

Faculty Senate Agenda September 14, 2020

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7	Re-opening Update	
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	<ul style="list-style-type: none"> Executive Committee Meeting Minutes of June 10, 2020 	
	<ul style="list-style-type: none"> Executive Committee Meeting Minutes of July 2, 2020 	
	<ul style="list-style-type: none"> Executive Committee Meeting Minutes of July 30, 2020 	
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FACULTY SENATE

Meeting Minutes

July 13, 2020

Senators Present: Ann Abraham, Omid Bagheri, Kathy Bergh, Jeffrey Child, Sue Clement, Tammy Clewell, Alice Colwell, Jennifer Cunningham, Ed Dauterich, Yanhai Du, Jean Engohang-Ndong, Julie Evey, Pamela Grimm, Angela Guercio, Mariann Harding, David Kaplan, Edgar Kooijman, Darci Kracht, Cynthia Kristof, Velvet Landingham, Tracy Laux, Cathy Marshall, Mahli Mechenbier, Oana Mocioalca, Deepraj Mukherjee, Abe Osbourne, Vic Perera, Amy Petrinec, Linda Piccirillo-Smith, Helen Piontkivska, Terri Polanski, Susan Roxburgh, Athena Salaba, Murali Shanker, Deborah Smith, Diane Stroup, Robin Vande Zande, Theresa Walton-Fisette, Donald White, Haiyan Zhu, Melissa Zullo

Senators Not Present: Tracy Dodson, Todd Hawley, Janice Kroeger, Kimberly Peer

Ex-Officio Members Present: President Todd Diacon; Senior Vice President and Provost Melody Tankersley*; Senior Vice President Mark Polatajko; Vice Presidents: David Dees*, Paul DiCorleto, Amoaba Gooden*, Lamar Hylton, Rebecca Murphy*, Mary Parker, Jim Raber for John Rathje, Charlene Reed, Valorie Vargo for Stephen Sokany, Jack Witt; Deans: Sonia Alemagno, Christina Bloebaum, Allan Boike, Ken Burhanna, John Crawford-Spinelli, Tameka Ellington*, James Hannon, Mark Mistur, Mandy Munro-Stasiuk*, Eboni Pringle, Amy Reynolds, Denice Sheehan*, Frank Congin for Alison Smith, Deborah Spake, Susan Stocker *Interim

Ex-Officio Members Not Present: Vice President Willis Walker

Observers Present: Thomas Janson (Emeritus Professor), Claire Jackman (GSS), Thomas Niepsuj (USS)

Guests Present: Sue Averill, Gemma Casadesus Smith, Marcello Fantoni, Nick Gattozzi, Jennifer Hebebrand, Lynette Johnson, Tess Kail, Michael Kavulic, Karen Keenan, Michael Lehman, Jennifer Marcinkiewicz, Shelly Marshall, Jennifer McDonough, Laura Melby, Tiera Moore, David Ochmann, Christa Ord, Susan Perry, Jennifer Piatt, Gail Rebata, James Seelye, Therese Tillett, Manfred van Dulmen, Donna Warner, Sonya Williams, Christopher Woolverton

1. Call to Order

Chair Grimm called the meeting to order at 3:20 p.m. on Microsoft Teams.

2. Roll Call

Secretary Dauterich called the roll.

3. Approval of the Agenda

Chair Grimm asked for a motion to approve the agenda. A motion was made and seconded (Smith/Piccirillo-Smith). The agenda was approved unanimously.

4. Approval of the Faculty Senate Meeting Minutes of May 11, 2020

Chair Grimm asked for a motion to approve the minutes from the May 11, 2020, Faculty Senate meeting. A motion was made and seconded (Abraham/Smith).

The minutes were approved unanimously.

5. Chair's Remarks

Chair Grimm delivered her remarks. [Attachment]

She then invited comments or questions. There were no comments or questions.

6. Interim Provost's Remarks

Interim Provost Tankersley greeted senate and thanked them for all of their work in 2020. She then thanked faculty leadership, including Faculty Senate Chair Pam Grimm and the entire Faculty Senate Executive Committee, Tracy Laux, president of the full-time NTT unit of the Kent State AAUP, and Deb Smith, president of the full-time TT unit of the Kent State AAUP for their continuous work, guidance, and advice. She also mentioned that the university administration is reaffirming their commitment to academic freedom to make pedagogical choices that make use of the faculty's teaching strengths and give students the greatest opportunity and support for their learning success.

Interim Provost Tankersley requested that instructors communicate their expectations for how their courses will run with students as soon as possible. She encouraged them to explain to students how the course will be delivered, including instructors' expectations for synchronous and asynchronous interaction and feedback. She also reminded instructors that any synchronous instruction or required activity must occur during the scheduled class time.

She then thanked the ad hoc Academic Continuity Committee (ACC) and all of their subcommittees who created temporary policies, procedures, and guidelines in response to COVID-19. Faculty Senate voted this group into existence at the March 9th meeting, and the group continued to work throughout the summer. She also thanked Therese Tillett, the Office of the University Registrar, the University Architect's Office, and the departmental schedulers for their work to reschedule the Fall 2020 semester on short notice.

She mentioned that although the schedule for fall may not be final right now, it is close to being complete. Regarding what in-person classes will look like, she informed the senate that there will be signage for navigating around buildings in the classrooms, helping to direct the flow of people as safely as possible. In each classroom, sanitizing towelette wipe dispensers will be at the door, so students can take a wipe to clean their desk and materials upon entry. Instructors will have their own squirt bottle and microfiber cloth to wipe down their teaching station. Instructors will be provided with their own markers and erasers, so they will not have to share with others. Each space in the university has had new capacity numbers assigned given the six-foot distancing rule, so classrooms will have fewer desks that will be used, and they have marked off seats to indicate which ones should not be used. Students will pledge to wear face coverings and pledge to abide by the Flashes Safe Seven.

If a student enters class without a face covering, instructors should ask the student to put one on. If the request is refused, an instructor may dismiss the class for the day and report the student to Student Conduct using the classroom disruption policy. We hope not to encounter resistance to wearing a face covering, but we do want instructors to know they have a course of action if needed.

She then explained that due to the support from our Information Technology team, especially Dr. Jim Raber, we will have all classrooms equipped with the technology that will allow faculty to simultaneously broadcast lectures to students who are not physically present in the class. Instructors will only have to log in to Blackboard and Collaborate Ultra to get started. The technology will then take it from there. There is a website for faculty who need additional technology to teach remotely, and the university is also setting up a process for students who need additional technology.

Preparation for the fall semester includes being ready to teach remotely at any time. Classes are cancelled for the entire week of Thanksgiving. After that, all classes and finals will be delivered remotely through the end of the semester. Instructors need to be ready to go fully remote prior to that time if changes in the COVID-19 situation lead to closing campus. In contrast to the spring, when such a change occurs, it will probably not be a transition period, but more likely, the change will occur from one day to the next; therefore, it is critical that instructors are prepared.

She then thanked faculty for their quick and generous response and support in relation to the recent issue of online classes for international students. The immediate engagement of faculty advisors, chairs, directors, coordinators, and deans was essential in making sure that our international students will be able to continue with their academic programs for Fall 2020.

Interim Provost Tankersley then invited comments and questions.

Senator Smith said that the interim provost did a great job going through updates and added that she wanted to make sure that everybody is aware that not only are we having a week-long Thanksgiving, we are having that because we have canceled Fall Break. So, Fall Break should not be built into their syllabi.

Interim Provost Tankersley thanked Senator Smith and said that we will cancel Fall Break. She said we started it because of a concern over mental health issues, but we are going to be increasing mental health support this fall in other ways.

There were no further comments or questions.

7. Professor Chris Woolverton with a COVID-19 Update

Chair Grimm then invited Chris Woolverton, Professor of Epidemiology in the College of Public Health, to speak.

Professor Woolverton thanked the chair and said that he was here to provide a very quick overview and update of what's going on with COVID-19 around the world, but mostly in Ohio. He said that COVID-19 is an RNA virus, not a DNA virus, which means it mutates rapidly. The problem is that it has somehow acquired the genes to provide what is called proofreading, which means that it can correct its own mistakes. Unlike other RNA viruses, it is much more stable, which is why

we are not hearing a lot about mutations and the threat of increased pathogenicity the way in which we do with other RNA viruses like influenza.

As an RNA virus with proofreading capabilities, it is very stable. It has been causing a predictable amount of disease, unless the population decides to pursue behaviors that support the expansion of the virus. As an example, across Ohio there are 66,853 cases today as of 2:00 p.m., along with 8,900 hospitalizations, 2,200 ICU admissions, and 3,064 deaths. This is frightening because about two weeks ago our numbers were far below that.

Our neighboring counties are a cause for concern. Portage County only has 509 reported cases with 60 deaths, but to our east, Trumbull County has 1,066 cases and 78 deaths. Geauga County to our north has 431 cases and 43 deaths. Summit County to our west, has 2,382 cases with 209 deaths, and Cuyahoga County has 9,359 cases with 399 deaths as of 2:00 today. He said that he was sharing those statistics to portray how we at Kent State can keep our numbers low.

Many mitigation strategies have been put in place. The Flashes Safe Seven initiative is one, and educational materials are being provided that will go out on the web and on an app and hopefully on every monitor in a building on campus to help students understand what this disease is and how devastating it can be. One of the facts associated with this virus is that while it tends not to be as strong a pathogen in very young people from infants to their early twenties, it can be extremely devastating to those older than 30.

He added that what is more frightening is some of the choices young people have made recently. There was a case of a young man and a young woman who attended two different COVID-19 parties where they were betting to see who would come down with COVID-19 first after encountering a known case. Both of them ended up in the hospital and lost their lives to COVID-19. He said that Kent State has done a fantastic job of preparing students and added that he was proud that everyone would be getting face coverings, that accommodations are being made for those who cannot wear face coverings, and that mental health support is increasing for those whose anxiety levels are escalating at the thought of being around someone who could give them a COVID disease.

He said that the Pandemic Planning Committee is augmenting all the things the university has been doing to create an analogous alert system. In the State of Ohio, we are using an alert system that has numbered as well as colored categories, so we can talk about how serious the case numbers are and what we should be doing about them. Trumbull County, Cuyahoga County, and Summit County are all in tier 3 or the red category. This is significant because there is only one category higher, purple. Portage County is still in the yellow, so it is important that we try to help our students and faculty who have been away to understand the greatest techniques we can use to keep the numbers down in Portage County, the City of Kent, and Kent State University campuses.

Each of the campuses is setting up its own play plan for dealing with COVID-19. We already know from the statistics and from the modeling being done at training institutions like Johns Hopkins, that there will be students, faculty, and staff who come to campus already carrying the virus. Many of our students in that age group will be asymptomatic, but they are just as contagious or infectious. Therefore, we needed to be diligent in making sure that face coverings and shields are available to everyone, so we can protect the most vulnerable of us on campus.

The Pandemic Planning Committee has been diligent in coming up with strategies for mitigation. They have identified a dormitory that can be used for isolation and quarantine. Isolation is where you go if you are determined to be COVID positive, either by a biochemical molecular test or by clinical symptomology admission by a physician. Quarantine is for those people who have come in contact with known COVID positive individuals with the goal being that you have been exposed, but you may or may not catch the disease. We want to quarantine people to keep them away from others while their body deals with that situation. Hopefully a person never has to come up with the disease, but in case it happens, that person has already protected others by being separated.

Professor Woolverton finished by adding that wearing a mask is not to protect yourself. It probably will, but it is not designed to protect yourself. It is designed to protect others. If you are infectious, the virus is living in your lungs and in your throat, and as you sneeze and cough, speak, and even sing, you are projecting viral particles that are covered in mucus. That mucus can be captured by the face covering. All those viral particles in the mucus are trapped with the mucus inside the face covering. We do this for others, not for ourselves. He said that he knows from 25 years at Kent State that he has wonderful colleagues who will do their part to help protect those around them and he hoped that they could encourage their students to do the same. He then invited any comments or questions.

Senator Mocioalca asked how many cases of COVID-19 there would need to be to close a campus.

Professor Woolverton said that it is a theoretical number when we talk about the number of cases on campus that are required to cause the Health Department to limit our activities and actions. It is a function of the number of cases that are connected. If we or the Health Department can prove that three students on campus or in the same class or residence hall all ate together at Panini's and then came to campus, those contacts that are connected would allow the Health Department to come in and say that the areas where they were need to be cleaned, and those students need to go into isolation, and any contacts of those students would need to go into quarantine. A minimum of two cases that are connected will beg the health commissioners to come to campus and find out why.

Another senator asked about the status of contact tracing apps.

Professor Woolverton said that there are a number of apps that have been developed. One was co-developed between Google and Apple. The apps can be very effective in monitoring personal interactions. The problem is that they divulge a lot of personal information. Here at Kent State, while we are still looking at the possibility of using the apps, we really feel that a whole lot of personal liability occurs because of those apps.

Senator Bagheri commented that the virus can be like an aerosol and be in the air for a long time. He asked whether the university intended to replace the air filters in the Kent Campus and regional campuses with HEPA filters so they can just filter the virus.

Professor Woolverton agreed that the virus had the potential to spread small particles through the air, but he added that for every HEPA filter that we install, we reduce the air flow capacity. The goal is to try and get the air moving more quickly to flush the building of any particular virus or bacteria that is in there. If we decrease the air flow by putting constricting filters up, then that defeats the purpose. So Kent State is using MERV filters. The higher the number is on the filter, the closer it approximates a HEPA filter. We are trying to balance how much air needs to go out of

the building as new air flushes in to get rid of any potential virus without causing restriction. A large number of the buildings on all the campuses were being refitted with those MERV filters.

Senator Bagheri asked whether these filters were also on regional campuses.

Professor Woolverton said he believed they were.

Senator Engohang-Ndong reiterated Professor Woolverton's point that face masks were not to protect ourselves, but to protect others. He added that he lives in a community that is relatively diverse, and he has heard over and over in the community that some people of faith tend to think that wearing a face mask is taking away their freedom. He also said that we must educate students, so they understand this kind of attitude puts people in danger.

Professor Woolverton thanked Senator Engohang-Ndong and said that it has been a concern of many that if the students are required to wear face coverings on campus, that leaving campus might present a poor behavior choice. The Board of Health of the City of Kent is meeting to discuss mandatory face coverings when in public. Later, the city council will meet to make a ruling on whether or not that will become an ordinance, so there will be some extra incentive for students to wear a mask on campus because it will be required in the city limits as well.

Senator Piccirillo-Smith asked how we intended to keep students from doing the things they normally do when they are not in class. We know they are going to congregate. She offered a scenario in which a student with three friends goes to a party at an apartment, and then ten days later they test positive after having been all over campus and exposing themselves to faculty, staff, and other students. She added that it seemed like a large risk factor.

Professor Woolverton said that if Senator Piccirillo-Smith could solve that equation he would buy lottery tickets from her. He added that there is no way that student behavior can be predicted, let alone controlled. The best we can do is to help students understand that they are putting other people at risk by not abiding by the guidance.

There were no further comments or questions.

8. Vice President for Enrollment Management Mary Parker with an Enrollment Update

Chair Grimm then invited the Vice President Parker to speak.

Vice President Parker began by saying that just as in May when she reported to us, enrollment continues to experience great uncertainty and change. One week, we make two steps forward, and the next week, we make a step back. For the Kent State overall system, we have right now about a 6.5 percent decline in enrollment from last year at this time. We know through our data that we still see upticks in students registering, but this is where we are today.

On the Kent Campus right now, we are seeing about a 4.9 percent decline in enrollment. Our regional campuses are seeing about a 10 percent decline. College Credit Plus plays into these numbers.

One positive note for the Kent Campus is that our retention numbers from last year are up right now. We are at 82 percent. This is slightly up from where we are last year at this time.

Another positive note is that graduate student orientation numbers have increased by 24 percent. They are also seeing movement with the grad student waiver that moved forward back in April, and they know that they have received a number of applications and students enrolled because of it.

Regarding international students, there has been an uptick in applications and admits. The challenges here are the I-20s and the ability of students to get visas. Only 19 new students have been able to get a visa, and over the last four months, no new students have been able to get their I-20s. The Office of Global Education (OGE) says some consulates are opening up, but what we do not know is whether we are going to be able to have those open in time to get our students the I-20s they need. If we cannot do that, the students will be moved to the spring semester. OGE is making sure that all of our students have at least one online course, so they can stay enrolled if they are in the United States and at Kent.

With our freshmen numbers right now, we are still receiving a few last-minute applications. We have an increase in admits. Where we are down is in deposits and the number of students who have come to orientation. We are five percent down in deposits from where we were last year at this time.

She added that financial aid is also a large concern. She said that we are trying to leverage our institutional dollars, and we are seeing positives from that. Last year, we infused money into need-based categories, and we are again seeing positive results from that to make sure first-generation, low-income students are taken care of.

She then invited comments or questions.

There were no comments or questions.

9. Senior Vice President for Finance and Administration Mark Polatajko with a Budget Update

Chair Grimm then invited Senior Vice President Polatajko to speak.

He said that he had two updates from the last time he addressed the senate. He reminded senate that during our discussions of the March and April time frame, we were heading for about a 3-million-dollar deficit until we received the CARES Act provision providing funding for institutional costs resulting from the pandemic. With the \$9.6 million that was awarded to us for that specific purpose, we were projecting a 6-million-dollar surplus, and that surplus appears to still be intact. That surplus has been dedicated to funding the fiscal year 2021 reopened budget for the fall.

He also reminded senate that at his last update, interruption insurance was discussed at length, as well as opportunities for us to potentially submit a claim and then receive restitution for some costs that surfaced as a result of the pandemic in the springtime. The maximum amount that we would potentially receive would be 5 million dollars, but it remains uncertain whether we would get it or when we would get it. Dr. Connie Hawk, Kent State's Associate Vice President of Compliance, Risk and Real Estate, is the Chair of the Inter University Council Risk Management Insurance Consortium, so we have Kent State University's interests at the leadership table looking at the claim's details and monitoring that very closely.

He then moved on to address fiscal year 2021. He said that we continue to experience a lot of activity, yet that is matched with a lot of uncertainty. We continue to plan for the worst and continue to work for the best.

The initial planning assumptions for the fiscal year 2021 budget were a 20 percent decrease in tuition and fees and a 20 percent decrease in State Share of Instruction (SSI). The university will work with Dr. Parker to find the final enrollment numbers and address the issue of tuition and fees. Regarding SSI, on July 6th, 2020 the chancellor sent a memorandum with his guidance associated with the preliminary SSI schedule for fiscal year 2021. For Kent State University, it was much less than a 20 percent decrease. It ended up being about a 4.5 percent decrease compared to fiscal year 2020, which was about a 9-million-dollar decrease projected for fiscal year 2021 compared to the fiscal year 2020 budget.

He said that the savings obviously are substantial, but he warned that the fiscal year 2021 SSI amount is subject to change if the overall budget and supporting state revenue sources were to significantly worsen during the fiscal year compared to current projections.

He continued by saying that a new CARES Act provision of 200 million dollars had been approved for higher education in the State of Ohio. It will be allocated among the two-year colleges, the four-year public colleges, and private institutions. In the next week to 10 days, Kent State will learn more about the allocation methodology associated with that and how much we would actually receive. However, the eligibility requirements for the expenditures associated with that must be associated with expenses for responding to the pandemic and potentially dedicated to not only our reopening activities, but sustaining critical services associated with supporting our students, faculty, and staff members throughout this very challenging pandemic time.

Kent State has eased some of the budget cuts associated with planning for expenses. The central administration and the vice presidencies continue with a 20 percent budget cut. That has not been reduced. For the colleges and working with Interim Provost Tankersley, they are looking at an adjustment in the original 20 percent cut. For the auxiliaries, we continue with a 20 percent cut plus alignment to conservative revenue expenditure or expenditure projections. Staffing expenses have been reduced dramatically. The salary adjustment model for fiscal year 2021 that was invoked and implemented for non-represented personnel took effect July 1st, and those cost reductions, reductions and expenses for next fiscal year compared to last year, are nearly 6 million dollars.

He also mentioned the impact of the Voluntary Separation Incentive Program (VSIP) which the board adopted at their May meeting; there were 295 participants in that program. 53 of those were faculty. The gross salary in savings for fiscal year 2022 is 26.5 million dollars, because for fiscal year 2021, we needed to recognize the one-time cost associated with employees separating from the university, along with the incremental cost associated with offering that separation incentive. The net savings for fiscal year 2021 will be 11.5 million dollars.

He finished by mentioning that they anticipate having final projections including enrollment and major expenses, including scholarships as well as actuarial healthcare benefits expense projections, by the end of this month. Final college budgets as well as auxiliary budgets will allow them to consolidate all of these assumptions and develop a first draft of the university-wide budget, which they would then take to various stakeholders and constituencies.

He then invited comments or questions.

Chair Grimm mentioned that the staff reductions took place across the board, but some units, specifically the Center for Teaching and Learning where the need and demand for services has grown exponentially in the era of COVID-19, lost half their staff. She asked what the plan is in terms of allowing hiring in that kind of a unit. She expressed the same concern about the Childhood Development Center.

Senior Vice President Polatajko said that they are working with the respective leaders in terms of looking at and assessing the impact of the separation incentive then working strategic hiring in order to achieve that staffing level that is intended within those budgets from those respective areas. He asked the interim provost to address the situation as it applied to colleges.

Interim Provost Tankersley said that the majority of colleges would receive a 10-13 percent budget cut, but that in some critically needed areas if there is a position that needs hiring, and the college can stay within that 10 percent, then they can move that forward.

Chair Grimm reminded everyone that initially, the academic units were told they had to institute 20 percent budget cuts, and that many critical deadlines were in May, so they actually went ahead with 20 percent budget cuts.

Senator Smith thanked Senior Vice President Polatajko for the update. She then mentioned that she provided the lead donation for a staff emergency fund that was designed to provide grants for employees that may have to be laid off. She asked what the situation was regarding layoffs of full-time employees.

Senior Vice President Polatajko said that because of the very good participation in the Voluntary Separation Incentive Program, the layoff has been reduced to potentially fewer than 60 individuals, and all of the areas in the colleges and the divisions are working through their respective plans.

Chair Grimm mentioned that we have actually cut the budget for proctored exams at exactly the same time we expect a boom in the need for proctoring of exams and suggested that we are going to need flexibility on that. She also said that the university should consider moving more quickly on reinstating some of the salary for staff especially at the lower salary levels.

Senior Vice President Polatajko said that when we think of expansion of proctoring because of going remote, we have the 6-million-dollar provision for the reopening, and that he believed they would be able to use the newly approved CARES funding as well.

Senator Laux asked whether full-time NTT faculty that were let go might be rehired depending upon the circumstance of their individual units.

Interim Provost Tankersley said that they could be rehired if there was a need to do so.

There were no further comments or questions.

10. Executive Director Jim Raber with a Student and Faculty Technology Update

Chair Grimm then invited Executive Director Raber to speak.

Executive Director Raber informed senate that his committee had identified a camera and microphone solution for all our traditional classrooms. He added that they are determined to replace all instructor computers over four years old in order to make sure computers are able to handle additional responsibilities. The cameras and microphones have been distributed to most regional campuses as well.

They are also working on creating a variety of training options that includes web-based video materials that will be housed on the Keep On Teaching site. They will be creating print materials featured in the classrooms that will quickly explain how to use the technology. They are also working with the CTL and OCDE on live training content.

In addition, they have deployed remote assist software for all the IT support people through the various colleges and campuses. This allows two things: (1) if a faculty member runs into trouble while teaching, it allows IT to hop in and take care of people in real time; and (2), it reinforces physical distancing, so people do not need to go to a computer and put hands on keyboards. They have also increased the overall bandwidth for the university.

Executive Director Raber then invited comments or questions.

Senator Kaplan asked whether it would be possible to use Zoom to interact with students remotely if he was also teaching in the classroom.

Executive Director Raber replied that the technology is there to support it, but that the university's solution is Collaborate Ultra.

Senator Mocioalca asked whether she should look for a new computer through IT since her faculty refresh computer has not yet been approved.

Executive Director Raber deferred to Interim Provost Tankersley who advised that she talk to her department chair and her college dean.

Senator Guercio expressed a concern similar to Senator Kaplan's. She said that Zoom was preferable to Collaborate Ultra in many ways and wondered what was being done to make remote interaction with students more viable.

Executive Director Raber said they are working with vendors about having more flexibility in how remote participants can see one another.

Interim Provost Tankersley reminded the audience that they need to stay focused on the students and that using too many different platforms for courses could be a problem.

There were no further comments or questions.

11. Educational Policies Council (EPC) Information Items:

- a. College of Applied and Technical Studies: Establishment of a Cybersecurity major within the Associate of Applied Business degree to be offered fully online and hybrid (online/on-ground) at the Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull and

Tuscarawas campuses and the Twinsburg Center. Minimum total credit hours to program completion are 60. Effective fall 2021 pending final approvals.

b. College of Arts and Sciences: Establishment of an Artificial Intelligence major within the Master of Science degree, to be offered on the Kent Campus by the Department of Computer Science. Minimum total credit hours to program completion are 30. Effective fall 2021 pending final approvals.

There were no comments or questions about the items.

12. Old Business

There was no old business.

13. New Business

a. Discussion: Faculty Ethics Committee – Revised Purposes & Procedures

Chair Grimm asked Senator Salaba to explain the revisions.

Senator Salaba said that the procedures were last revised in 2017. Since then, the committee had implemented them and decided they needed to be revised again. The majority of revisions are to allow the language for multiple complainants that can charge against one faculty member (a respondent), and to change the timeline for the procedure once the complaint has been launched in order to give equal opportunity for both sides to comment or provide additional information.

Senator Roxburgh asked what function the committee serves if it does not have the ability to enforce its decisions.

Senator Salaba said that it is a hearing body that does not sanction either side, but rather, makes a recommendation. The recommendation goes to the executive, the chair first, the senate, and to the provost. It is important for both sides to be able to have a place where their positions are formally stated.

Chair Grimm expressed frustration with the amount of work the committee had to do over the last two years, and she suggested that a lot of that work was a symptom of management failures. She said that the committee had been involuntarily drafted for purposes for which it was not intended and not well-suited.

Senator Shanker said he was disappointed with the scope of what the committee is allowed to do or what they are supposed to do.

Senator Smith moved to approve the changes and to bypass the customary, two-meeting discussion.

Senator Walton-Fisette pointed out that on Page 2 Section 4B, it says the same complaint cannot be brought against the same respondent by multiple and separate written

complaints. She asked how people would know whether someone has made a complaint given that everything is meant to be confidential. She argued that the way in which the revisions are currently written, multiple people can be on one complaint, but multiple people could not give separate complaints

Senator Smith withdrew her motion to approve considering Senator Walton-Fisette's statement.

Chair Grimm suggested that the discussion be continued in the next meeting.

b. Resolution on Race and Equity

A motion was made and seconded to approve the resolution, which had been handed out prior to the meeting (Dauterich/Mocioalca).

There were no spoken questions or comments, but Senators Smith and Roxburgh expressed their support for the statement in the chatroom.

The resolution was approved unanimously.

14. Announcements/Statements for the Record

Mr. Thomas Niepsuj (observer) expressed his gratitude with discussion about supporting students with extra mental health support and the change in fall break. He then mentioned some initiatives that student government was working on including the following: (1) a hot card that has resources on it to help faculty stay cognizant of students and their needs throughout the year; (2) a QR code that can link faculty to resources that help faculty remind themselves of student wellbeing; (3) student support hotlines; and (4) a reward system for faculty who actively use the resources.

Senator Laux suggested that Mr. Niepsuj's statement should be submitted to some appropriate reopening committees that actually discuss these issues and make recommendations to the overall academic community.

Chair Grimm suggested that Mr. Niepsuj could contact Vice President Hylton or Interim Dean Van Dulmen.

Interim Dean Van Dulmen said that he would be happy to have the information e-mailed to him.

Chair Grimm suggested that he send a list of bullet points to both the interim dean and the Faculty Senate Secretary.

Mr. Niepsuj agreed to do so, and he did [Attachment].

Tiera Moore (student guest) also made a statement for the record [Attachment].

15. Adjournment

Chair Grimm adjourned the meeting at 5:54 p.m.

Respectfully submitted by Edward Dauterich
Secretary, Faculty Senate

Attachment

Chair's Remarks for July 13, 2020 Faculty Senate Meeting

Mrs. Rable's pool

One of my many happy childhood memories was of swimming in Mrs. Rable's pool. Mrs. Rable was a widow who lived one street over in my Buffalo city neighborhood. She had a built-in pool, which no one had. The houses and lots are small. The built-in pool took up her entire back yard. It wasn't that big, but it was a built-in pool.

I have no idea why or how this happened, but she ended up opening her pool to the neighborhood for years. And I mean the neighborhood. At that time, there was no pool within walking distance for the neighborhood, so Mrs. Rable opened hers.

There were rules and processes. Parents volunteered in shifts, two parents at a time, to supervise the kids in the pool. No more than 20 kids at a time were allowed in. Kids would line up down the driveway and onto the sidewalk. The length of the line was in direct proportion to the temperature. It was a little army of kids in their swimsuits, often barefoot. Mrs. Rable had bars of soap and you had to soap up and hose off before you could go in. I can't remember what time she opened, but at 6:00pm all the kids were booted and it was the parents' time.

Mrs. Rable was a religious woman. One year she had to do repairs on the pool and had to drain it. Once the pool was drained, she was concerned about filling it, which would take forever from her spigot. The fire department showed up, connected their hoses to the hydrant, and filled it in no time flat. She thought it was a miracle, though I've come to understand that it was just firemen being firemen.

She also rented rooms to university students. She often had international students as well as domestic students and they were frequent participants, as adult volunteers, at Mrs. Rable's pool. I remember Les Ambush, one of her students, teaching me how to dive off the edge of the pool when I was about 7. Many of us learned how to swim in her pool.

I think about that now and I think about how our community came together to make something magical happen for kids in the heat of summer. It was amazing. And it was community.

But as I reflect on that scenario, I recall that there was a pool in walking distance, though it was quite a walk. It was the Grider Street pool. I didn't know about it at the time, but it was on the other side of a strip mall and was in a primarily African American community, though I didn't realize that at the time. I became more familiar with the Grider Street pool when my brother was assigned to lifeguard there. We used to go swim while he was working and I was amazed to see that virtually everyone at that pool, except the lifeguards and the Grimm kids, was African American. It seemed strange. And as an adult I realized that it was extremely strange that all but one of the lifeguards were white.

Mrs. Rable's pool wasn't segregated, but until the Hunter's moved in down the street, there were no African Americans in the neighborhood. Once they moved in, they came with us to Mrs. Rable's pool. Eventually, the city built Shoshone park and pool. It was a big, beautiful brand new pool with lots of diving boards. But as I reflect on that pool, I understand it was built in North Buffalo which was a white neighborhood. I think of my childhood experience as really positive, but as an adult I look back and see all kinds of wrong.

I was going to stop this story at Mrs. Rable's pool and never mention the Grider Street pool. I thought about it and it made me really uncomfortable, unhappy and I may have literally squirmed. And then I knew I had to include it.

As we navigate the challenges of COVID-19, and the challenges presented to us by the federal government, I am struck by our community. The pandemic has driven us physically farther apart but we are really together in our common commitment to survive and help our students thrive in this environment. But there are two diseases that have come into focus this spring and summer. COVID-19 is the new one. Racism is the old one. As we work to navigate the difficulty COVID-19 presents, we cannot ignore our long festering disease. As stressed as we all are by COVID-19 and the changes being forced on us, we need to remember that our colleagues and students of color have another layer of stress which they have lived with their entire lives and which is accentuated in the age of COVID. It's going to take some time to lick COVID-19, but I know we'll get there. When I think of the societal cancer that racism and structural racism are, and the length of time we, as a society, have allowed it to fester, I confess I am daunted. But I am also more hopeful today than I have been since I was a naïve 16 year old who thought it was all getting better. It is a time of reckoning and I believe that we, here in the Faculty Senate, can do our part to make that change happen for us, and for our country.

Thank you.
Pamela E. Grimm
Chair, Faculty Senate

Thomas Niepsuj's Statement for the Record

"I really wanted to thank everyone here today and as a student I really wanted to express my gratitude. Especially with you guys supporting students with extra mental health support with the change in fall break!

To give you guys a little background, my name is Thomas Niepsuj and I am the current director of academic affairs and vice chairman of the committee on health, and I wanted to get some feedback, advice, and extra perspective on some projects I am helping work on for the upcoming semester/year.

To start off I wanted to give you all some background of why I am passionate about my positions. In my junior microbiology class I was running late one day and was unable to get my typical second row seat with all my friends. Because I didn't want to disrupt the class I sat in the back of the classroom around some students I never really interacted with. Our big biology lecture utilized clickers and the professor called out our clicker login number and the student a couple seats over me did not hear. I could tell he was distressed and looking at him I could see the panic in his eyes because he was too nervous to speak up and ask the professor what the code was. He got frantic and was paralyzed with anxiety. I sensed he was scared to have the classroom spotlight shining on his face. Even though the clicker questions were worth points, he couldn't raise his hand and he lost points on the first question. Thankfully the student in front of him turned around, probably because she heard his sighs of distress. She gave him the clicker code and they went on with the class.

Without her help my classmate would have likely not gotten any points for clickers that day.

This reminded me of my experiences when I needed SAS accommodations because of a head injury which constantly had me missing class. This required me to ask my peers for notes and asking them to help me understand the content covered in the notes. I couldn't always get professors to give me a private lecture in their office hours and some struggled with the idea that I had a brain injury setting me back in a little bit of a unique way. Without my classmates, a lot of which I met my freshman year, I would have likely not succeeded.

Classmates are one of the biggest resources I had as an undergraduate. Without another student I could have never passed some of my hard premed courses. Without a classmate, the student in my microbiology class would have gotten a grade even lower than he may have deserved. Students help break the ice in the classroom. Active students help ask questions that connect the dots for their struggling peers with cultural or language barriers. The classmate next to you also helps you review your exam when you get it back and see where and why you missed points. I am hoping that professors are cognizant of this student community that is created in the classroom and how they will be able foster this to help students. This is especially important for the socially awkward freshman that has never taken a college class or maybe those that have a new disability that poses a barrier that some faculty would never even think about. My committee and I wanted to think of ways to improve students' experience and I will explain some initiatives that may help!

One of the big pushes that I am focusing on is helping students get acclimated to a greater number of courses being offered online and how I can both support faculty and students in this transition. My biggest concerns are mental well being and students with disabilities.

The committee on health (a group of some amazing student leaders that are passionate about student health) have come up with some ideas, and I am hoping I can get some constructive feedback, so that they can be successful initiatives.

Please feel free to shut down any ideas you think may not work!

So the first idea is a sort of hot card that has resources to help faculty stay cognizant of students and their needs throughout the year, it will be easily accessible and hopefully have some sort of rewards system to encourage faculty to continually use the card instead of just letting it take up more space. The committee saw a need for this because we are worried that a lack of face to face classes will create barriers for students with poor mental health and or SAS accommodations, additionally other programs like step up speak out may struggle without seeing students. It is hard to step up about mental health in the first place, and without seeing factors like body language, face to face contact, and a student's classroom educate, it is hard to challenge the stigma of mental health in students that are really struggling.

We are still working on the design of the card but we are thinking about having a QR code that can link faculty to resources to help students, an informative diagram that is easy to read, or some sort of other creative design that helps faculty to constantly remind themselves of student mental wellbeing. Resources could include support hotlines, a student well being calendar, ways to support students and various other resources. Basically anything that can be used to help students and help faculty empathize with students throughout the year. Flashes take care of flashes and I wholeheartedly believe that this is fundamental to the relationship between faculty and students. This is really why I wanted to get some feedback. I want the hot card to be something faculty actually use, and I want to create some sort of rewards system that faculty will actually be excited about, which will hopefully result in students getting more help. If you have any recommendations please let me know incentives that faculty will actually use. My current idea, which the committee is still playing around with, is a code that each professor has on their individualized hot card. Students can use this code to report faculty that are helping students with their mental health and taking extra time to check in on them. When students scan the code, faculty will earn points that result in prizes. This could include free coffee, discount at stores, or names in raffles for larger prizes. I also hope to use this rewards system to also give faculty recognition for those that are truly taking the extra mile in helping students throughout the year. The most positive ratings in the month, or semester, could result in other prizes and special recognitions. This will hopefully bring a little more competition among the faculty and could help students seek out professors that are supporting students more than just academically. Some students need to know if a professor is cognizant of the fact that they are autistic, come from a different culture, or need a little extra help in the online setting. Please let me know if you think this is something that is faulty you are interested in! We still have a bit to go, in the fabricating of this hotcard, but I wanted as much feedback on this idea to make it something that will actually help students and faculty!

The committee is also working on a podcast to talk about student mental health. We hope to have segments that cover ideas such as identity, mental health and its stigma, and teach students how to use a therapist to be vulnerable with their own mental health. I hope by the time this is going faculty may be willing to send this resource to students, since the podcast will be hosted by students and that student to student dialogue may be beneficial for students to hear. Additionally, we really want to bring on guests and if any of you are big leos like me and are not shy of the spotlight we would love to have you

on the podcast especially if you feel passionate about any specific mental health topics that you could bring perspective to. We are still working on the scripting but please keep your ears open for this project and we hope to use it as another platform to connect students with mental health resources.

- We are starting intandem with the positive health podcast (Shout out to the college of public health!!)
- Summary
 - o Hot cards with resources for faculty and students
 - o Faculty recognition with prizes and shout outs
 - o Podcast addressing mental health and resources
 - o Faculty feedback on initiatives, how they plan to support students, if any of these idea they think will be successful"
 - o So sorry for the amount of time I took up with the senate, I didn't want to be THAT undergraduate! I know it is a lot but I really wanted to try my best to get some info out there on what students think will help students.

Tiera Moore's Statement for the Record

First, I really want to commend our faculty members who are teaching in-person courses during this pandemic. You all are risking your lives to give students a safe educational experience. Also, I want to commend faculty members who are working to get our international students in-person class options. Thank you all for your dedication to our students. You all are truly putting students first.

As many of you know USG released a survey about student satisfaction. We found that the majority of students who responded are either somewhat or extremely dissatisfied with their personal class schedule. And I know that it is unrealistic to offer all of these students in-person class options. Changing their schedule is something that we simply can't do. BUT there are things that we can do to help increase student satisfaction and show them that online learning CAN be successful.

Ask yourself: What can I do as a professor to help give students the experience that they are looking for? What can my department do? What can my college do? How can I make this experience WORTH it for students? What programs/scholarships/opportunities can we offer students to help them feel more satisfied in this virtual world.

You might be met with frustration by our students, but I ask instead of meeting them back with frustration

take their concerns and act on them. Now more than ever we need feedback in the classroom. Share these concerns with other faculty members, with staff, and with admin so they can be addressed.

A frustrated college student will not want to take the necessary precautions that we want them to during this pandemic. AND they will not pay thousands of dollars to enroll in the Spring semester if they are not happy with the fall.

UNDERSTAND that while you all have had much training on how to operate in an online format our students HAVE NOT. They are looking for you for guidance on how to be successful in this new learning format

Personally, I was homeschooled and did online learning for much of my life. And the one thing I can say from my vast educational experience is that you cannot fully recreate an in-person experience online.

BUT there are many ways to make online learning similar to an in-person experience (the power of synchronous learning).

ON TOP OF ALL THIS our students are looking at you all for help in understanding this pandemic. For college students, it is hard to understand why they can get a haircut, but they still cannot go to class.

Overall, we need to show them that colleges do take care of students by listening to their concerns.

I want to extend myself and my government as a resource to you all. We can all work together to help create a successful semester for our students.

You all are our educators and students are relying on you more than ever to help them learn. We have some of the best faculty members in the world. And I expect to see nothing less than greatness from our professors this fall.

But again, please ask yourself: what can I do to help our students have a satisfactory semester

Thank you all for your time.

KENT STATE UNIVERSITY
FACULTY ETHICS COMMITTEE
PURPOSE AND PROCEDURES

1. PURPOSE

Per Faculty Senate Bylaws (G) (3) (f): the Faculty Ethics Committee ("the Committee") serves as a screening and hearing body for any faculty member who wishes to lodge a charge of unethical professional practice against another faculty member. A charge may also be filed against an administrator with faculty rank only in relation to those responsibilities assigned as a faculty member. 'Unethical professional practice' is defined as a violation of the Faculty Code of Professional Ethics (3342-6-17 of the University Policy Register). The Committee may also serve as a hearing body for faculty members who wish to request a hearing to respond to charges made against them.

2. MEMBERSHIP

Membership shall be determined by the Faculty Senate Bylaws. Alternates for a unit and at-large alternates shall be listed in descending order according to the number of votes received. The term for the alternate shall be for the remainder of the elected term.

The Chair of the Committee shall be elected [annually](#) by the Committee from its membership.

3. RECUSAL AND REMOVAL OF MEMBERS

- A. Any members of the Committee who are directly involved in a case before the Committee or who judge that they cannot render impartial judgment in a case shall recuse themselves from all Committee activities pertaining to the case. Members may recuse themselves at any time during the proceedings.
- B. The Committee may by a vote of three-fourths (3/4) of the members remove a member who, in the judgment of the other members, has or may have a conflict of interest or other consideration that likely impairs the member's impartiality. [The member in question is excluded from this vote.](#) A member may be removed at any time during the proceedings.
- C. In the event of a member's recusal or removal, the Chair of the Committee, with the approval of a majority of Committee members, shall select a unit alternate to serve on the Committee for the duration of that case. If the recused or removed member is Committee Chair, then the remaining members of the Committee shall elect an interim chair to serve for the duration of that case, including the selection of an alternate member. [Should the elected member and all alternates from any unit recuse themselves from a given case, alternates from other units will be called upon to hear the case.](#)

4. SCREENING PROCEDURE

- A. A faculty member [\(s\)](#) ("Complainant") who is [\(are\)](#) lodging a charge of unethical professional conduct against another faculty member ("Respondent") shall prepare a file consisting of all documents the Complainant [\(s\)](#) would like considered and a list of witnesses the Complainant [wishes\(s\) wish](#) to give testimony at a hearing and shall submit the file to the Chair of the Committee. [Note that one or more complainants can bring a complaint against a single respondent.](#)
- B. The written complaint submitted by the Complainant [\(s\)](#) should include the nature of the complaint, the facts and circumstances leading to the complaint, and reasons or evidence in support of the complaint. The written complaint shall present the charge in terms of violating stated provisions of the Faculty Code of Professional Ethics (3342-6-17 of the University Policy

- Register). The file submitted by the Complainant(s) becomes the basis for all further consideration of the matter.
- C. The complaint shall include a statement indicating how the Complainant has used the consultative procedures at the departmental, college, or regional campus levels such as FAC, CAC, or FC, as appropriate for the case. The Committee shall normally decline to hear ethical disputes without documented evidence of a bona fide attempt at resolution at the unit, college, or regional campus level. If, however, a dispute involves parties in different colleges or at different campuses, the dispute is of a highly sensitive nature, or for other good cause, a majority of Committee members may vote to hear the complaint without a prior attempt at resolution.
- D. No more than thirty (30) calendar days may elapse from the time of final unsatisfactory resolution of a charge through consultative procedures for the matter to be ~~filed~~formally initiated in writing with the Committee. If the final unsatisfactory resolution occurs during Finals Week or after the end of a regular semester or during a summer session, the Complainant(s) shall have up to fifteen (15) calendar days at the start of the next semester to submit a complaint. Upon receipt of the initial written complaint, the Committee may deem it necessary to request additional information, which must be submitted within ten (10) calendar days from the day of the Committee's request.
- E. The Committee, upon receiving the file, shall meet in a timely manner and review the documents to determine whether the charge is within the purview of the Committee. If a majority of the Committee membership agrees that a case is within the purview of the Committee, a hearing shall take place following the procedures below. If a majority of the Committee judges that a charge is not within the purview of the Committee, the Complainant(s) and, when appropriate, the Respondent, shall be notified, in writing, within ~~seven (7) working~~ten (10) calendar days.
- F. If the Committee rules that a complaint is within the purview of the Committee, the Complainant(s) and Respondent shall be notified in writing within ~~seven (7) working~~ten (10) calendar days. If they have not already received them, the parties shall be sent copies of the Faculty Code of Ethics along with a copy of this Committee's Purposes and Procedures. The Respondent shall also receive copies of all documents included in the complaint.
- G. Upon receipt of notification that the Committee will hear the complaint, the Respondent shall have ~~fifteen (15)~~twenty (20) calendar days to submit to the Committee a written response with supporting documentation ~~to the Committee~~and a list of witnesses the Respondent(s) wish to give testimony at a hearing. If the notification occurs during Finals Week or after the end of a regular semester, the Respondent(s) shall have up to fifteen (15) calendar days at the start of the next semester to submit a written response. The Chair of the Committee shall provide written notification of the date, time, and place of the ~~hearing~~hearings to the parties and to the Committee members no less than ~~fifteen (15)~~five (5) calendar days prior to the hearing. The Chair shall also provide, in a timely manner, copies of all documents related to the complaint to both parties and to all members of the Committee.
- H. The ~~hearing~~hearings shall be held at a mutually agreed upon date no later than ~~thirty (30)~~fifteen (15) calendar days after the notification of the Complainant(s) and Respondent.
- I. In extraordinary circumstances and with proper written substantiation requesting an extension of a deadline by one of the parties, the Committee members may determine that an extension is warranted.

5. HEARING PROCEDURE

- A. The conduct of matters brought before the Faculty Ethics Committee shall be non-adversarial in nature. The ~~hearing~~hearings shall be closed to all but those necessary for a full and complete hearing. The Complainant(s) and the Respondent shall be invited to appear before the committee.

Each party may bring one (1) faculty advocate, ~~such as an AAUP KSU representative.~~ Faculty advocates shall be full-time faculty as determined by the Faculty Senate census. The committee may also invite testimony from any other persons who, in the judgment of the committee, may assist in its examination and evaluation of the complaint. Legal counsel is excluded.

- B. ~~The Complainant~~The Faculty Ethics Committee shall hold two separate hearings: one for the Complainant(s) and one for the Respondent. The Complainant(s) and Respondent shall each have up to forty-five (45) minutes for their respective presentations. For a period after the presentations not exceeding thirty (30) minutes, the members of the Committee may question any person who has presented information at the hearing. Each party to the hearingThe Complainant(s) or Respondent shall then have the opportunity to give a final summation of at most ten (10) minutes, ~~concluding with~~. The Committee may choose to adjust the periods depending on the summary nature of the Respondent, each case.
- C. Following the ~~hearing~~hearings, the Committee shall have ~~fourteen (14) working~~five (5) calendar days to produce a written recommendation concerning the charge. The question before the committee is whether a preponderance of the evidence supports the conclusion that the Respondent committed a violation of the Faculty Code of Professional Ethics (3342-6-17 of the University Policy Register). An affirmative answer to this question and any subsequent recommendation shall require a two-thirds majority of the vote of the Committee. The Committee may recommend that the Provost pursue restorative measures or disciplinary actions consistent with the applicable Collective Bargaining Agreements or University Policy. The Committee's report of the vote and any recommendation shall be sent to the Chair of Faculty Senate and to both Complainant(s) and Respondent.
- D. In Committee deliberations pertaining to a Complaint, the Chair of the Committee will have a vote.
- E. As the Committee's hearings yield only recommendations and not sanctions or censure, no formal appeal process attaches to this procedure.
- F. If any members of the Committee, including the Chair, are involved in hearing a case when their terms of office end, they shall continue hearing that case until it is terminated. No newly elected member of the Committee shall join a case in progress.
- G. The proceedings of this Committee are confidential ~~as provided by the Faculty Code of Ethics, Faculty Senate By Laws, and other applicable policies and practices~~and absolute integrity is expected of all parties involved in each Complaint.

6. REPOSITORY OF THE DOCUMENTS

Copies of all documents used in the hearing, including the final report, shall be filed for safekeeping with the Secretary of the Faculty Senate following Faculty Senate archiving procedures.

7. REPORT OF THE FACULTY ETHICS COMMITTEE TO THE FACULTY SENATE

By May 1 of each year, the Committee shall report to the Chair and the Executive Committee of the Faculty Senate a summary report of the Committee's activities during the academic year.

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- D. No more than thirty (30) calendar days may elapse from the time of final unsatisfactory resolution of a charge through consultative procedures for the matter to be formally initiated in writing with the Committee. If the final unsatisfactory resolution occurs during Finals Week or after the end of a regular semester or during a summer session, the Complainant(s) shall have up to fifteen (15) calendar days at the start of the next semester to submit a complaint. Upon receipt of the initial written complaint, the Committee may deem it necessary to request additional information, which must be submitted within ten (10) calendar days from the day of the Committee's request.
- E. The Committee, upon receiving the file, shall meet in a timely manner and review the documents to determine whether the charge is within the purview of the Committee. If a majority of the Committee membership agrees that a case is within the purview of the Committee, a hearing shall take place following the procedures below. If a majority of the Committee judges that a charge is not within the purview of the Committee, the Complainant(s) and, when appropriate, the Respondent, shall be notified, in writing, within ten (10) calendar days.
- F. If the Committee rules that a complaint is within the purview of the Committee, the Complainant(s) and Respondent shall be notified in writing within ten (10) calendar days. If they have not already received them, the parties shall be sent copies of the Faculty Code of Ethics along with a copy of this Committee's Purposes and Procedures. The Respondent shall also receive copies of all documents included in the complaint.
- G. Upon receipt of notification that the Committee will hear the complaint, the Respondent shall have twenty (20) calendar days to submit to the Committee a written response with supporting documentation and a list of witnesses the Respondent(s) wish to give testimony at a hearing. If the notification occurs during Finals Week or after the end of a regular semester, the Respondent(s) shall have up to fifteen (15) calendar days at the start of the next semester to submit a written response. The Chair of the Committee shall provide written notification of the date, time, and place of the hearings to the parties and to the Committee members no less than five (5) calendar days prior to the hearing. The Chair shall also provide, in a timely manner, copies of all documents related to the complaint to both parties and to all members of the Committee.
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the Faculty Senate census. The committee may also invite testimony from any other persons who, in the judgment of the committee, may assist in its examination and evaluation of the complaint. Legal counsel is excluded.

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Proposed Interim Pass/Fail Policy

The Provost and Faculty Senate approve an interim Pass/Fail policy for summer 2020, fall 2020 and spring 2021 to support students during the period of remote instruction taking place due to the continuing issues caused by the COVID-19 pandemic. This interim policy does not mandate the Pass/Fail grade for any course; instead, it expands the number of courses that students may request the Pass/Fail grading option.

This interim policy supersedes the permanent policy for these three terms only, as well as the temporary exception policy put in place for the spring 2020 semester.

1. Students will be allowed to switch from a letter grade to a Pass/Fail grade for up to two courses in each term (summer 2020, fall 2020 and spring 2021).
2. Students will be limited to no more than four courses from the three terms combined.
3. Program areas may restrict specific letter-graded courses in a student's program from being approved for the Pass/Fail grade. This is true for both undergraduate and graduate programs. It is likely that the Pass/Fail grade will be available on a more limited basis for graduate courses.
4. Course instructors will not be informed of a student's request for the Pass/Fail grade.
5. For undergraduate courses (00000-40000 levels), letter grades A through D will be converted to the Pass grade, and the letter grade F will be converted to the Fail grade.
6. For graduate courses (50000-80000 levels), letter grades A through C will be converted to the Pass grade, and letter grades C- through F will be converted to the Fail grade.
7. The Pass/Fail grade will not be factored into the computing of any Kent State GPA, including major GPA, overall GPA and Latin Honors GPA.
8. Student transcripts will list only the Pass/Fail grade for the course.
9. The letter grade reported by course instructors will display in students' degree audit and will be used in prerequisite checking for course registration and in students meeting requirements for admission, progression and graduation in programs.
10. Students who earned a Pass grade but not the letter grade required for a course prerequisite or program requirement will not be able to move forward without repeating the course for a higher grade.
11. Students may not request that the Pass/Fail grade be converted back to a letter grade after the deadline indicated below.

Criteria for Students to Request the Pass/Fail Grade

- The student is enrolled in the requested Kent State course in summer 2020, fall 2020 or spring 2021.
- The student has not withdrawn from the requested course.
- The student has not earned a SF (Stopped Attending-Fail) or NF (Never Attended-Fail) grade or has not requested the AU (Audit) mark for the requested course.
- The requested course is not graded S/U (Satisfactory/Unsatisfactory).
- The student is not requesting more than two courses for the term.
- The student has not exceeded four courses for the three terms combined.

Timeline to Request the Pass/Fail Grade

Term	First Day to Request	Last Day to Request
Summer 2020	<i>To be determined</i>	<i>To be determined</i>
Fall 2020	Thursday, November 5, 2020 (12:00 a.m.)	Wednesday, December 23, 2020 (11:59 p.m.)
Spring 2021	<i>To be determined</i>	<i>To be determined</i>

Example of the Process for the Interim Pass/Fail Grade

1. Student 1 and Student 2 request Pass/Fail grade for MATH 11010 (3 credits) in fall 2020.
2. MATH 11010 instructor submits final grades for Student 1 (C-) and Student 2 (B+).
3. On roll to academic history, both the C- and B+ grades are converted to Y (Pass) grade.
4. MATH 11010 with Y grade and 3 credit hours display on both students' transcript.
5. MATH 11010's 3 credit hours are counted in both students' attempted and earned credit hours.
6. MATH 11010's grade and credit hours are not counted in both students' Kent State GPA.
7. Both students' program requires a C grade in MATH 11010 to graduate. The students' GPS degree audit will show the requirement as not met for Student 1 and met for Student 2.*
8. Both students need to register for MATH 11022, which requires a minimum C grade in MATH 11010. Student 1 is unsuccessful and Student 2 is successful in registering for MATH 11022.*

** In the GPS degree audit for program requirements and in Banner for prerequisite checking, we will be using grade attributes connected to the instructor-reported letter grade to ensure requirements are enforced. These grade attributes will not affect the student's GPA in the degree audit or in Banner.*

Comparison of the Kent State Pass/Fail Policies

	Current KSU Policy	KSU Waiver Policy	Proposed KSU Interim Policy
Effective terms:	<ul style="list-style-type: none"> Permanent 	<ul style="list-style-type: none"> Spring 2020 	<ul style="list-style-type: none"> Summer 2020 Fall 2020 Spring 2021
Student eligibility:	<ul style="list-style-type: none"> Minimum 2.000 term GPA Transfer students not on probation in first term 	<ul style="list-style-type: none"> Enrolled in spring 2020 courses that were in session on or after 9-Mar-20 	<ul style="list-style-type: none"> Enrolled in courses in any of the following terms: summer 2020, fall 2020, spring 2021
Students may <u>not</u> request Pass/Fail for the following:	<ul style="list-style-type: none"> Courses meeting program requirements Kent Core courses Developmental courses Graduate courses Courses graded S/U 	<ul style="list-style-type: none"> Courses graded S/U Courses grade SF/NF Specific courses in student's program as determined by the program area 	<ul style="list-style-type: none"> Courses graded S/U Courses grade SF/NF Specific courses in student's program as determined by the program area
Limits per term:	<ul style="list-style-type: none"> 1 course 	<ul style="list-style-type: none"> No limit 	<ul style="list-style-type: none"> 2 courses (summer I, II, III combined are treated as one term)
Total limit:	<ul style="list-style-type: none"> 12 credit hours toward program 	<ul style="list-style-type: none"> No limit for spring 2020 12 credit-hour limit toward program <u>excludes</u> spring 2020 semester 	<ul style="list-style-type: none"> 4 courses for summer 2020, fall 2020 and spring 2021 <u>combined</u> 12 credit-hour limit toward program <u>excludes</u> spring 2020, summer 2020, fall 2020, spring 2021 terms
Instructor grade equivalency:	Undergraduate courses: <ul style="list-style-type: none"> A–D = Pass (Y) F, NF, SF = Fail (Z) No graduate courses	Undergraduate courses: <ul style="list-style-type: none"> A–D = Pass (Y) F = Fail (Z) Graduate courses: <ul style="list-style-type: none"> A–C = Pass (Y) C–, D+, D, F = Fail (Z) 	Undergraduate courses: <ul style="list-style-type: none"> A to D = Pass (Y) F = Fail (Z) Graduate courses: <ul style="list-style-type: none"> A–C = Pass (Y) C–, D+, D, F = Fail (Z)
Pass grade meets program requirements?	<ul style="list-style-type: none"> No (only counts as general elective) 	<ul style="list-style-type: none"> Yes 	<ul style="list-style-type: none"> Yes if grade recorded by instructor meets requirement's minimum grade No if grade recorded by instructor does not meet requirement's minimum grade
Pass grade meets course prerequisites?	<ul style="list-style-type: none"> Yes if prereq has <u>no</u> required grade above D No if prereq has required grade above D 	<ul style="list-style-type: none"> Yes 	<ul style="list-style-type: none"> Yes if grade recorded by instructor meets prerequisite's minimum grade No if grade recorded by instructor does not meet prerequisite's minimum grade
Pass grade meets WIC requirement?	<ul style="list-style-type: none"> No 	<ul style="list-style-type: none"> Yes 	<ul style="list-style-type: none"> Yes if grade recorded by instructor is C or higher No if grade recorded by instructor is C- or lower
Window to request:	<ul style="list-style-type: none"> Start: Student registration End: 14th day of semester (prorated for part-of-term) 	<ul style="list-style-type: none"> Start: 20-Mar-20 End: 18-May-20 (5 days after final grades posted) 	<ul style="list-style-type: none"> Start: 5-Nov-20 for fall 2020 End: 23-Dec-20 for fall 2020 (1 day after final grades posted)

Pass/Fail Grades Spring 2020

Final Grade	Courses		Pass vs Fail		Successful vs Unsuccessful		Unsuccessful but Passing		
	Count	%							
A	115	1.1%	8594	83.2%	5144	49.8%			
A-	172	1.7%							
B+	376	3.6%							
B	862	8.3%							
B-	642	6.2%							
C+	1165	11.3%							
C	1812	17.5%							
C-	932	9.0%			5187	50.2%	3450	33.4% of total	
D+	823	8.0%						40.1% of passing	
D	1695	16.4%							
F	1737	16.8%	1737	16.8%					
Total	10331								

All percentages are out of the total number of courses, except where indicated.

Resolution Urging Retraction of Faculty Cuts and Engagement With Faculty in Identifying Solutions that Address the University of Akron's Fiscal Crisis

Whereas, as a publicly supported institution, the University of Akron's first and foremost responsibility is to its students and the Akron community and that responsibility is reflected in virtually every aspect of the mission of the university and that responsibility is fulfilled by faculty;

Whereas, a university cannot operate without faculty, and students cannot learn and fulfill their potential without the knowledge and expertise of the faculty, and the pivotal role of faculty in fulfilling the University of Akron mission is reflected in the fact that they are the primary source of revenue for the university;

Whereas, faculty are bearing the cost of a long and painful history of financial problems at the University of Akron that are almost exclusively the result of a revolving door of administrators who have either mishandled or been unable to address previous administrators' mishandling of resources;

Whereas, a Board of Trustees has oversight responsibility for an institution and, in the case of all of our publicly supported universities, the Board of Trustees is accountable to the state authorities and the citizens of the state;

Whereas, the actions of the Board of Trustees, in proposing the termination of 96 or more full-time faculty, brings into question their full understanding of the university, their ability to provide adequate oversight, and their qualification to guide the University through long fomenting fiscal problems that have resulted in the current challenges;

Whereas, the situation at the University of Akron is exacerbated by a lack of collaboration and cooperation with faculty – a lack of shared governance; and

Therefore, be it resolved that the Faculty Senate of Kent State University urges Governor DeWine and Chancellor Gardner to direct the University of Akron Board of Trustees and President to retract the contract proposal

that would terminate 96 faculty and re-engage with faculty to find a creative solution to the university's financial challenges. Faculty know their fields, their students and their programs and are highly motivated to engage with the university to find workable solutions that protect the academic integrity of the University, fulfill its mission and provide a more stable and sustainable financial future for the University of Akron. Should the Board of Trustees and President refuse to re-engage with the faculty, it is our recommendation that the appointments of the members of the Board of Trustees and the President be terminated. New leadership should be allowed to work with current faculty to develop a plan that actually serves the interest of the University of Akron and the communities it supports.



**Faculty Senate Executive Committee
Minutes of the Meeting
June 10, 2020**

Present: Pamela Grimm (Chair), Tracy Laux (Vice Chair), Ed Dauterich (Secretary),
Darci Kracht (At-Large)

Not Present: Ann Abraham (Appointed), Melissa Zullo (Appointed)

Guests Present: President Todd Diacon, Interim Provost Melody Tankersley

1. Call to Order

Chair Grimm called the meeting to order at 3:04 p.m. on Microsoft Teams.

2. Review of Topics for Discussion with the President and Interim Provost

Because the COVID-19 pandemic is continuing, the Executive Committee chose to discuss the university's reopening strategies and procedures with President Diacon and Interim Provost Tankersley. They also decided to ask about academic freedom and how that might be affected by the pandemic.

3. Approval of Executive Committee Minutes of June 4, 2020

A motion was made and seconded to approve the minutes of the meeting (Kracht/Laux). The minutes were approved unanimously as written.

4. (3:30) Meet with President Diacon and Interim Provost Tankersley

Chair Grimm asked about the statement on academic freedom that would go to the faculty. Interim Provost Tankersley said that Associate Provost Averill will work to revise the document based on her concerns.

Chair Grimm also asked about communication to faculty on not being required to teach face-to-face courses. President Diacon said that his goal is that every faculty member who wants to teach face-to-face can do it, and every member who wants to teach remotely can teach remotely.

President Diacon added that we will end the fiscal year somewhere between 6-7 million dollars on the positive side, but that money will be used to cover the next fiscal year's costs (PPE, et.). There will be large cuts to next year's budget, but our enrollment on the Kent campus appears to be around 5% down rather than 20%. Finally, outside of enrollment management, President Diacon said that administration will be cut by about 20%.

President Diacon mentioned that there has been a pivot in opinion from the Inter-University Council (IUC), Governor DeWine, and Ohio Health Director Amy Acton, and higher education institutions will no longer shut down if there is a single case of COVID-19 on campus. Kent State will have isolation, testing, and tracing in place. Local health departments will make the decision about whether their nearby universities would have to shut down.

There was also a discussion of how many individual preparations for classes NTT faculty should have during a pandemic where most faculty teach remotely. It was suggested that the university could investigate whether sick time could be used to reduce the number of preparations.

5. Faculty Senate Informal Meetings

Informal meetings will occur on alternating Tuesdays for the rest of the summer. They will take place on Zoom between 5:00 and 7:00 p.m.

6. Update on Statement Regarding George Floyd's Death

This item was postponed for a future meeting.

7. Potential Issues and Goals for AY 2020-2021

This item was postponed for a future meeting.

8. Additional Items

There were no additional items.

9. Adjournment

Chair Grimm adjourned the meeting at 5:00 p.m.

Respectfully submitted by Edward Dauterich
Secretary, Faculty Senate



**Faculty Senate Executive Committee
Minutes of the Meeting
July 2, 2020**

Present: Pamela Grimm (Chair), Tracy Laux (Vice Chair), Ed Dauterich (Secretary),
Darci Kracht (At-Large), Ann Abraham (Appointed), Melissa Zullo (Appointed)

Not Present:

Guests Present:

1. Call to Order

Chair Grimm called the meeting to order at 12:15 p.m. on Microsoft Teams.

2. Approval of Executive Committee Minutes of June 18, 2020

A motion was made and seconded to approve the minutes of the meeting (Abraham/Kracht). The minutes were approved unanimously as written.

3. EPC Items from May 12, 2020

- a. College of Applied and Technical Studies: Establishment of a Cybersecurity major within the Associate of Applied Business degree to be offered fully online and hybrid (online/on-ground) at the Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull and Tuscarawas campuses and the Twinsburg Center. Minimum total credit hours to program completion are 60. Effective fall 2021 pending final approvals.

This will be included as an information item at the next Faculty Senate meeting.

- b. College of Arts and Sciences: Establishment of an Artificial Intelligence major within the Master of Science degree, to be offered on the Kent Campus by the Department of Computer Science. Minimum total credit hours to program completion are 30. Effective fall 2021 pending final approvals.

This will be included as an information item at the next Faculty Senate meeting.

4. Discussion of SSIs during COVID-19

The Executive Committee noted that SSIs were delivered only to faculty in the Spring and that, for that semester, the SSIs could not be used in review files. Some courses, however, were completed before the university went remote. Faculty in those courses would like to use the SSIs in their files. The Executive Committee decided that it should be up to the faculty member to release those SSIs to outside parties. In addition, the committee discussed modifications to the SSI itself: (1) removing the open-ended slot under the four university questions because the responses merely mirrored the question, and (2) adding a single opportunity for additional comments about the course or instructor. Language for the latter will be developed and brought to the next Executive Committee meeting. The committee also discussed the inappropriate use of SSIs by those on RTP committees. Chairs and directors are aware of the problem, but people still seem to be using SSIs as the sole basis of their reviews of faculty. The committee discussed other ways of evaluating teaching and other ways to communicate with faculty reviewers. Chair Grimm will also speak to Director Marcinkiewicz in the Center for Teaching and Learning (CTL) about instituting university-level peer reviews to help evaluate teaching. The committee also discussed how SSIs for summer and fall will be handled. The committee will reach out to undergraduate student leadership, the CTL director, the ombuds, and the provost to consult.

5. Finalize Agenda for the July 2020 Faculty Senate Meeting

The agenda was finalized.

6. Update on Statement Regarding George Floyd's Death

Chair Grimm suggested that we ask senate to look at our role in the identification and change of any policy that has unintended discriminatory effects on faculty, students, and staff.

7. Future Planning

a. Potential Issues and Goals for 20-21

- i) Creation of Ad Hoc Task Force specific to the identification of policy problems with respect to racial discrimination and solutions, working in concert with existing entities like GPI

This was discussed and will be brought before senate.

- ii) Creation of or link to existing dashboard for diversity, specific to faculty

This was discussed as a possibility related to the discussion of a senate resolution on institutional discrimination that will appear at the July senate meeting.

- iii) Scheduling FaSBAC and RCM2.0 meetings and A reconfiguration of FaSBAC/RCM 2.0 with the goal of more efficient and effective budgetary consultation. DISCUSS SPECIFIC TIMING

FaSBAC will contact Vice President Polatajko about when they can meet to consult about these groups. The intent is for this to happen before the Board of Trustees meeting in September.

- iv) Consider, in consultation with student governance bodies, ways we can provide students with clear information regarding faculty expectations of students.

There will be people contacted to work with this.

- v) A continued evaluation of online learning, possibly coinciding with an evaluation of online proctoring services.

The Professional Standards Committee will be charged with looking into this.

- vi) Continued evaluation of the SSI process, specifically addressing
 - (1) Potential modification of open-ended questions, and
 - (2) Faculty and administrator inappropriate use of SSIs as the main criteria for personnel actions, especially as applied to FTNTTs.

These were dealt with earlier in the Executive Committee meeting.

- vii) Uncivil treatment of FTNTT faculty continues by our TT colleagues. What steps might we take to address that? More generally, TT faculty holding FTNTT to standards they themselves don't meet is a situation we should consider for possible solutions.

This was also discussed earlier. Reviewers behave badly. We need to work on this.

8. Additional Items

There were no additional items.

9. Adjournment

Chair Grimm adjourned the meeting at 2:20 p.m.

Respectfully submitted by Edward Dauterich
Secretary, Faculty Senate



**Faculty Senate Executive Committee
Minutes of the Meeting
July 30, 2020**

Present: Pamela Grimm (Chair), Tracy Laux (Vice Chair), Ed Dauterich (Secretary),
Darci Kracht (At-Large), Ann Abraham (Appointed), Melissa Zullo (Appointed)

Not Present:

Guests Present: President Todd Diacon, Interim Provost Melody Tankersley

1. Call to Order

Chair Grimm called the meeting to order at 12:07 p.m. on Microsoft Teams.

2. Meet with President Diacon and Interim Provost Tankersley

President Diacon and Interim Provost Tankersley spoke with the Executive Committee about the budget and reopening the university. President Diacon said that on the good side of the budget, state subsidy cuts are 4.39% rather than the higher (10-20%) expected cut. Enrollment is also not down as much as expected. We will also get 14.7 million in CARES funds, most of which will be used for IT. On the bad side, there is uncertainty. The state could choose to raise the size of the subsidy cut if the state shuts down due to COVID. This could also affect enrollment. Many current students have not yet paid their bills for fall, and enrollment could drop as the deadline approaches. 298 people took the voluntary separation plan, but they had to cut 88 other positions. Housing and dining are doing poorly. The university is 33% (2 million dollars) down in residence and 4 million dollars down in dining contracts. ESPN money will also likely be lost which equates to 6.9 million dollars.

As far as reopening, the president said that we have a very strong plan, and Senator Brown's wife who works for Kent State agrees. Other schools are struggling more than we are. In the end, we will do what the health experts tell us to do.

Interim Provost Tankersley added that the overall academic cuts for colleges have been reduced from the projected 20% to about 10%. A&S and EHHS will be cut 12%. 8 NTT contracts for employees in the first and second year were not continued. One has been rehired for the fall in the College of Business Administration.

There was also a discussion (brought by the Executive Committee) of how we can remove links to the Bartleby service from the bookstore website. Bartleby is essentially a service that lets students steal work that was turned in by other students.

Also, Dana Lawless-Andric (formerly in DEI) will be heading a new Office of Community Engagement according to the interim provost.

3. Faculty Marshals Update

The Executive Committee discussed the charge of the committee, the composition of the committee, and which members of the faculty might serve well on this committee.

4. Linking Faculty Senate Meetings to the Senate Website

The Executive Committee discussed whether or not the TEAMS meetings for senate should be linked live to the faculty website and whether recordings of the meetings should be posted. The committee decided to keep the format for meetings the same and make the meetings open to guests (who would not have access to the chat function). The committee also decided to not post full meetings on the website, but rather to make the recordings available to the Executive Committee on the website.

5. SSIs

The Executive Committee voted to maintain the policy for distribution of SSIs that occurred in the Spring 2020 semester. They will also be barred from being included in personnel files. This will be in effect until COVID is over.

6. Establishing the Race and Equity Committee

The Executive Committee discussed possible members of the committee. There was also a discussion of how to get more diverse faculty interested in serving on senate.

7. Future Planning

This was postponed until the next meeting.

8. Additional Items

There were no additional items.

9. Adjournment

Chair Grimm adjourned the meeting at 2:00 p.m.

Respectfully submitted by Edward Dauterich
Secretary, Faculty Senate



**Faculty Senate Executive Committee
Minutes of the Meeting
August 13, 2020**

Present: Pamela Grimm (Chair), Tracy Laux (Vice Chair), Ed Dauterich (Secretary),
Darci Kracht (At-Large), Ann Abraham (Appointed), Melissa Zullo (Appointed)

Not Present:

Guests Present: President Todd Diacon, Interim Provost Melody Tankersley

1. Call to Order

Chair Grimm called the meeting to order at 12:06 p.m. on Microsoft Teams.

2. Discuss Topics for the President and Interim Provost

Topics for discussion included the athletic department and its budget. The committee also spoke about what things the university may have learned from the pandemic; what aspects of the university are changing and what aspects need to change? We would also like to ask about the situation with Bartleby's cheating service that is being promoted by the bookstore. There was also a data breach at ProctorU that was brought up as a possible topic for discussion.

3. Approval of Minutes

a. Executive Committee Meeting Minutes of July 2, 2020

A motion was made and seconded to approve the minutes (Abraham/Kracht).

The minutes were approved unanimously as written.

b. Executive Committee Meeting Minutes of July 30, 2020

A motion was made and seconded to approve the minutes (Zullo/Abraham).

The minutes were approved unanimously as written.

4. (1:00) Meeting with President Diacon and Interim Provost Tankersley

President Diacon mentioned an article in the *Akron Beacon Journal* about the University of Akron's budget and said that when Kent built their FY 20-21 budget, they were preparing for the worst and hoping for the best. Akron made their budget with the state's numbers in mind for SSI decreases, whereas Kent budgeted for a higher reduced SSI based on the constantly shifting situation. We have a great plan, and now we must work the plan. We will also be doing some sample COVID testing (about 300 a week randomly) for members of the KSU community.

The Executive Committee mentioned the idea of having a One Stop for faculty where they could go with questions about the changes that are happening because of COVID-19. Interim Provost Tankersley said she can work on setting that up.

The committee also asked what we have learned from the process of changing over COVID that might change KSU in the future. The committee also asked about the role of athletics at Kent, particularly football. The president mentioned that we would probably be more open to remote work in the future since it has worked well during the pandemic. The president said the economic impact on sports is being looked into.

5. Meetings for Executive Committee - Summer & Fall 2020

The committee reviewed and approved of the schedule with minor time changes.

6. Update on Faculty Marshals

There is no new information at this time.

7. Update on Candidates for the Race and Equity Committee

The committee discussed possible members, how we might wish to address a lack of diversity in Faculty Senate itself, and how to measure how diverse senate actually is before going forward.

8. Future Planning

A document with possible future planning items was distributed. The committee agreed to prioritize items on the list before the next meeting.

9. Additional Items

The Executive Committee discussed a message from the committee that will be sent to the governor and chancellor to address the situation of the Board of Trustees at Akron.

10. Adjournment

Vice Chair Laux adjourned the meeting at 2:23 p.m.

Respectfully submitted by Edward Dauterich
Secretary, Faculty Senate



**Faculty Senate Executive Committee
Minutes of the Meeting
August 26, 2020**

Present: Pamela Grimm (Chair), Tracy Laux (Vice Chair), Ed Dauterich (Secretary),
Darci Kracht (At-Large), Ann Abraham (Appointed), Melissa Zullo (Appointed)

Not Present:

Guests Present: Dr. Tina Bhargava

1. Call to Order

Chair Grimm called the meeting to order at 12:06 p.m. on Microsoft Teams.

2. Approval of Minutes

a. Faculty Senate Meeting Minutes of July 13, 2020

A motion was made and seconded to approve the minutes (Abraham/Zullo).

The minutes were approved unanimously as written.

b. Executive Committee Meeting Minutes of August 13, 2020

A motion was made and seconded to approve the minutes (Abraham/Zullo).

The minutes were approved unanimously as written.

3. Finalize the Letter/Resolution Regarding Akron

The Executive Committee decided to send the resolution out to all current senators and have them vote on it through Qualtrics. If there is a quorum of votes, we will send it as a resolution from Faculty Senate. An informal meeting will be called to discuss the resolution with anyone who is interested. If there is not a quorum after the discussion and the vote, the letter version will be sent representing only the Executive Committee. It will go to the Governor DeWine, Chancellor Gardner, the Board of Trustees of the University of Akron, and President Miller of the University of Akron.

4. Set Agenda for the September 14 Faculty Senate Meeting

The Executive Committee set the agenda.

5. Set Date and Title for the Annual Fall Retreat

The date, time, place, and subject were set.

6. (1:15) Meet with Dr. Tina D. Bhargava, Associate Professor, Public Health to Discuss Proposal Regarding Pass/Fail

The Executive Committee discussed the proposal for a version of the pass/fail option that would be less lenient than in Spring 2020, but not as stringent as our normal pass/fail policy. Students would have to fulfill standards for their individual units to progress in their majors, but the grade itself would not be directly calculated in the students' overall GPAs. Dr. Bhargava asked the committee if there were concerns about how many courses a student could take for pass/fail credit. The committee asked how progression in the major would be determined. A major may have a minimum GPA requirement for its courses, so the committee wanted to understand how the new policy would work with this, especially if their major GPA was too low to earn their degree. There were also concerns about the number of courses being taken in the major for pass/fail. More information is being sought from the Registrar's Office about how the major GPA would be affected. Dr. Bhargava suggested that limiting the number of courses would still not prevent issues of them taking too many courses in the major or the Kent Core for pass/fail credit. She also urged the committee to help get the policy to students as soon as possible. The Executive Committee thanked Dr. Bhargava, and she departed at 2:00 P.M. along with Chair Grimm. The Executive Committee continued the discussion under the direction of Vice Chair Laux. There was a difference of opinion on how to deal with limiting the number of courses. The committee decided to work with other committees and return to the problem when there was a stronger proposal before the Executive Committee.

7. SSI Suggestion on Questions/Description for COVID

Anthony Parker made a suggestion for how to change the SSI description to reflect concerns with COVID-19 more accurately. There was a motion made and seconded to approve the suggestion to improve the SSIs (Dauterich/Kracht). The motion passed unanimously.

8. Deferred Items

a. Update on Faculty Marshals

This item was deferred until the next meeting.

b. Update on Candidates for Race and Equity Committee

This item was deferred until the next meeting.

9. Future Planning – Discussion of Reduced Service and Prioritization

The committee agreed that reorganizing FaSBAC should be a priority. They also agreed to begin examining how we evaluate online learning, especially during this pandemic. Other items will be addressed if we find the time.

10. Additional Items

The committee discussed whether to have an additional Executive Committee meeting on September 4. It was agreed to have the extra meeting in case anything needs to be added to the full senate agenda for the following week.

The committee voted to record senate meetings but not to make them available on the website. Only written documents from the meeting will be available on the senate website.

11. Adjournment

Vice Chair Laux adjourned the meeting at 2:33 p.m.

Respectfully submitted by Edward Dauterich
Secretary, Faculty Senate