



Meeting Minutes  
Monday, 17 February 2025  
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**Leadership present:** Chair Edward Dauterich; Secretaries Therese E. Tillett, Joanna Liedel, Jennifer S. Kellogg, Amy Nuesch, Christa N. Ord, Kristi M. Kamis

**Administrators present:** Deans Peggy Shadduck, Deborah F. Spake

**Administrators not present:** Interim Associate Provost Scott C. Sheridan

**Faculty present:** Professors Alan A. Brandyberry, Karen Gracy, Robert D. Jewell, Richard L. Mangrum, Steven N. Rugare, Athena Salaba, J K. Vick; Associate Professors Brian R. Barber, Michael J. Ensley, Michael R. Fisch, Samuel Kim, Bethany G. Lanese, Abe G. Osbourne, JD Ponder, Pamela L. Stephenson; Assistant Professors Tinyuan Guan, Yuening Zhang; Senior Lecturer Tracy A. Laux; Associate Lecturer Shelley K. Marshall; Lecturer Lisa M. Davis, Olivia B. Krise

**Faculty not present:** Associate Professor Jonathan F. Swoboda; Assistant Professor Christopher W. Totten

**Guests:** Christina Bloebaum, Alicia Crowe, Chris Dorsten, Susan Emens, James Hannon, Amirhossein Jabbari, Ebone Jones, Kelsen LaBerge, Liz Piatt, Hollie Simpson, Alison Smith, Kathy Spicer, Deirdre Warren, Cathy Zingrone

Chair Dauterich called the meeting to order at 3:20p.m., on Monday, 17 February 2025, via Microsoft Teams.

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## **I. Approval of Minutes**

### **A. Meeting on 27 January 2024**

Associate Professor Osbourne made a motion to approve, and Associate Lecturer Marshall seconded.

With no comments or questions, the meeting minutes passed with one abstention.

## **II. Presentations**

### **A. Update on the Lifelong Learning Initiative**

[VIEW THE PRESENTATION](#)

Dean Shadduck explained that a credential is proof of someone's ability or experience of some sort. If it is a microcredential, then it is smaller than a regular credential. It would be less in credits than a certificate or degree program. It is not unusual for some learning experiences in the non-credit realm to give a certificate of participation. However, that does not include evidence of

learning. There are two different kinds of microcredentials at Kent State: credit and non-credit. Credit microcredentials are developed from one or more existing courses. In the non-credit realm, there are three major categories: facilitated by Kent State academic units, facilitated by Kent State non-academic units and facilitated by third party providers. For the non-credit microcredentials, the approval process includes a pilot with notification to the committee. After the pilot, the committee will review and decide to move forward into something more permanent or not. Non-credit options that are learning-assessed are considered microcredentials. Non-credit options that are participation activities would not be considered microcredentials. The non-credit microcredential approval process is new this year. Dean Shadduck encouraged all who are initiatives to run through the Lifelong Learning review process. Those interested in initiatives should email the microcredential coordinator, Rebecca Pflingstl. Non-credit offered by non-academic units includes training for new supervisors offered by a contract company, banner training by PCB division, DI hub workshops and summer programs for Upward Bound students offered by the outreach and community engagement unit. Non-credit offered by third party facilitators includes online short video courses offered to Kent State students and employees via LinkedIn Learning, online modules in industrial maintenance offered for people seeking to become technicians via several contract providers, online modules in several aspects of the cannabis industry via a contract with Green Flower. The microcredential approval committee is relatively new. Lifelong Learning is working on getting a good list of credit and non-credit microcredentials and create a single web resource to make it easier for marketing. There is a contract with Canvas Catalog. Lifelong learning is also facilitating badging. The Kent State badge comes through Canvas Credentials. Anyone interested in badging should talk to Lifelong Learning. Lifelong Learning is looking into what may be missing and what opportunities complement the credit certificates and degrees. They are also looking at the impact of microcredentials and if it is worth the time and reviewing what microcredentials should be sunset. Lifelong Learning also facilitates Tech Prep. This includes pathways where credit is associated with particular occupations. It is for students involved in a career technical program in their high school. Those pathways can lead to various degrees. Another program is Tech Cred which is for employers when they need to have members of their own workforce up skilled in a particular way. Lifelong Learning is in the process of updating and redoing the website to make sure that it is really well aligned. Additionally, the unit is working on prior learning assessment. Faculty Senate Exec has approved to pilot it through the College of Applied and Technical Studies. They are using a software called *Fastpath* that is approved for the whole state of Ohio. They are working with some people who are long-term employees of a particular company and who they would like to promote, but they do not have a bachelor's degree. They are looking at their work experience and how that could be aligned in such a way that they could earn some college credit. Another program Lifelong Learning facilitates is the prison education program. There are students at the Trumbull Correctional Institute and the federal facility in Elkton. The degrees are primarily Bachelor of Technical and Applied Studies and the Associate of Technical Studies. In addition to the other programs, Lifelong Learning helps to facilitate the senior guest program. This is a state program and they take care of the reporting and oversight. The unit is working on streamlining that to make it a little bit smoother and cleaner than it has been. Additionally, the unit is working on the Polymer Sustainability program that is being lead through Akron. They are not sure what some of the federal changes are going to mean. The Intel project is something that Lifelong Learning helps to support. It is administered through the College of Applied and Technical Studies, but is really tightly tied to Lifelong Learning as well as College of Aeronautics and Engineering and Advanced Materials and Liquid Crystals

Institute. Lifelong Learning works with the Corporate Engagement office to provide direct corporate training.

Secretary Tillett asked about the enrollment for the semiconductor and nursing microcredentials.

Dean Shadduck said that it varies between the two. The most is what is done with through the semiconductor program via the Intel grant. The non-credit microcredential had about 80 students involved in the last year. The credit microcredential is still in its build up stage. So, there have not many students. Approximately four or five students.

Secretary Tillett asked for a description of the non-credit approval process.

Dean Shadduck explained that there is a form that is filled out by the person or group that is interested in providing the non-credit microcredential. That is then shared with the committee that is made up of some of the people that are also on the credit committee and others are added just for that committee. The item comes to the committee as an information item. It will be piloted for two years and then will automatically go away after two years unless the committee approves for it to stay. There is a second part of the process where they come back to discuss keeping the non-credit microcredential. They will fill out another application to keep the non-credit microcredential. At that stage, the committee would have the deciding power to approve or deny the request. The idea is to treat everything as a pilot.

Secretary Tillett asked if the committee was comprised of faculty.

Dean Shadduck said it is almost all faculty with a few administrators from different areas across the university.

Secretary Tillett asked if an academic unit or specific faculty member want to develop a credit or non-credit microcredential, if they have to go through Lifelong Learning or can they do it on their own.

Dean Shadduck said that it is supposed to be doing it all through the common process. This keeps the records together. That does not mean that the Lifelong Learning Unit is doing something other than helping to facilitate. Some groups know how to implement. What Lifelong Learning is doing is keeping the overall list. If a badge is going to get issued, there is a common badging software now for the university.

Professor Salaba asked if the microcredentials are available to current students and non-students.

Dean Shadduck said yes.

Professor Salaba asked if there is a ratio of how many are actually students, and how many non-students.

Dean Shadduck explained that it depends on the kinds of things that the unit is doing. The things that are done directly by the corporate training group, almost all of that are people who are not registered students at the university. That is the biggest number of people that are impacted. People that are taking the credit microcredentials are Kent State students. There are some

exceptions like for the semiconductor. It was done in the summer and not only attracted students from Kent State, but also some students from surrounding institutions as well. It was part of a partnership. Of the 30 students that were involved this last summer, 17 or 18 of them were Kent State students. The remainder came from other institutions. It really depends on the particular learning experience.

Professor Salaba asked who markets and recruits for the non-credit externally facilitated programs. She asked if Kent State is giving out a document that says the students took the classes from LinkedIn.

Dean Shadduck said LinkedIn is one that would not be a microcredential at this stage. LinkedIn resources can be used in the building of a microcredential. The university has a contract with LinkedIn Learning. Lifelong Learning is not giving any kind of credential or badge for those. It is being tested to see if a faculty member could use some of the videos to complement a non-credit learning experience that is basically hybrid. The students spend time watching these videos, but when they come together they will work on, practice and have a faculty member guiding them in what to do. Another relationship is with Green Flower. They have developed those learning experiences and Kent State, in effect, is helping them have access through the name to learners who would be interested in doing that. Kent State does not issue a badge, but we do have a contract with them that they are associated with Kent State and using the name.

Professor Salaba asked about the difference between Lifelong Learning and Continuing Education.

Dean Shadduck explained that they are very similar. Continuing education is a term that was used, but less commonly used now. Continuing education was used as a term associated with people that were in a particular profession. That profession required that you continue to learn a certain amount of time every year to continue to build your knowledge in the profession. More recently, the broader term of lifelong learning has been used more commonly across the country. It is intended to be something that includes things that are happening at all stages of life like the senior guest program. Lifelong learning includes those who want to keep learning or learn in addition to what they need for their profession.

Professor Salaba asked if the “continuing” part of OCDE might be under Lifelong Learning.

Dean Shadduck said the unit did continuing education coordination that used to be under Kent State Online but was most recently moved under Lifelong Learning Unit a couple years ago.

Dean Spake asked if the microcredentials, specifically Organizational Leadership II, would be stackable or will they always be considered “standalone.”

Dean Shadduck said that they could eventually go into a non-business degree that is related to organizational leadership. She said they are not the stage to do that, but it could be a future conversation.

Professor Salaba asked if Digital Knitting microcredential takes a year to obtain, but there are only three classes, if the courses are not offered as often.

Dean Shadduck explained that they are intended to be sequential. Students would do one course in fall, one in spring and one the following fall.

Professor Salaba asked if the courses are a prerequisite to each other.

Dean Shadduck said she does not recall if the courses are a prerequisite to each other, but the intention of the microcredential was to do the courses sequentially.

Secretary Kellogg clarified that the courses are prerequisites to each other, so they have to be taken in sequence.

### **III. Council Business**

#### **A. Discussion Item: Course delivery requirement in course proposals**

##### [VIEW THE DISCUSSION](#)

Secretary Tillett stated that Curriculum Services was asked to put check boxes in CIM to indicate delivery courses are being offered and to provide evidence that online designation did go through the appropriate faculty consultation and approval. What Curriculum Services is seeing is that most are selecting everything including zoom classroom. When the office inquired, they were told that the unit does not offer this course online or in all of these modalities, but maybe someday in the future. Therefore, they want to get this approval over now. Not everyone was doing that, but many courses were coming through with everything checked. The issue with that is Kent State is required by the state to seek approval for a mostly online or fully online program. The fear is that some academic units are putting through all of their courses through CIM and indicating them as all offered online. Even though that is not accurate today or next year. Curriculum Services will have to submit paperwork for those courses for the programs to be approved as online. If they are not offered online, Kent State is doing a disservice to the students. When filling out the paperwork, it should reflect what the program is doing now or what has been done in the past. If anyone wants to change the delivery, know the curriculum deadlines and timeline do not apply to delivery. What really needs to be shown in the CIM form is the approval. The office is not saying that the CIM effective date is when the course can first be offered online. They are, however, asking everyone not to check online if you do not plan on offering that course online or you do not know if you ever will. If there comes a time when it needs to be offered online, submit a CIM proposal to document the approval.

Secretary Kellogg added that it gives pause when all four delivery options are selected. Not everyone is selecting all, but the office wants to make it clear that only delivery modes that are being taught or planned to be taught should be selected. Delivery mode selection is for documenting purposes.

Professor Gracy asked when a program is online, why they should seek approval for the course to be offered online.

Secretary Kellogg explained that it is to document the approvals. If the curriculum committee has documentation that the courses were approved to be online 10+ years ago, that is fine to attach. Since those documents do not exist or cannot be located, the office is asking for an updated vote to be able to show documented approval.

Secretary Tillett added that Professor Gracy's program was not unique in needing the documented approvals. If documentation exists from when the program and/or course was voted on to be taught online, that is all that is needed. This came from CBA. Going forward, when anyone creates a new course and they check online, it goes through their committee. When faculty approve the new course, they approve the delivery mode. This was a one-time thing and was to clean up what was already there. When it became clear there was no central repository of these approvals, even though it said in the CBA there needed to be documentation of that approval. The Provost Office even said they could not find where this information was located. That is the reason for doing this. It was a heavy lift for all academic units and the office appreciates the unit's getting approvals. Going forward, it should be a lot easier.

Dean Shadduck expressed concern for needing to use a specific online delivery mode sometimes without warning and not being able to check all delivery modes in CIM to allow for this.

Associate Professor Ensley asked for clarification on why it is a problem to approve all online modalities as opposed to one.

Secretary Tillett explained that the problem is when all courses of a program come through with online checked, but the program is not approved to be online.

Secretary Kellogg added that if the course is offered online, checking all online modes is fine.

Secretary Tillett said that courses come through with all modalities checked. When the office checks if the program is online, they say "No, but maybe someday." Checking all modalities does not accurately reflect what the program is doing or had planned for the next academic year.

Associate Professor Ensley said the problem would still emerge even if people did not choose all modalities but made every class asynchronous.

Secretary Tillett clarified that synchronous and asynchronous courses are still online. If the instructor is not in the same classroom and not in the same physical space, that is considered distance education which is online. This is not only for the CBA, but for reporting to the feds which affects student financial aid. The Office of Global Education (OGE) has noticed an uptick in online undergraduate course offerings. The problem with this is that international students are only allowed to take 3 credits of online coursework of their 12 full time credit load. OGE said international students are scrambling to find in person courses to go towards their requirements. She asked members to keep in mind when they are scheduling courses that there is enough coursework that counts toward the degree that can be taken in person.

#### **IV. Academic Unit Proposals Review**

##### **A. Action Items**

##### **College of Aeronautics and Engineering**

**1. School of Aeronautics—Establish a new school (*fall 2025*)**

**2. School of Engineering—Establish a new school (*fall 2025*)**

##### [VIEW THE DISCUSSION](#)

Dean Bloebaum stated that the College of Aeronautics and Engineering (CAE) has two sites. One on the Kent campus. The Aeronautics and Engineering building had an expansion of over 40,000 square feet last year. The other site is the Kent State airport and FedEx Air Notes

Academic Center where the Professional Pilot program is housed. The college has the largest collegiate fleet in the state of Ohio with 34 aircraft. The program is potentially the largest in the state. Even as the schools are created, there will be so much overlap between the two areas. The college's focus is on the hands-on experience. This is something that differentiates Kent across the board with the competitors in the region with a focus on professionalism throughout the curriculum. It is important for the students to understand that they have to take risks, what that means and how to handle, mitigate and recover after failure. That is something that differentiates Kent CAE students. The college has three advisory councils. The first one is the CAE Advisory Council, which is there to help Dean Bloebaum to think strategically about the future. The other two are Aero Advisory Council and ENGR Advisory Council that works on curriculum and accreditation. Air Traffic and Airspace Management, Professional Pilot and Unmanned Aircraft Systems Flight Operations are CTI (Certified Training Initiative) which means there are advantages with the FAA. Students have a shorter time, for instance, to get to commercial for Professional Pilot. The college has temporarily suspended the Aviation Maintenance program until they can get the part 149 out at the airport. On the engineering side, there are two sets of programs. One is the more theoretical and the other are more hands-on. Even though the word technology is included, they are not technicians. They are four-year degree engineers and go into the industry with engineering titles. The college is working to ensure all programs are accredited by ABET. The accreditor visit was very positive. The Applied Engineering program is going through a name change. This will help to get accredited by ABET and is in demand and much more recognizable. The Master of Engineering Technology is really aimed at those in the industry wanting to get additional credential for advancement. The Master of Science in Aviation Management Logistics is temporarily suspended as the college reworks and develops it into a more flexible degree that will serve more aeronautics faculty. The college is a National Security Agency and National Centers of Academic Excellence in Cybersecurity. That designation for the Computer Engineering Technology program. Students have to graduate from the program before it can be accredited. Spring enrollment continues to increase. The college had 15 graduate students start this past spring and about seven to eight transfer students. Dean Bloebaum is anticipating close to 400 students. It is important to note that the Professional Pilot program is limited by multiple things including a number of aircraft as well as maintenance out at the airport. The college has to scale back on the number of students that can be admitted. Last year and this year, there are 30 less spots that they are admitting. The college continues to see growth despite the scale back. They are hoping to catch up this year so that next year, they can increase the numbers for that program. The college is working hard on transfers. The graduate numbers are not because there is no interest, but because the requirements have been tightened up. The outreach programs have been very important in engagement and recruitment. Partnerships have also been very important. The research includes Artificial Intelligence, sustainability, human-machine interaction and aerospace guidance and navigation. The Digital Engineering Design Center which is funded by the National Center for Defense Manufactured Machining. This is the first year that they have been awarded close to \$600,000 for funding plus \$200,000 in equipment. The other center is Advanced Air Mobility. The center spans everything in the college and beyond. The President has asked that the college pursue a state innovation hub proposal. The college is working on two new facilities at the airport. One is the maintenance operation center, and the other is an academic center. Even with the growth in students, the faculty numbers have stayed about the same. The college does need to hire and are looking at a couple positions that need filled. They have utilized streamlining courses and maximizing efficiency. At the airport, there are about 60 flight instructors that work up to 28 hours per week. They are like part-time

faculty that do one-on-one instruction. The college has been fiscally responsible, has been saving for their projects and lean with all staff across the college.

Chair Dauterich asked if it was okay to do the items as a slate.

Dean Bloebaum agreed.

Dean Shadduck made a motion to approve, and Associate Professor Ensley seconded.

With no comments or questions, the item passed with one “no.”

With no further questions or comments, the meeting adjourned at 4:53pm.

Respectfully submitted,

*Christa N. Ord*

Christa N. Ord  
Operations and Special Projects Coordinator, Curriculum Services  
Office of the Provost