work was reported in Section II of your report, I will comment on Sections III and IV of your report more briefly.

The report recognizes in Section III (page 16) the “agonizingly complex” issue of assigning the revenue from DL courses. Its recommendation that Kent Campus students primarily enroll in Kent Campus DL courses and that regional students enroll in regional courses is designed to “simplify revenue issues” (page 16). However, if Kent Campus students take DL courses, in limited cases, from the regional campuses, or if students at one regional campus takes a DL course at another regional campus, the issue of assigning revenues immediately returns. It seems that despite all of the desires to put fences around courses, “a revenue sharing model” (page 17) will still have to be developed that recognizes students are in One University.

Section IV recommends the creation of a Vice Presidential position for the regional campuses. Although I believe that there may be many advantages to such a position, I am not comfortable with recommending it without a discussion of specific responsibilities and of budgetary implications. What will such a new administrative structure cost? How will it be financed? The regional campuses have been increasingly concerned about the ever-growing service fee that they pay to Kent State. How will such new positions affect campus budgets?

The report also seems a little confusing about the number of administrators for the regional campuses. It mentions five under the old system and seven under the new (page 19), but it lists only six for the proposed reorganization: 1. Vice President, 2. Regional College Dean, 3. “the existing budget officer position for the regional campuses (Executive Director for Academic Budget and Resource Management), 4. an associate or assistant vice president, and 5. a business manager as well as 6. a special assistant—both of whom are currently in place.

In summary, I believe that 1UC has raised many important issues, gathered much useful data, and made many promising suggestions. However, I wish that a number of the recommendations, especially in the subcommittee report on Faculty Roles and Responsibilities, were given more serious consideration.

I appreciate the chance to offer an alternative perspective on the work of 1UC, and I hope that Kent State will benefit from your report as well as from the reports of all of the subcommittees.

Appendix D: Nicole Willey, Associate Professor of English, KSU-Tuscarawas, Member of the IUC

I would like to start by saying there is much in Provost Diacon's IUC summary document that I admire. Specifically, I'm pleased with the recommendation of having a cabinet-level person in charge of the Regional Campuses, and separating that position from the Dean of the Regional College. (I do hope this person is a direct report to the President.) I am also pleased to see recommendations that Regional Campuses have a space on the second floor of the library, along with many other small and larger items, in particular, the drive to have a culture of respect permeate the Kent State system. In general, it has been most refreshing to find that a group of Kent and Regional Kent State faculty, administrators, staff and students can come together and find common ground through sharing information and evaluating the surveys, and I commend the Provost for his work in keeping the large meetings open to varying ideas and voices.

I do feel it necessary, though, to make a few comments in response to this document. I know it would be impossible to create a draft that every member of the IUC would be able to unanimously support in every area, but it does seem that it would have been possible to more closely use the reports of the subcommittees to create the document, as well as initiate some type of motion for support of the document. As the document stands, and as many as its merits may be, this is not really a IUC Recommending Document, but rather a synopsis of the convener of the IUC's thoughts in response to the work of the subcommittees. And since this document does not specifically carry the official endorsement of the IUC, I feel it necessary to state my own personal objections to certain recommendations that made their way into this document. I appreciate that Provost Diacon is willing to append notes like mine to the document.

I will speak only to the Faculty Roles and Responsibilities section of the document, as that is the subcommittee to which I was assigned. In particular, these are my concerns about the document moving forward:

- While I have been convinced that differential criteria for Full Professor between Kent and Regional faculty in each department is a good solution that will help increase the percentage of Full Professors on Regional Campuses, I am concerned that if we move forward with that recommendation, we will need to have clear incentives for departments to take up differential language and consequences for those who do not. I wonder about the possibility of creating benchmarks for departments to try to move toward parity in full professor percentages between Kent and regional faculty, for instance. The idea that campuses and departments should support their senior faculty in the final promotion is a good idea, but we need to make sure that they follow through with this support.
- This leads to my second concern, which is that the idea of reduced teaching loads and some financial commitment to research for regional faculty was dismissed as an impossibility. While the specific recommendations of my subcommittee *might* prove too costly for the regional system, it would still be beneficial for all involved to consider ways to make the probationary period for junior tenure track faculty less teaching intensive, as well as to encourage senior faculty's research productivity. After all, research is a requirement of tenure in every department, and it is not only Kent campus

faculty who are nationally and internationally acclaimed as scholars.

- Finally, I am very concerned with the notion of joint campus appointments. While I am appreciative of the protection that being tenured in the regional campus system affords me, I am also mindful that the vast majority of regional faculty are assigned at hire to one home campus. My subcommittee listed countless concerns with multiple campus assignments, and we never listed joint appointments as a recommendation. It seems that this recommendation is being implicitly offered as an either/or option for hiring more TT faculty on regional campuses. This does not reflect our report and presents a further deterioration of TT/NTT ratios on the regional campus, a ratio that is already problematic on many campuses. If the 1UC is serious about a culture of respect for all stakeholders on all campuses, then protecting tenure on the regional campuses, as well as supporting the research of our tenure stream faculty, is absolutely necessary.

I am pleased that I was asked to be a part of the 1UC, and I do believe the work has been fruitful. Again, I am thankful for the opportunity to include my diverse voice to the document.

Dear President Warren,

First, thank you for visiting the Trumbull Campus this morning and for giving faculty the opportunity to speak with you.

To prepare for your visit with us, members of the Trumbull Campus faculty met on 17 September 2015 to discuss the 1UC Report. We would like to share with you the following summary of our discussion.

Faculty members agreed that the following were promising initiatives:

1. Recognizing that regional campuses faculty often feel marginalized and are regarded as not being equal to Kent Campus faculty (5).
2. Having a structured introduction for students transferring from the regional campuses to the Kent Campus (3).
3. Supporting regional campuses student governments, inter-campus connections (3), and mentored research for regional campuses students.
4. Recognizing that faculty skills are constant regardless of the means of course delivery, and that departments cannot summarily ban qualified faculty from offering DL courses (8).
5. Expanding programs that would otherwise be limited by on-campus faculty expertise to allow DL completion of degree programs. (But the administration is encouraged to bear in mind that fully DL or DL completion degrees are best for those programs in which student research and faculty mentoring are not major factors in obtaining the degree.)

However, faculty members expressed concerns about several areas of the report.

Fundamental to all of these concerns is the precise nature of the report itself. The report mentions that “there was not unanimity of endorsement of the report” (1). Such a disclaimer raises the question of how and if consensus was achieved, and if the report reflects the recommendations of a majority of committee members. Did the subcommittees endorse the report, or is the report a selective presentation of considerations and strategies?

Faculty Roles and Responsibilities

While the report does excellent work in communicating the importance of regional campuses faculty – and the fact that the regional campuses offer 27 baccalaureate programs (5), we believe that equity must translate into specific details of policy. We are troubled by the reluctance to make real and substantive changes so that regional campuses faculty can be part of one Kent State.

1. There should be a system-wide commitment to hiring tenure-track faculty. At the regional campuses, tenure-track hiring has drastically declined, even when replacing lines previously held by TT faculty. Since Kent State seeks to raise its profile as a research university, how will Kent increase public funding of research when the number of faculty conducting that research is dwindling? Moreover, tenure-track faculty make a unique contribution to governance and service. As fewer tenure-track faculty are hired, the remaining faculty are expected to assume more responsibilities, and the University is not developing new tenure-track faculty members to take over these roles in the future.
2. The notion that it is solely Kent faculty whose research attracts “national and even international notice” (5) is both erroneous and insulting. Despite teaching four classes/twelve credits each semester, many regional campuses faculty pursue research during the evenings, on weekends, and over the summer.

The dismissal of possible reductions to teaching load for regional campuses faculty further disregards the burdens under which regional campuses faculty do manage quality scholarship (6). In this matter it is clear that a narrow reading of the budget drives the vision with regard to the regional campuses.

Therefore, we urge the administration to consider a reduced teaching load for newly hired TT faculty, and a system of rotating reduced loads for more advanced faculty. While the report notes that workload equivalencies for research are sometimes available (6), such load reductions are often limited and unevenly granted across the regional campuses system.

3. Besides teaching far more than our Kent Campus colleagues, we typically teach lower division classes with heavier grading duties. We do not have access to TA's or lab assistants. As a result, sometimes course offerings are reduced because science faculty have to assume lab duties.
4. We also teach for a lower salary. We are concerned that the sub-committee suggestions for salary equity were not addressed in the IUC report.
5. The proposal for significantly differing standards for promotion to full professor for regional campuses faculty (6) would concretize the now perceived disparity between regional campuses and Kent Campus professors. It might also lead to questions regarding fitness for regional campuses faculty to sit on RTP review boards.
6. The proposal for the “traveling professor”—either a joint TT appointment at two campuses or a FT faculty member at one campus traveling to teach at another campus—also reflects an incomplete understanding of the realities of regional campuses teaching, service, and community.

How is such a traveling faculty member to be evaluated for RTP if campuses have varying handbook expectations?

How is the candidate to achieve service and be able to travel between campuses? Will there be workload equivalencies to compensate for the travel time?

Recent experience at Trumbull suggests that joint TT hires are a failure. Where is the data to suggest that joint-campus hires are successful?

There was, within the IUC committees, no vote or intention to promote joint-hires. It is curious that the concept gained enough traction to appear in the body of the report.

Academics

1. The regional campuses will regress to a community college function if we are to offer only the AA/AS degrees or the first two years of four-year degrees.

It is crucial for Kent State to understand the place-bound nature of many regional campuses students. In previous years, Dean Thomas shared with us data showing that regional campuses students do not, in most instances, continue on to the Kent Campus. If they do not complete programs with or through the regional campuses, they simply do not graduate. If this is so, we should expand and strengthen regional campuses four-year degree programs rather than expect students to travel to the Kent Campus for degree completion.

In addition, the Trumbull Campus faces continuing competition from Eastern Gateway Community College. What would distinguish regional campuses from community colleges if the regionals only offer associate degrees and lower-division courses? Why would students then be drawn to regional campuses?

2. If upper-division courses offered by the Kent campus are meant to complete degrees begun at the regional campuses, there needs to be an examination of who is teaching those Kent Campus courses.

At the regional campuses we have primarily TT and NTT faculty—often with terminal degrees and many years of teaching experience—staffing our DL courses. Surely, there is little parity to be found if regional campuses students are enrolled into Kent DL courses where instructors are not equivalent in experience and degree to those on the regional campuses.

3. We are concerned about the expectation that students will drive from one campus to another to complete their degrees. Who will be keeping track of whether such roving students are mentored or moving to degree completion?
4. The consistent mention of “synchronous” DL courses and avoidance of “technological costs” (4) for students reveals a thorough lack of comprehension regarding the realities of DL courses, their current technology, and flexibility. Students enroll in DL courses so that they may have flexibility in doing the work, not so that they can all sit down at the same time at a computer or, as is also suggested in the report, drive to a campus location to do so. Asynchronous course delivery is far more the standard than synchronous DL classes—or such is the Trumbull reality.
5. In seeking oversight of DL course scheduling (9), the administration is encouraged to consider the ways in which such oversight may contravene portions of the CBA and faculty control of curriculum to best meet programmatic and student need.
6. We seek clarity on the 2+2 program (4) envisioned in the report in which students begin their programs in face to face courses and then “transition to online upper-division courses” (4). Can you explain what this might look like for students and faculty?

Regional Campuses Administration “Lincoln Lite” (10). How will these new positions be financed? The regional campuses saw no decrease in service fees to Kent when the Lincoln building and its attendant administration and staff were eliminated. Will service fees need to rise to cover the new administrative structure?

In conclusion, we thank you for the opportunity to share these views with you on such important matters, and we look forward to continued dialogue on these issues.

Sincerely,
Josna Neuman
Trumbull Campus Faculty Council, Chair.