

College of Aeronautics and Engineering

Faculty Handbook

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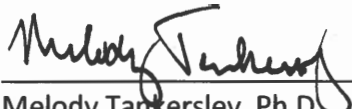
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I. College Governance and Related Procedures

I.1 College Vision, Mission, and Core Values

I.1.A Vision Statement

To be recognized as a global leader embracing a unique synergy of aeronautics, engineering, and technologies that inspires our diverse talent to innovate, impact and improve life, making the universe more accessible and the opportunities for our students immeasurable.

I.1.B Mission Statement

To embrace a unique synergy of aeronautics, engineering, and technologies, positively changing the trajectory of the regional, national, and global community by:

- Providing a dynamic educational experience that fosters experiential learning;
- Cultivating innovative research that transforms ideas into reality; and
- Producing forward-thinking professionals, empowered through their diverse and collective perspectives, dedicated to overcoming limits and improving lives.

I.1.C Core Values

As a college community, we will pursue **excellence** in all we do, built upon the foundations of **respect**, **compassion**, and **inclusiveness**. We will operate and make decisions with **integrity**, as we engage in **collaboration** to build a sense of belonging and to achieve our mission. We will embrace **perseverance**, recognizing that overcoming obstacles will ultimately lead to the kind of **innovation** that can most greatly impact and improve lives.

I.2 Faculty Definition and Voting Rights

College faculty comprise the full-time faculty who hold Tenured/Tenure-Track (TT) or Non-Tenure-Track (NTT) appointments of academic rank at the University and are members of the bargaining units as defined in the current Collective Bargaining Agreement (CBA).

Unless otherwise specified, voting rights on College matters are restricted to the members of the College faculty. On issues pertaining solely to the graduate program, voting is restricted to the Graduate Faculty. Where votes are held outside meetings, electronic, voice, or other verifiable means of voting are equally acceptable as written votes. Where votes of the College faculty, College Advisory Committee, or other College committees are conducted electronically, a majority of the entire electorate of the committee is required for approval.

All members of the College faculty may vote on curricular issues and operational concerns as they pertain to committee membership and Faculty-elected/nominated leadership positions.

I.3 Maintenance and Amendments to the CAE Faculty Handbook

In accordance with the TT CBA, the Faculty Handbook shall be developed by the College Advisory Committee and the Dean and subject to final approval by the Provost.

The College Advisory Committee shall maintain the CAE Faculty Handbook. All amendments or revisions to the College Handbook must be accomplished in accordance with the CBA and the guidelines provided in this CAE Handbook section.

A CAE Handbook Committee comprising College faculty members appointed by the College Advisory Committee (CAC) will review and revise the College Handbook as needed, but at least once every three (3) years.

The chair of the Handbook Committee shall be a TT faculty member. The composition of the committee shall approximate the ratio of TT faculty to FTNTT faculty, provided that TT faculty comprise a simple majority of the Committee per CBA guidelines.

Suggestions for modifications or amendments to the College Handbook may be initiated at any time by any College faculty member or the Dean.

Proposed modifications or amendments are subject to discussion, revision, and recommendation by the CAC. All modifications, amendments and revisions of the College Handbook require the approval of the Dean and the Provost.

Proposed amendments to the College Handbook will be considered at the next Regular or Special meeting of the College faculty, provided that the proposed changes are distributed to all faculty members at least two weeks prior to the meeting. The College Handbook may be recommended for amendment by a two-thirds vote of the College faculty members present at any meeting of the faculty, provided there is a quorum (a simple majority of which TT Faculty members constitute a majority) present. A majority vote of the College faculty may shorten the two-week review period, so long as adequate notice of an impending vote is provided to the College faculty beforehand.

At the discretion of the CAC, electronic voting may be used as an alternate method of voting, provided that the proposed changes are distributed to the College faculty at least two weeks prior to the deadline for the vote. Electronic approval of proposed changes to the College Handbook requires a two-thirds majority of the College faculty. The College faculty vote, while is non-binding and advisory, provides faculty input to the process as the Dean and CAC finalize the Faculty Handbook for Provost approval.

All revisions of the College Handbook must be consistent with University policy and current CBA.

I.4 Organization and Academic Structure of the College

In accordance with Article 6, Section 4 of the Tenure-Track CBA, the Dean of the College of Aeronautics and Engineering shall consult with the CAC, and/or appropriate committees with

respect to budget and resources, faculty positions, and the administrative structure and organization of the College.

I.4.A Dean, Associate Dean, Assistant Dean, and Director Positions

Administrative staff in the College of Aeronautics and Engineering with decision authority include: Dean, Associate Deans, Assistant Dean, and Directors.

I.4.A.1 Dean

The Dean provides leadership to and serves as the principal administrator of the College, including complete line responsibility for personnel, general administration and management, budget, academic and development functions. The Dean reports to the Senior Vice President and Provost. The job description for the [Dean](#) is available on the Human Resources' website.

I.4.A.2 Associate Dean for Academic Affairs

The Associate Dean for Academic Affairs shall assist the Dean in the overall administration of undergraduate programs in the College of Aeronautics and Engineering. The [job description for the Associate Dean for Academic Affairs](#) is available on the Human Resources' website.

I.4.A.3 Associate Dean for Research and Faculty Affairs

The Associate Dean for Research and Faculty Affairs shall assist the Dean in overseeing the CAE research mission by promoting the development of research and scholarly productivity of faculty and students. [The job description for the Associate Dean for Research and Faculty Affairs](#) is available on the Human Resources' website.

I.4.A.4. Assistant Dean for Flight and Operations

The Assistant Dean for Flight and Operations shall assist the Dean in the overall administration of the College of Aeronautics and Engineering, specifically by providing administrative leadership for the professional flight program and affiliated operations. [The job description for the Assistant Dean for Flight and Operations](#) is available on the Human Resources' website.

I.4.A.5. Directors

The title of Director is used to designate a College administrator with direct administrative, supervisory, and budgetary responsibilities for a particular administrative or service office. These positions are generally full-time administrative positions for which the Dean must approve the position descriptions. The Director for [Aircraft Maintenance](#) reports directly to the Assistant Dean for Flight and Operations.

The Director for [Philanthropy](#), who is a direct report to DPAE supervisors, works collaboratively with the administrators and Dean in the College. The Directors for [DEI and Student Affairs](#), [External Affairs](#), [Finance and Operations](#), [Strategic Communications and External Engagement](#), and [Strategic Marketing and Community Outreach](#) report directly to the Dean.

I.4.B Academic Program Areas

As recommended by the CAC, the CAE comprises the following Academic Program Areas:

- Aeronautics
- Engineering
- Graduate Studies

College faculty have voting rights within only one of the disciplinary Academic Program Areas of Aeronautics or Engineering, thereby becoming Program faculty of either the Aeronautics or Engineering Programs. College faculty may have Graduate status as defined by University Policy 6-15.1: Administrative Policy Regarding Graduate Faculty.

I.4.B.1 Undergraduate Program Coordinators

A Program Coordinator is a College faculty member who serves as the chief academic representative of each Academic Program Area. The Program Coordinator is responsible for recording, maintaining, and implementing the academic and operational policies and procedures stated in this Handbook through regular and thorough consultation with the Program faculty, other Program Coordinators, and the College's various committees. The Undergraduate Program Coordinators report directly to the Associate Dean for Academic Affairs.

(a) Selection of Program Coordinators

In consultation with the CAC and Program faculty, the Dean will select Undergraduate Program Coordinators from the College faculty. Normally, Program Coordinators will be assigned workload equivalency each academic semester based on the recommendations in Section II of this Handbook.

Normally, Undergraduate Program Coordinators will be assigned administrative duties with appropriate compensation as per the applicable CBA during the summer term in order to maintain continuity during this term with respect to undergraduate student advising, admission and graduation processing, transfer evaluations, and other Academic Program Area administrative support functions.

(b) Duties and Responsibilities

Undergraduate Program Coordinator duties include, but are not limited to the following:

- Facilitate the development and maintenance of the programs within an Academic Program Area to be consistent with the College's goals;
- Approve transfer credit evaluations;
- Recommend representatives to search committees to the Dean, as requested;
- Evaluate and recommend part-time CAE faculty to teach specific courses within the corresponding Academic Program Area in coordination with the Associate Dean for Academic Affairs;
- Coordinate undergraduate curriculum development efforts of courses and programs related to their Academic Program Area;
- Develop and review overall program curricula and undergraduate course inventory for the corresponding Academic Program Area;
- Present all proposed programs for the corresponding Academic Program Area to the College Curriculum Committee (CCC) for approval;
- Serve as voting member of the CAC, CCC, and the Graduate Faculty Advisory Committee (GFAC);
- Maintain the accuracy of curricular roadmaps for the corresponding Academic Program Area;
- Work with Lead Faculty on common issues across all curricula in the corresponding Academic Program Area;
- Plan and coordinate faculty meetings for the corresponding Academic Program Area;
- Assist the Associate Deans in the development of the schedule for the upcoming year by providing input from faculty from their respective Academic Program Areas;
- Recommend to the Graduate Coordinator, the needs for teaching assistantship support in the program; and
- Prepare and review information for the University's Undergraduate Catalog description of the Academic Program Area.

I.4.B.2. Graduate Coordinator

The Graduate Coordinator is a College faculty member who chairs the Graduate Faculty Advisory Committee (GFAC) and oversees the operation of the College's graduate programs and curriculum. The Graduate Coordinator reports to the Associate Dean for Research and Faculty Affairs.

a) Selection of the Graduate Coordinator

In consultation with the CAC and Graduate Faculty, the Dean will select the Graduate Coordinator from the College faculty. Normally, the Graduate Coordinator will be

assigned workload equivalency each academic semester based on the recommendations in Section II of this Handbook.

Normally, the Graduate Coordinator will be assigned administrative duties with appropriate compensation as per the applicable CBA during the summer term in order to maintain continuity during this term with respect to graduate student advising, admission and graduation processing, transfer evaluations, and other Graduate Program administrative support functions.

b) Duties and Responsibilities

The Graduate Coordinator duties and responsibilities include, but are not limited to the following:

- Facilitate the development and maintenance of the graduate programs to be consistent with the college's goals;
- Approve course substitutions, transfer credit evaluations, and special petitions for students in the Graduate Program with consultation of the Program Lead Faculty;
- Recommend representatives to search committees to the Dean, as requested;
- Evaluate and recommend part-time CAE faculty to teach specific graduate courses in coordination with the Associate Dean for Research and Faculty Affairs;
- Coordinate graduate curriculum development efforts of courses and programs;
- Facilitate, review, and maintain overall program curricula and graduate course inventory;
- Present all proposed programs for the graduate program to the Graduate Faculty Advisory Committee for approval;
- Serve as voting member of the College Advisory Committee (CAC), College Curriculum Committee (CCC), and Graduate Faculty Advisory Committee (GFAC);
- Maintain the accuracy of graduate roadmaps;
- Work with lead faculty on common issues across all graduate curricula;
- Plan, coordinate, and chair GFAC meetings;
- Recommend to the Associate Dean for Research and Faculty Affairs, the awarding of graduate assistantships in the program;
- Prepare and review information for the University's Graduate Catalog;
- Manage the graduate programs in conjunction with the GFAC and Program Lead Faculty;
- Make recommendations from the GFAC to the Associate Dean for Research and Faculty Affairs regarding Graduate Faculty membership;
- In accordance with the student's Faculty advisor, maintain and review graduate student records to monitor academic standing;
- Upon a student's application for graduation, provide an audit of student graduate degree completion requirements to CAE Student Services advisors for their use in graduation clearance;

- Serve as either the primary or alternate College liaison, as designated by the Associate Dean for Research and Faculty Affairs, to the University's Graduate College;
- Serve as the College Representative to the Graduate Council of the University's Graduate Educational Policies Council (EPC);
- In consultation with the appropriate faculty, approve thesis/dissertation topics, thesis/dissertation faculty directors/advisors, individual investigations, and special topics courses at the graduate level; and
- Assist the Associate Deans in the development of the schedule for the upcoming year, by providing input from faculty from their respective Academic Program Areas.

I.4.B.3 Program Lead Faculty

Lead Faculty, appointed annually by the Associate Dean for Academic Affairs in consultation with the Undergraduate and Graduate Program Coordinators and the CAC, shall serve as a liaison for a group of designated disciplines at both the graduate and undergraduate levels.

The Lead Faculty member shall provide advice pertaining to the associated programs, propose or suggest curricular changes, and may suggest proposed faculty to teach courses for the academic area. Lead Faculty serve in an advisory role to address issues that arise in the execution of curricular programs in their discipline areas:

Lead Faculty shall be appointed to cover the following eleven discipline areas, related programs, and degrees (with the understanding that these may change as new programs are developed, programs are modified, or faculty expertise changes). Load for Minors would be part of Lead Faculty duties when there is alignment, just as is the case when they align with Chief duties. Otherwise, load will be determined based upon needs of the Minor.

Aeronautics Studies and Professional Pilot:

- B.S., Aeronautics, Aeronautical Studies Concentration
- B.S., Aeronautics, Professional Pilot Concentration

Aerospace Engineering:

- M.S./Ph.D., Aerospace Engineering
- B.S., Aerospace Engineering
- B.S., Aeronautical Systems Engineering Technology

Air Traffic Control:

- B.S., Aeronautics, Air Traffic Control Concentration

Applied Engineering & Technology Management:

- M.E.T., Master of Engineering Technology
- B.S., Applied Engineering & Technology Management

Aviation Maintenance Management and Dispatch:

- B.S., Aviation Maintenance Management

Aviation Management:

- B.S., Aeronautics, Aviation Management Concentration

Aviation Management & Logistics:

- M.S., Aviation Management & Logistics

Computer and Cybersecurity Engineering:

- B.S., Computer Engineering Technology
- B.S., Cybersecurity Engineering

Foundry:

- B.S., Applied Engineering, Foundry Concentration

Mechatronics and Mechanical Engineering:

- M.S./Ph.D., Mechatronics Engineering
- B.S., Mechatronics Engineering
- B.S., Mechatronics Engineering Technology
- B.S., Mechanical Engineering Technology

Uncrewed Aerial Systems (UAS) and Advanced Air Mobility (AAM):

- B.S., Aeronautics, UAS Operations Concentration

Minors in CAE

- Aircraft Dispatch Minor
- Aviation Law and Policy Minor
- Aviation Management Minor
- Aviation Weather Minor
- Computer Engineering Technology Minor
- Electronic Technology Minor
- Innovation Minor
- Professional Pilot Minor
- Safety, Quality, & Lean Minor
- Sustainability Minor
- Technology Minor
- UAS Minor

I.5 College Committees

I.5.A College Advisory Committee (CAC)

The purpose of the College Advisory Committee (CAC) is to fulfill the requirements of the CBA in relation to faculty participation in College governance and to advise the Dean.

The CAC shall act as an advisory and recommendatory committee to the Dean: on all academic matters central to the college's academic mission; on other matters on which the Dean seeks its recommendation; and on other matters of concern to the CAC.

The CAC shall consist of the following College faculty members, all of whom are voting members:

- Undergraduate and Graduate Program Coordinators;
- Chair of the College Curriculum Committee; and
- Elected at-large members equal to three from each program area, with two (2) TT and one (1) FTNTT Faculty per Program Area (i.e., Aeronautics & Engineering). If no FTNTT Faculty member is available, three (3) TT members shall be selected.

The Dean will serve as an ex-officio, non-voting member of the CAC. The above CAC membership configuration may be modified when approved by a majority vote of the CAC. Those changes shall be reflected in the subsequent update of this Handbook.

Per the current TT CBA, TT Faculty members of the CAC shall constitute a majority of the members of the CAC. At-large TT members will be elected as necessary to ensure a majority membership of the CAC.

Administrators with faculty rank who hold a full-time administrative position within the College may not serve as a CAC member.

CAC matters include, but are not limited to:

- College-level issues concerning reappointment, tenure, promotion, and dismissal;
- Allocation or re-allocation of faculty positions and academic staff positions within the college;
- The proposed addition, elimination, or restructuring of program areas within the college;
- General guidelines regarding allocation of faculty salary increases from the Dean's salary increase pool and regarding other salary adjustments, when and if applicable;
- Appointment of new faculty, including issues of rank and salary parameters;
- Review the academic qualifications of candidates for distinguished academic ranks;
- College planning and budget priorities including allocation of College discretionary resources;
- Selection of faculty members for, and structure of, College committees;
- Faculty professional improvement and other leaves, if and as appropriate;

- Procedures for the establishment, review, and appropriate revision of the CAE Faculty Handbook;
- College-level issues related to the advising and retention of students;
- Appointment of an ad-hoc committee of the CAC to provide performance review insight of FTNTT Faculty to the CAC as a written evaluation; and
- Establishment of a Student Academic Complaint Committee (SACC) in accordance with the policies and procedures of Section 4-02.3 (Administrative Policy and Procedure for Student Academic Complaints) of the University Policy Register, and the provisions of this Handbook.

Per the current TT CBA, the CAC may delegate its duties to other college committees of which TT Faculty members shall constitute a majority when appropriate. In consultation with the CAC, the Dean may appoint ad hoc committees of CAC members for assistance in carrying out CAC functions. The CAC may appoint ad hoc committees comprising members of the College faculty for assistance in carrying out CAC functions. For all such committees, TT Faculty members shall constitute a majority.

In addition to the above responsibilities, the CAC will also elect or nominate the following in accordance with the schedule set forth in Section I.7:

- Elect a Tenured Faculty member to sit on the Provost's Advisory Council (PAC);
- Nominate at least three tenured associate or full professors to the Dean to serve on the Provost's university-wide Tenure Advisory Board (TAB); and
- Nominate at least three tenured associate or full professors to the Dean to serve on the Provost's university-wide Promotion Advisory Board (PAB).

If a member of the CAC does not serve out the term of their appointment (Section I.7) , another person will be elected by the College faculty to serve out the remainder of their current term.

Meetings of the CAC shall be convened and chaired by the Dean who, in consultation with the CAC, sets the agenda for its meetings. CAC members may request that items be added to the agenda.

CAC meetings will be scheduled at minimum at the frequency specified in Section I.7 or upon a request by at least one-half of the members of the CAC. A quorum is a simple majority of the voting members. Passage of a motion requires an affirmative vote of the majority of the voting members present, provided there is a quorum. Motions may also be voted on electronically.

Actions of the committee, except those taken in executive sessions, will be recorded in minutes that are distributed to all CAC members and the Dean's Office. Actions taken in executive session or concerning personnel matters will be recorded in minutes that are accessible to all CAC eligible committee members.

It is understood that some discussions on the CAC should be treated with discretion. Materials and information deemed appropriate will be distributed by the Dean.

I.5.B TT Faculty Reappointment, Tenure, and Promotion (RTP) Committee

The policies and procedures which govern the College's ad hoc Tenured/Tenure-Track Reappointment, Tenure, and Promotion (RTP) Committee are included in the University Policy Register and the Tenured/Tenure-Track CBA. Procedural and operational guidelines for this committee are provided annually by the Office of the Provost. This committee reviews materials relevant to the professional performance of faculty who are candidates for reappointment, tenure, or promotion in rank, and makes recommendations to the Dean on each of these personnel decisions. The recommendations of this committee and the Dean, together with the materials assembled for the committee by the candidates, are forwarded to the Provost.

The RTP Committee is an ad hoc CAC committee consisting of members specified by the Tenured/Tenure-Track CBA and the University Policy Register. The Associate Dean for Research and Faculty Affairs, as directed by the Dean, will serve as the non-voting Chair of the RTP Committee. RTP Committee members will be selected in accordance with Section I.7 of this Handbook and the CBA.

The RTP Committee is responsible for evaluating candidates, voting on candidates, and making recommendations to the Dean for reappointment, promotion, and tenure on the basis of the criteria specified in Section 3.1 (Reappointment, Tenure, and Promotion of Tenured/Tenure-Track Faculty) of this Handbook. This responsibility of the committee will be in accordance with University policies.

The RTP Committee will be convened by the Associate Dean for Research & Faculty Affairs and will meet as deemed necessary and in accordance with deadlines established by the University's reappointment, promotion, and tenure procedures.

To meet university deadlines and ensure reviewers have a suitable amount of time for a fair and thorough review, the Associate Dean for Research and Faculty Affairs in consultation with the RTP Committee will suggest internal portfolio submission deadlines. Please note, however, that all RTP files must be submitted according to the date established in University Policy and the CBA.

I.5.C Full-Time Non-Tenure Track Faculty (FTNTT Faculty) Performance Review and Promotion Committees

The policies and procedures that govern the College's ad hoc Full-Time Non-Tenure Track (FTNTT) Performance Review and Promotion committees are included in the University Policy Register and the FTNTT CBA. Procedural and operational guidelines for these committees are provided annually by the Office of the Provost. These committees review materials relevant to the assigned duties and other contributions of FTNTT Faculty who are

candidates for renewals of appointment or promotion in rank, as applicable to the appropriate committee, and make recommendations to the CAC on each of these personnel decisions. The recommendations of these committees and the Dean, together with the materials assembled for the committee by the candidates, are forwarded to the Provost.

I.5.C.1 FTNTT Performance Review Committee

The FTNTT Performance Review committee considers FTNTT candidates for any Performance Review specified by the FTNTT CBA. The FTNTT Performance Review Committee is an ad hoc committee of the CAC that provides advisory input to the CAC pertaining to FTNTT faculty performance. The CAC is responsible for the performance reviews of FTNTT faculty members.

Membership of the Performance Review Committee will be selected by the CAC, to include all FTNTT members of the CAC and additional FTNTT members selected per the current CBA and College Handbook. No member shall vote on, join in the deliberation of, or make a recommendation on their own appointment. The Associate Dean for Research and Faculty Affairs, as directed by the Dean, will serve as the ex-officio Chair of the Performance Review Committee, and will share the committee's written input with the CAC to aid in their evaluation.

The Performance Review Committee will evaluate candidates and advise the CAC regarding renewal on the basis of criteria specified in Section 3.2 (Renewal of Appointment, Performance Reviews, and Promotion of Full-Time Non-Tenure Track (FTNTT) Faculty) of this Handbook.

The Performance Review Committee will be convened by the Associate Dean for Research and Faculty Affairs and will meet as necessary to comply with deadlines in the FTNTT CBA, and in accordance with deadlines established by the University's renewal, performance review, and promotion procedures.

I.5.C.2 FTNTT Promotion Advisory Board (NPAB)

The FTNTT Promotion Advisory Board (hereinafter referred to as NPAB) considers FTNTT candidates for promotion to a higher rank.

The NPAB shall consist of FTNTT representatives constituted by the Dean per procedures in the FTNTT CBA to serve on the College's NPAB. Composition and rank of the members shall be in accordance with the CBA. The Associate Dean for Research and Faculty Affairs, as directed by the Dean, will serve as the ex-officio Chair of the NPAB.

The NPAB will evaluate, vote on, and make recommendations to the Dean for candidate promotion, on the basis of criteria specified in Section 3.2 (Renewal of Appointment, Performance Reviews, and Promotion of Full-Time Non-Tenure Track

(FTNTT) Faculty) of this Handbook. Electronic ballots will be used to record votes and after notification by the Provost or President as appropriate, those ballots will be available to the candidate.

The NPAB will be convened by the Associate Dean for Research and Faculty Affairs and will meet as deemed necessary and in accordance with deadlines established by the University's renewal, performance review, and promotion procedures.

The Associate Dean for Research and Faculty Affairs, in consultation with the NPAB, may suggest internal portfolio submission deadlines to ensure adequate time for a thorough review. However, all submission dates must be consistent with the FTNTT CBA and the procedural and operational guidelines distributed annually by the Provost's office.

I.5.D Student Academic Complaint Committee (SACC)

The Dean, through the CAC, will establish a Student Academic Complaint Committee. The Student Academic Complaint Committee (SACC) is an ad hoc CAC committee, and its procedural operation is described below. The committee will have at least five members plus at least one student member, each of whom will be elected according to the schedule in Section I.7. The committee will elect a chair, who will serve as the point of contact to the Dean, should the need arise.

All student academic complaints within the college will be handled in accordance with University Policy 4-02.3: Administrative Policy and Procedure for Student Academic Complaints. This includes an informal process followed by a formal process in the event resolution is not found informally.

Since the college does not have department chairs, the first organizational level academic leaders are the Associate Dean for Academic Affairs, who will receive undergraduate student informal and formal complaints, and the Associate Dean for Research and Faculty Affairs, who will receive graduate student informal and formal complaints. The Associate Deans will coordinate with the Student Academic Complaint Committee as necessary.

I.5.E. College Curriculum Committee (CCC)

The College Curriculum Committee (CCC) assists the Chair of the CCC in supervising and coordinating the College's programs, course offerings, and curriculum. The CCC makes recommendations to the CAE Dean on all academic matters that affect the undergraduate programs of the College.

Per the current Tenured/Tenure-Track CBA, the tenured/tenure-track faculty members of the CCC shall constitute a majority of the members of the CCC. The CCC shall consist of: the Undergraduate Program Coordinators; Graduate Coordinator; and two (2) TT and one (1) FTNTT elected at-large members from each Program Area. If no FTNTT Faculty member is

available from a Program Area, a third TT member shall be elected. All are voting members. One of the at-large, elected members will be elected Committee Chair by the committee. The CCC membership configuration specified in this section may be modified when approved by a majority vote of the CCC. Those changes must be consistent with the CBA and shall be reflected in the subsequent update of this Handbook.

At-large members shall be elected by the College faculty in accordance with schedule set forth in Section I.7. Newly elected CCC representatives shall take office at the beginning of the Fall Semester and shall serve a two-year term. The Dean and Associate Deans will be ex-officio, non-voting members of the CCC.

The Chair of the CCC will be elected by the voting members of the CCC in accordance with the schedule in Section I.7. The Chair of the CCC will inform the College faculty of the deadlines for submission to the CCC to meet EPC deadlines. Curriculum proposals will be distributed to all College faculty members in the appropriate Academic Program Area and the Associate Dean for Academic Affairs. All proposals must be approved by the respective Program Curricular Committee before submission to the CCC.

The CCC will make recommendations to the Dean for changes in undergraduate academic programs proposed by the Program Curricular Committees within the CAE. Motions to make changes to an undergraduate academic program must originate from College faculty members within the applicable Academic Program. All required documentation will be provided to the Dean's Office by the CCC Chair. The Dean will process and forward CCC curricular recommendations to University officials and governance bodies as appropriate.

For CCC actions, a quorum is a simple majority of the voting members. Passage of a motion recommending any curriculum revision requires an affirmative vote by the majority of the faculty members present and voting, provided there is a quorum. Motions may also be voted upon electronically, in which case an affirmative vote by the majority of the voting members is required. Minutes will be kept and distributed to the CCC members and the Dean's office.

I.5.F Graduate Faculty Advisory Committee (GFAC) / Graduate Curriculum Committee (GCC)

The Graduate Faculty Advisory Committee (GFAC) assists the Graduate Coordinator with the oversight and development of the College's graduate programs. The GFAC also serves as the College's Graduate Curriculum Committee (GCC). The GCC reviews proposals for graduate program changes, new graduate courses, changes in course content and related curricular matters, assign faculty to evaluate Teaching Fellows/graduate students providing instruction, and assists the Associate Dean for Research and Faculty Affairs and the Graduate Coordinator with periodic reviews of the College's graduate program as a whole.

Per the current Tenured/Tenure-Track CBA, the TT faculty members of the GFAC shall constitute a majority of its members. The GFAC shall consist of: the Undergraduate Program Coordinators; the Graduate Coordinator; the Chair of the CCC; and three (3) elected, at-large members holding full graduate status from each Program Area. All are voting members. The

GFAC membership configuration specified in this section may be modified when approved by a majority vote of the GFAC. Those changes must be consistent with the CBA and shall be reflected in the subsequent update of this Handbook. Graduate status is defined by University Policy 6-15.1: Administrative Policy Regarding Graduate Faculty.

At-large members shall be elected by the Faculty in accordance with schedule set forth in Section I.7. Newly elected GFAC representatives shall take office at the beginning of the Fall Semester and shall serve a two-year term. The Dean and Associate Deans, will be ex-officio, non-voting members of the CCC.

The Graduate Coordinator will serve as the Chair of the GFAC/GCC. The GFAC/GCC will be responsible for the development, oversight, evaluation, and revision of graduate curricula. Curricular changes in graduate programs will follow the protocol outlined in Section 5.4 (Curricular Policies and Procedures) of this Handbook. Proposed curricular changes will be forwarded by the Graduate Coordinator to the CCC. The Dean will process and forward all graduate curricular recommendations to University officials and governance bodies as appropriate.

Minutes will be kept of all meetings and distributed to all GFAC members and the Dean's Office.

The GFAC will meet as scheduled by the Graduate Coordinator during the academic year. A quorum is a simple majority of the voting members. Passage of a motion recommending any curriculum revision requires an affirmative vote of the majority of the faculty members present and voting, provided there is a quorum. Motions may also be voted upon electronically.

I.5.G Graduate Admissions Committee (GAC)

The Graduate Admissions Committee (GAC) assists the Graduate Coordinator to review and evaluate graduate admission applications. The GAC will consist of the Graduate Coordinator and at minimum two Graduate Faculty members selected by the Graduate Coordinator, with such selection ensuring that TT faculty constitute a majority. The Graduate Coordinator will act as the committee chair.

The GAC will review and evaluate the graduate admissions applications and make recommendations to the Dean for admission into the College's various graduate programs. The Graduate Coordinator will forward GAC recommendations to the Dean's Office. During the spring recess, winter break, semester intersession, and the summer term, the Graduate Coordinator will determine the admission recommendations for graduate program applicants on behalf of the Graduate Admission Committee. The GAC, in conjunction with research faculty, will recommend graduate assistant, teaching assistant, and research assistant assignments to the Dean.

The GAC, in consultation with faculty, will assign a faculty member with graduate status of the GFAC as an advisor for each graduate student.

Meetings of the GAC will be called by the Graduate Coordinator and will meet according to the schedule in Section I.6.

I.5.H. Program Curricular Committees

Program Curricular Committees will exist for each Academic Program Area, as determined by the CAC, for the purpose of providing the CCC recommendations for roadmap and curriculum changes specifically for the appropriate Academic Program Area. The Program Curricular Committees shall consist of the Lead Faculty and the Undergraduate Program Coordinator for the specified Program Area. The chair of the committee shall be the Undergraduate Program Coordinator. At-large TT members of the Academic Program Areas will be elected by the Academic Program faculty to the Program Curricular Committees as necessary to ensure a TT faculty majority.

The Program Curricular Committee is responsible for drafting changes to course descriptions and roadmaps in the Course and Program Information Management systems. Upon approval of changes by the committee, the Undergraduate Program Coordinator will then approve the changes and accept them in the system for review and approval by the Associate Dean for Academic Affairs and the CCC.

The Program Curricular Committees shall review any recommendations and curriculum additions, changes, and concerns from any College faculty member that supports that Academic Program Area.

The Undergraduate Program Coordinators shall arrange meetings of the respective Program Curricular Committees. These committees shall meet according to the schedule listed in Section I.6. Minutes will be kept of all meetings and distributed to all committee members and the Dean's Office.

I.5.I. CAE Awards Committee

The CAE Awards Committee is established by the CAC to assist the Dean in nominating and recognizing faculty, staff, and student achievements for college, university, and higher awards. The Awards Committee shall consist of a minimum of three College faculty members elected by the College faculty and shall be chaired by the Associate Dean for Research and Faculty Affairs. Additional staff members will be appointed by the Dean to ensure appropriate staff insight and input on staff awards. TT faculty membership will constitute a majority of the committee. Meetings will be convened as required by the Associate Dean for Research and Faculty Affairs.

I.5.J. CAE Scholarship Committee

The CAE Scholarship committee is established by the CAC to assist the Dean in selecting students to receive scholarships. The committee shall consist of 5 members, nominated by the College faculty and selected by the Associate Dean for Research and Faculty Affairs, and will include the staff scholarship administrator. TT faculty membership will constitute a majority of the committee. The committee will elect a committee chair.

I.5.K. Other *Ad Hoc* Committees

The Dean may establish, charge, and appoint the membership of ad hoc committees as required by the College. In establishing ad hoc committees, naming members, and designating a committee chair, the Dean shall consult with the CAC. The Dean will welcome requests and preferences from the College faculty before establishing and making appointments to ad hoc committees.

I.6 Meetings

I.6.A All-College Meetings

All CAE faculty and staff will meet at least three times per academic year: preferably during the week prior to the Fall Semester (the Fall All-College meeting), and near the beginning of the Spring semester (the Spring All-College meeting) as well as towards the end of the Spring Semester (End of term All-College meeting). Participation in the All-College meetings should be considered mandatory.

Elections for various positions shall be held at these meetings according to the schedule set forth in the following table. Additionally, all elections by the College to act on University committees shall be performed at the End-of-Term All-College meeting.

I.6.B Required Committee Meetings

Several of the committees listed in Section I.5 are vital to the successful everyday function of the College, the following table of minimum meeting frequencies shall be maintained by the chairs of each committee. Those committees not listed below in Table I-1 will have meetings at the committee chair's discretion.

I.6.C Special Meetings

Special meetings of the College faculty of a formal or official nature may be called at the discretion of the Dean or by the passage of a motion to that effect by the CAC. Informal meetings of the College faculty may be called by any member of the College faculty; however, no business of the College may be transacted or represented as having been transacted at such meetings.

Table I-1. Minimum Meeting Frequency for CAE Committees

Committee	Minimum Meeting Frequency
CCC	Monthly during the fall and spring semester
CAC	Three times per semester
RTP	As needed
GFAC	Monthly during the fall and spring semester
GAC	As needed
Program Curricular Committees	Monthly during the fall and spring semester
SACC	As needed
CAE Awards /Scholarship Committee	As needed

I.6.D Meeting Minutes

An assigned staff member will record the minutes of all Regular and Special meetings of the College faculty and will distribute them as necessary and appropriate.

I.6.E Quorum

A quorum for a College faculty meeting will be a simple majority of the College faculty members.

I.6.F Passage of a Motion

Passage of a motion in a meeting requires a simple majority vote of the College faculty members present, provided there is a quorum. Motions may also be voted upon electronically. However, passage of motions voted upon electronically will require approval of a majority of the College faculty members of the unit.

I.7 Faculty – Elected/Appointed Committee Positions

Table I-2. Elected and Appointed Committee Positions with Term and Qualifications

Position	Elected/Appointed by	Qualifications	Term (yr)	Appointment	Notes
CCC-Chair	CCC	At large CCC member	2	End-of-term	
RTP - TT	CAC	TT only	1	End-of-term	See TT CBA
FTNTT Review	CAC	FTNTT (advisory to CAC members)	1	Fall	See TT and FTNTT CBAs. Advisory to CAC, which performs reviews. Start Spring semester.
FTNTT Promotion (NPAB)	FTNTT College faculty	FTNTT only	1	End-of-term	FTNTT See CBA
PAC	CAC	FT Tenured	1	End-of-term	If not on CAC, becomes non-voting member of CAC
Lead Faculty	Assoc. Deans for RFA & AA and Prog. Coords.	Full-time faculty	1	End-of-term	
Graduate Program Coordinator	CAC/Dean	GFAC Member	2	End-of-term	Even years.
UG Program Coordinator	CAC/Dean	Full-time Faculty	2	End-of-term	Even years.
CCC - Members	College faculty	Two TT and one FTNTT per Program Area	2	End-of-term	Odd years. TT faculty must constitute a majority. Start Fall semester.
CAC - Members	College faculty	Two TT and one FTNTT per Program Area; Program Coordinators; CCC Chair	2	End-of-term	Odd years. TT faculty must constitute a majority. Start Fall semester.
SACC - Members	College faculty	TT & FTNTT	1	End-of-term	See UPR 4-02.3. TT faculty must constitute a majority. Start Fall semester.
SACC - Chair	SACC	SACC Member	1	End-of-term	
Provost's Univ. Tenure and Prom. Adv. Board.	CAC	3 Tenured associate or full professors	1	Fall	
NTT Provost's Advisory Committee	FTNTT	FTNTT	1	End-of-Term	

I.8 Faculty Appointment Procedures

Faculty appointment will be conducted in accordance with applicable University Policy and CBA procedures.

Tenured/tenure-track faculty appointment policies are included under the umbrella of Section 6-14 (University Policy Regarding Faculty Tenure) of the University Policy Register and are also governed by the TT CBA and Section III.1 of this Handbook.

FTNTT Faculty appointments are governed by the applicable CBA and by Section III.2 of this Handbook. FTNTT Faculty are appointed to a particular track according to the following designations: (1) Clinical; (2) Instructional; (3) Practitioner; or (4) Research.

Part-time faculty appointments will be made from an established pool of qualified applicants who have been approved by the CAE Associate Deans and the Dean. Part-time faculty from the pool are approved and offered an appointment at the discretion of the Associate Deans after consultation with the appropriate program coordinators, Lead Faculty, and CAC.

While part-time and adjunct faculty members do not have membership on CAE committees and do not participate in CAE governance, they are always welcome to provide input, make suggestions or recommendations, and attend any College faculty meeting.

I.8.A Faculty Rank

Determination of academic rank is a function of the combination of earned academic credentials and demonstrable experience and achievement appropriate to the level of appointment and will be conferred in accordance with the applicable CBA and University Policies.

Tenured/TT faculty hold appointment at one (1) of the following three (3) academic ranks: Assistant Professor, Associate Professor, or Professor.

FTNTT Faculty members hold appointment at one (1) of the following six (6) academic ranks: Lecturer, Associate Lecturer, Senior Lecturer; or Assistant Professor, Associate Professor, or Professor. A critical determining factor for FTNTT appointment is the terminal degree, which is the distinguishing factor between the Lecturer track and the Professor track, per the FTNTT CBA.

I.8.A.1 Tenured/TT Rank

(a) Assistant Professor

This rank is normally the entry level rank for tenured/tenure-track faculty holding the terminal degree in an appropriate discipline, and whose professional experience

and/or demonstrated academic performance warrants this rank according to the criteria defined by the College for the Assistant Professor rank.

(b) Associate Professor

Being hired to or promoted to this rank as a tenure-track faculty member is based upon possession of the terminal degree in an appropriate discipline, and significant academic achievement, professional development, professional experience, and University Citizenship according to the criteria defined by the College for the Associate Professor rank.

(c) Professor

Being hired to or promoted to this rank as a tenure-track faculty member requires credentials and achievements beyond those required for promotion to Associate Professor and is reserved for senior faculty members who have achieved significant recognition in and impact on their discipline and on academic achievement, professional development, professional experience, and University Citizenship according to the criteria defined by the College for the Professor rank.

I.8.A.2 FTNTT Rank

(a) Lecturer (FTNTT)

This rank is intended for persons initially hired as FTNTT faculty who do not possess the terminal degree in their discipline or a related field and may not have the credentials to qualify as an Associate Lecturer or Senior Lecturer. Roles and responsibilities are defined by the CBA and the letter of appointment.

FTNTT Lecturers are hired by the Dean in consultation with the CAC and the applicable Program Coordinator, following appropriate search and interview procedures. FTNTT Lecturers may vote and serve on some College committees. University Citizenship/Service is evaluated only when it is part of an FTNTT faculty member's assigned workload.

(b) Associate Lecturer (FTNTT)

Being hired to or promoted to this rank is based upon academic achievement, professional development, performance, professional experience, and University Citizenship according to the criteria defined by the college for the Associate Lecturer rank (Refer to Section 3.2 Renewal of Appointment, Performance Reviews, and Promotion of Full-Time Non-Tenure Track (FTNTT) Faculty of this Handbook). University Citizenship/Service is evaluated only when it is part of an FTNTT faculty member's assigned workload. Faculty assigned to this rank do not hold the terminal degree in their discipline or a related field.

(c) Senior Lecturer (FTNTT)

Being hired to or promoted to this rank requires credentials and achievements beyond those required for promotion to Associate Lecturer. This rank is reserved for senior faculty members who have achieved significant recognition in and impact on their discipline, and on academic achievement, professional development, performance, professional experience, and University Citizenship according to the criteria defined by the college for the Senior Lecturer rank. (Refer to Section 3.2 (Renewal of Appointment, Performance Reviews, and Promotion of Full-Time Non-Tenure Track (FTNTT) Faculty) of this Handbook.) University Citizenship/Service is evaluated only when it is part of a FTNTT faculty member's assigned workload. Persons assigned to this rank do not hold the terminal degree in their discipline or a related field.

(d) FTNTT Assistant Professor

This rank is normally the entry level rank for FTNTT faculty holding the terminal degree in an appropriate discipline, and who may not have the credentials to qualify as an Associate Professor or Professor. University Citizenship/Service is evaluated only when it is part of a FTNTT faculty member's assigned workload.

(e) FTNTT Associate Professor

Being hired to or promoted to this rank is based upon possession of the terminal degree in an appropriate discipline, and significant academic achievement, professional development, performance, professional experience, and University Citizenship according to the criteria defined by the College for the Associate Professor rank. (Refer to Section 3.2 Renewal of Appointment, Performance Reviews, and Promotion of Full-Time Non-Tenure Track (FTNTT) Faculty of this Handbook.) University Citizenship/Service is evaluated only when it is part of a FTNTT faculty member's assigned workload.

(f) FTNTT Professor

Being hired to or promoted to this rank requires credentials and achievements beyond those required for promotion to Associate Professor rank and is reserved for individuals who have achieved significant recognition in and impact on their discipline. Appointment or promotion to this rank is based upon possession of the terminal degree, and on academic achievement, professional development, performance, professional experience, and University Citizenship according to the criteria defined by the college for the Professor rank. (Refer to Section 3.2 Renewal of Appointment, Performance Reviews, and Promotion of Full-Time Non-Tenure Track (FTNTT) Faculty of this Handbook.)

I.8.B Recruiting Faculty

Consistent with University priorities, the College supports a climate where all students, faculty, and staff can thrive, survive, and flourish. The College and University is working to increase diverse representation, create and sustain equal opportunity, and intentionally foster an inclusive and equitable environment.

The Dean appoints Search Committees after consultation with the College faculty members in the specific area or discipline conducting the search for candidates, and review by the CAC. Search committees may include a student member selected by the faculty members who serve on the search committee, as appropriate.

Following the review and initial interview of the candidates, the Search Committee recommends to the Dean that candidates deemed acceptable by the Search Committee be invited to campus for an interview. Each candidate who is invited to campus for an interview will present a seminar before the College.

The Search Committee will provide the Dean with a summary of each candidate's strengths and weaknesses regarding the search and the candidates interviewed. Search Committee recommendations are advisory to the Dean, who makes a recommendation to the Provost.

II. Teaching Assignments and Workload Including Workload Equivalencies and Related Procedures

II.1 Faculty Workload

The Associate Dean for Research and Faculty Affairs, in consultation with the Area Program Coordinators and the Associate Dean for Academic Affairs, recommends all workload and workload equivalents to the Dean.

The Associate Dean for Research and Faculty Affairs shall assess each faculty member's workload capacity annually, based upon the faculty member's annual workload summary report (CAE Annual Report) and curriculum vitae submission.

The Dean assigns and approves all workload and workload equivalents, which must be in accordance with University Policy 6-18: University Policy Regarding Faculty Teaching Load and the appropriate CBA.

II.1.A Normal Workload Assignments

II.1.A.1 Tenured/Tenure-Track Faculty (TT Faculty)

All full-time TT Faculty members in the College are expected to carry a maximum workload of twenty-four (24) credit hours per academic year in accordance with University Policy 6-18: University Policy Regarding Faculty Teaching Load and the TT CBA, plus an expectation of College and University service outside of the normal 24 credit hour load. Scholarly professional service is considered part of a TT faculty member's research load.

II.1.A.2 Full-time Non-Tenure-Track Faculty (FTNTT Faculty)

Assigned full-time workload for all FTNTT Faculty members shall total fifteen (15) credit hours per semester or thirty (30) credit hours for the academic year, in accordance with the FTNTT CBA.

If a FTNTT Faculty member's letter of appointment specifies a twelve-month contract, they will be assigned a workload of thirty credit hours during the academic year and additional duties required to support the twelve-month contract as specified in their annual letter of appointment and/or workload statement, as applicable.

II.1.A.3 Faculty Workload Statements

The Dean shall provide each full-time Faculty member with a statement of their workload for each term of the academic year and summer session, in accordance with the applicable CBA.

The Dean, Associate Dean for Research and Faculty Affairs, and the Associate Dean for Academic Affairs will sign each individual workload statement.

Each full-time faculty member shall acknowledge receipt of the workload statement by signing the workload statement and returning the signed document to the Dean's office within the specified time period.

In the event that the College faculty member disagrees with the workload assignment, they will notify either the Associate Dean for Research and Faculty Affairs or Associate Dean of Academic Affairs, as appropriate, within the specified time period, and the faculty member shall schedule a meeting with the Dean, and/or designee, to attempt to resolve the issue informally. In the event that the issue is not resolved informally, the faculty member shall follow the procedures described in the applicable CBA.

II.1.B Summer Workload Assignments

Faculty summer workload assignments are governed by the applicable CBA.

II.2 Faculty Workload Equivalents

The research and teaching goals of the College are paramount. Workload equivalents may be included in a Faculty member's workload as described in this section. These are recommended equivalencies and are subject to approval by the Dean. The purpose of these equivalencies is to provide fair, transparent, and equitable workloads for TT and FTNTT faculty members, and to be consistent with the applicable CBA and University Policy 6-18.

Faculty members in each Academic Program Area may request/recommend workload equivalents to the Associate Dean for Research and Faculty Affairs. The assignment of all workload equivalencies must be approved by the Dean.

II.2.A Minimum Recommended Workload Equivalents for Administrative Duties

See Table II-1.

II.2.B Minimum Recommended Workload Equivalents for Publications, Grant, and Research Activity

See Table II-2.

II.2.C Minimum Recommended Workload Equivalents for Additional Course/Certification Support

See Table II-3.

Table II-1 Minimum Recommended Workload Equivalents for Administrative Duties

Administrative Title	Load Equivalent*	Frequency	Brief Description of Duties
Program Coordinator	3	Semester	Manage UG curricular programs
Graduate Coordinator	3	Semester	Manage graduate programs
Lead Faculty	TT: 0 FTNTT: 0-1	Semester	Manage individual UG/G programs or degrees
Chair, College Curriculum Committee	TT: 0 FTNTT: 1	Semester	Coordinate CCC activities and manage curricular actions
Chair, Faculty Search Committee	TT: 0 FTNTT: 0.5	Spring Semester	Chair committee for College faculty searches when necessary. Load contingent on the number of positions.
Chair, Faculty Awards Committee	TT: 0 FTNTT: 0.5	Spring Semester	Manage college faculty award actions
Student Organization Advisor / Design Team Advisor	0 – 1 based upon TT/FTNTT status and organization activity	Semester	(e.g., NIFA Advisor, Robotics Team Advisor, AFS Advisor)

* This workload may contribute to the College and University service expectation of all full-time tenured/tenure-track faculty in accordance with University Policy 6-18: University Policy Regarding Faculty Teaching Load. Please note, however, that assignment of workload equivalences to tenure/tenure-track faculty members shall not replace the normal service expectations in the category of University Citizenship for reappointment, tenure, and promotion.

Table II-2 Minimum Recommended Workload Equivalents for Research and Scholarship

Research Activity Level	Load Equivalent	Frequency	Brief Description
Research Active Level 0 (RA0)	0	Semester	<ul style="list-style-type: none"> • Not research active • Minimal research activity within the last two years (minimal to no proposals, grants, or publications).
Research Active Level 1 (RA1)	3	Semester	<p>Within the last two years:</p> <ul style="list-style-type: none"> • Participant in funded research • Participant in multiple proposal submissions • Co-author of conference proceedings and refereed publications.
Research Active Level 2 (RA2)	6	Semester	<p>Within the last two years:</p> <ul style="list-style-type: none"> • PI or Co-PI in significant externally funded research • Proposal submission and awards (\geq \$150K/year) • Co-author in refereed publications • Leadership and/or participation in international scholarly conferences • Advising thesis/dissertation students • Professional activity (e.g., grant review, journal associate editor, journal review, etc.)
Research “Buyout” Requirements	“N” load hours	Annual	<ul style="list-style-type: none"> • Load buyout for TT requires N/24 of Faculty member’s annual salary plus benefits to be covered by research award/grant/contract. • Load buyout for FTNTT requires N/30 of Faculty members’ annual salary plus benefits.

Table II-3 Minimum Recommended Workload Equivalents for Additional Course Support

Course Assignments	Load Equivalent	Frequency	Brief Description
Course Coordinator	0-1	Semester	Coordinate activities of multiple lecture and/or lab instructors.
Team-Taught Course (Taught by N instructors)	Based upon percent of faculty contribution	Semester	<ul style="list-style-type: none"> • 1/N of course load hours for each instructor or based upon percentage of faculty contribution • Up to 1 additional load hour possible for the course coordinator.
Large Course Release	0-1	Semester	As necessary to account for large courses
Load Reduction (Example: A Faculty member has a TA/Graders for a course)	0-1 A load reduction is a negative number.	Semester	<p>In certain cases, load reduction is appropriate.</p> <ul style="list-style-type: none"> • When teaching assistants are assigned to courses, the instructor's load may be reduced accordingly. • Other instances may justify a load reduction.

II.2.D Minimum Recommended Workload Equivalents for Probationary Faculty

Normally, tenure-track (probationary) faculty members shall be assigned research workload to establish their research programs throughout the first three years of their probationary period. These commitments are provided to each faculty member as buy-outs in their offer letters.

II.2.E Minimum Recommended Workload Equivalents for Course Development/Redesign

Faculty members are expected to develop new courses and redesign/revise courses as a regular part of the essential functions of their jobs. The Associate Dean for Academic Affairs or the Associate Dean for Research and Faculty Affairs may, if requested by the faculty member and approved by the Dean, assign workload equivalent for the development or redesign of a course. For creation of a new course or course redesign, the faculty member may be assigned up to 1-3 credit(s). Workload equivalent for course development or redesign may be assigned during the semester that the course is being delivered or a prior semester or summer session. The development and substantial revision of distance education courses is governed by the applicable CBA.

Anytime workload is assigned for this purpose, the expectation is that all course materials (syllabi, exam, quizzes) become the property of the College in accordance with the Intellectual Property Section of the CBA. The University sponsors the work and retains

copyright privileges and responsibilities, as well as net proceeds. The faculty members may use original material that they contributed in any appropriate scholarly enterprise, such as a conference, article, or book.

II.3 Teaching Assignments and Class Scheduling

II.3.A Teaching Assignments

All faculty members are assigned to teach specific courses by the Associate Dean for Research and Faculty Affairs and the Associate Dean for Academic Affairs, after consultation with the applicable Program Coordinator and review by the CAC.

The primary considerations for faculty course assignments are prior teaching experience, subject matter expertise, and shared responsibility among the faculty for service and introductory courses.

Questions regarding teaching assignments should be addressed first to the applicable Program Coordinator/Graduate Coordinator and, if unresolved, to the appropriate Associate Dean. In the case of a dispute or request for special reconsideration, the faculty member may follow the procedures outlined in the applicable CBA.

II.3.B Course Scheduling

Scheduling of undergraduate courses is the responsibility of the Associate Dean for Academic Affairs, Faculty Program Coordinators, and the CAC. Scheduling of graduate courses is the responsibility of the Associate Dean for Research and Faculty Affairs, the Graduate Coordinator, and the CAC.

The primary consideration for scheduling courses and establishing workload is student demand in accordance with the faculty-approved roadmaps.

All faculty must be available for in-person teaching assignments during the academic year. While special scheduling requests can be made, faculty must understand that all requests might not be approved.

Due to each College faculty member's personal situation, faculty may request not to be scheduled during certain times during the week.

Example: A faculty member requests to delay their first course start until 12:00p. Their last course of the day is then eligible to end at 9:00p. However, they can request later course start times on the following day to allow for adequate rest between workdays.

College faculty requests to teach only during specific time blocks are inappropriate and will not be approved.

Example: A faculty member desires to teach courses only between 10:00a – 2:00p Monday through Thursday. This is inappropriate and shall not be approved.

Faculty representatives to the Faculty Senate and the Educational Policies Council should not be assigned courses that meet between 3:00-6:00p on Monday afternoons to avoid conflict with these university-scheduled activities.

It is the faculty member's responsibility to inform the Associate Dean for Academic Affairs (undergraduate course assignments) and/or the Associate Dean for Research and Faculty Affairs (graduate course assignments) in writing of any upcoming course scheduling conflict(s) and/or special requests, as soon as possible. The Associate Deans will discuss all conflict(s) and/or special requests with the Dean and provide the faculty member with a written response as soon as possible.

II.4 Overload Assignments

In the interest of maintaining a high standard of teaching and the desirability of faculty involvement in research and service activities, overload assignments are assigned only when necessary.

Overload assignments (i.e. workload assignments which total more than twenty-four (24) credit hours per academic year for tenured and tenure-track faculty and which total more than thirty (30) credit hours for full-time non-tenure-track faculty) will be made only in unusual circumstances.

Such assignments require: (1) the agreement of the faculty member; (2) the written approval of the Dean; and (3) must be compensated as required by the faculty member's appropriate CBA (preferred), or by banking workload hours for future credit in subsequent semesters within the same academic year. If workload is banked it is subject to specific terms and conditions, must be included on the faculty member's workload statement, and must be approved in writing by the Dean (See, TT Collective Bargaining Agreement, Memorandum of Understanding, p. 145).

III. Reappointment, Tenure, and Promotion Criteria

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III.1 Reappointment, Tenure, and Promotion of Tenured/Tenure-Track Faculty

The information in this section supplements the information concerning reappointment, tenure and promotion that is included in the Tenured/Tenure-Track Collective Bargaining Agreement and the University Policy Register and is specific to the College of Aeronautics and Engineering.

III.1.A Overview and General Information for Tenured/Tenure-Track Faculty RTP

The role of the College in matters of reappointment, the granting of indefinite tenure, and promotion in rank is defined by policies stated in the Tenured/Tenure-Track Collective Bargaining Agreement (Addendum A: University Policy Regarding Faculty Promotion (3342-6-15); Addendum B: University Policy Regarding Faculty Tenure (3342-6-14); Addendum C University Policy and Procedures Regarding Faculty Reappointment (3342-6-16)), and in the document Reappointment, Tenure and Promotion: A Guide for Administrators, Faculty and Staff issued annually by the Provost's Office.

Normally, the Associate Dean for Research and Faculty Affairs, in consultation with the Dean, shall assign a tenured faculty member as a mentor to each probationary tenure-track candidate upon the faculty member's initial appointment. This designation will be made in writing and agreed to, in writing, by both the faculty member and assigned mentor. The mentor shall be responsible for providing guidance and advice to the candidate regarding reappointment, tenure, and promotion policies and processes. The mentor will also provide advice to the candidate to assist in the probationary faculty member's teaching and professional development, and in creating research and publication opportunities. Faculty members are encouraged to establish additional mentoring relationships with faculty members and professionals in their discipline. Faculty members are also encouraged to explore College and University resources for mentorship and professional development opportunities. Faculty members should address all questions or concerns about their assigned mentors and/or other opportunities to the Associate Dean for Research and Faculty Affairs and Dean as soon as possible. While mentoring is an important part of a faculty member's professional and academic development in the College, each faculty member is responsible for their own success in applying for reappointment, tenure, and promotion.

Faculty are strongly encouraged to seek out institutional resources (e.g., workshops, seminars, conferences) that are periodically made available by the University to obtain further information regarding faculty professional development, file organization and construction, research and grant opportunities, and other development opportunities that could contribute to their professional success.

Evaluation of tenured/tenure-track faculty shall for reappointment as well as tenure and promotion decisions focus on the areas of scholarship/research, teaching, and service/citizenship. All tenured/tenure-track faculty of the College are expected to achieve excellence in scholarly activity for tenure and promotion advancement.

The decision to grant tenure and promotion plays a crucial role in determining the quality of the College faculty and in the perceived status of the College at both national and international levels. Tenure and promotion will be awarded only when there is documented, convincing evidence that there is a body of scholarship which has had a positive impact on the candidate's discipline, high quality teaching, and quality service that suggests continual success in these areas.

III.1.B Reappointment

The policies and procedures for reappointment are included in the University Policy and Procedures Regarding Faculty Reappointment (see, University Policy Register 3342-6-16). Each academic year, reappointment guidelines for Kent and Regional Campus faculty are distributed by the Office of the Provost. Probationary tenure-track faculty members are reviewed by the College's Ad Hoc RTP Committee. The probationary faculty member is to ask two or more tenured/tenure-track faculty members in the College to visit his/her class and provide a written review using the form provided by the Associate Dean of Academic Affairs. Probationary faculty will also create a file using the University software platform that will be available to the Ad Hoc RTP Committee. Each probationary faculty member is discussed by the committee, which then votes on the faculty member's reappointment and provides formative comments for the probationary faculty member. Notification of reappointment is from the Provost. Probationary faculty members who are not to be reappointed must be notified according to the schedule established in the TT CBA.

Tenure and promotion criteria are included in the approved College Handbook in place when a faculty member is hired in a tenure-track appointment. Under current University Policy, when applying for tenure a faculty member shall be governed by the Handbook in place at the time of hire unless the faculty member makes a written election to be governed by the Handbook in place at the time of their application for tenure. Under current University Policy, promotion candidates are governed by the Handbook in place at the time of their application for promotion. Faculty members should always refer to the current university policies on tenure and promotion to confirm the applicability of Handbook criteria to their applications.

For probationary faculty, reappointment is contingent upon demonstration of significant progress toward the requirements for tenure. Moreover, the faculty member must have established and articulated written short (1-2 year) and long-term plans for achieving these goals. This progress can be evaluated through review of the candidate's published (or "accepted for publication") peer-reviewed papers and articles, including an assessment of the quality of the publication and/or the impact of the article using citation indexes appropriate to the field; grant activity (proposals submitted, grants received); presentations; graduate students advised; teaching evaluations and peer reviews; university and professional service; and other professional activity. Specific concerns expressed by the Ad Hoc RTP Committee and/or the Dean should be addressed by the candidate in subsequent reappointment reviews. Finally, the overall evaluation of a candidate for reappointment must include consideration of the faculty member's professional behavior as recognized by

the University community. A sound ethical approach to all aspects of teaching, research, publication, and the academic profession is expected of all who seek reappointment in the College.

If concerns about a candidate's performance are raised during the reappointment process, the Ad Hoc RTP Committee shall provide detailed, descriptive comments to serve as constructive feedback. If such concerns arise during a review, the probationary faculty member's faculty mentor, if one has been designated as described above, will advise and work collaboratively with the candidate on a suitable, positive plan for realignment with the College's tenure and promotion expectations. If no mentor has been assigned, the Associate Dean for Research and Faculty Affairs will work collaboratively with the candidate on this plan. In any event, candidates are solely responsible for their success in implementing this plan.

From time to time, personal and/or family circumstances may arise that require untenured faculty members to request that their probationary period be extended. Upon request, a faculty member may be granted an extension of the probationary period which has been traditionally called "tolling" or "stopping the tenure clock." The University Policy and Procedure Governing Modification of the Faculty Probationary Period is included in the University Policy Register (see University Policy Register 3342-6-13).

III.1.C Tenure and Promotion

The policies and procedures for tenure are included in the University Policy Regarding Faculty Tenure (See, University Policy Register 3342-6-14) and the policies and procedures for promotion are included in the University Policy Regarding Faculty Promotion (See, University Policy Register 3342-6-15). Each academic year, tenure and promotion guidelines for Kent and Regional Campus faculty are distributed by the Office of the Provost.

Both the tenure decision and the promotion decision can include evaluation of accomplishments prior to arrival at Kent State University, when specified in the offer letter (i.e., years of "service credit" towards tenure and/or promotion). Accomplishments while at Kent State are the key indicator of present and future success of a tenure-track faculty member. These evaluations can include review of the candidate's published, or "accepted for publication" peer-reviewed papers and articles, including an assessment of the quality of the publication and/or the impact of the article using citation indexes appropriate to the field; grant activity (e.g., proposals submitted, grants received); graduate and undergraduate research students advised; presentations; teaching evaluations and peer reviews; university and professional service; and other professional activity.

Many factors and criteria, both subjective and objective, are considered in recommending a faculty member for tenure and promotion. The overall evaluation of a candidate for tenure and promotion shall include consideration of the faculty member's professional behavior as recognized by the University community. A sound ethical approach to all aspects of

teaching, research, publication, and the academic profession are expected of all who seek tenure and promotion in the College.

Although applying for tenure and promotion are separate personnel actions, the criteria for tenure and promotion to the rank of Associate Professor are the same in the College.

III.1.C.1 Tenure

The granting of tenure is a decision that plays a crucial role in determining the quality of the University's faculty and the national and international status of the University. As such, the awarding of tenure must be based on convincing documented evidence that the faculty member has achieved a significant body of scholarship that is likely to have an impact on her/his discipline and that will ultimately result in the establishment of a nationally and internationally recognized research program (minimum Level II in Table III-1); has demonstrated effectiveness as a teacher and mentor (minimum Level II in Table III-2); and has met or exceeded the normal obligations for university service (minimum Level II in Table III-3). Beyond achieving the minimum in these categories, however, the candidate must achieve excellence in either scholarship/research (Level I in Table III-1) or in teaching (Level I in Table III-2) in order to be successful in achieving tenure in the College. The candidate should also be likely to continue and sustain, over the long term, a program of high-quality teaching and scholarship relevant to the mission of the College and to the mission of the University, with their trajectory demonstrating future growth.

III.1.C.2 Promotion to Associate Professor

As with tenure, promotion to Associate Professor must be based on convincing documented evidence that the faculty member has achieved a significant body of scholarship that is likely to have an impact on her/his discipline and that will ultimately result in the establishment of a nationally and internationally recognized research program (minimum Level II in Table III-1); has demonstrated effectiveness as a teacher and mentor (minimum Level II in Table III-2); and has met or exceeded the normal obligations for university service (minimum Level II in Table III-3). Consistent with the tenure decision, the candidate must also achieve excellence in either scholarship/research (Level I in Table III-1) or in teaching (Level I in Table III-2) in order to be successful in being promoted to Associate Professor in the College. The candidate should also be likely to continue and sustain, over the long term, a program of high-quality teaching and scholarship relevant to the mission of the College and to the mission of the University, with their trajectory demonstrating future growth.

III.1.C.3 Promotion to Rank of Professor

Promotion to the rank of Professor recognizes the establishment of a nationally and internationally recognized research program that has had an impact on the field

(Level I in Table III-1). A candidate for promotion to Professor must also have demonstrated effectiveness as a teacher and mentor (minimum Level II in Table III-2) and must have met the normal obligations for university citizenship (minimum Level II in Table III-3). The candidate must also achieve excellence in either teaching (Level I in Table III-2) or in citizenship/service (Level I in Table III-3) in order to be successful in achieving promotion to Professor in the College. The candidate should also demonstrate the likeliness to continue and sustain, over the long term, a program of high-quality teaching and scholarship relevant to the mission of the College, to the mission of the University, and to the profession.

III.1.D Evaluation Criteria for Scholarship, Teaching, and University Citizenship

III.1.D.1 Scholarship

Scholarship is an essential and critical component of university activity, and the originality, quality, impact, and value of the candidate's scholarship must be assessed. To facilitate this assessment, candidates must provide the Ad Hoc RTP Committee with ample descriptive evidence of their scholarly activity. All tenure and promotion candidates must submit the names of at least five (5) experts in their field who are considered impartial and capable of judging the candidate's work objectively. The Dean will then solicit reviews from at least three (3) experts on the candidate's list. The Dean will also solicit reviews from up to 3-5 independent reviewers. As provided in University Policy, the Dean will give candidates a copy of the letter to be sent to all outside evaluators and offer them the opportunity to comment before the letter is mailed.

Evaluation of a faculty member's research record includes the quality and quantity of published work as well as the faculty member's success in obtaining extramural funding. Because the attributes of scholarly activity may vary across disciplines and even within disciplines, the candidate's specific area of specialization may be a factor in the venues in which papers or articles are published; in the scope and time required for research and the resulting publications; in the number and size of grants received, and in research expenditures. External reviews are crucial for evaluating the appropriate scholarly activity for the candidate's specific area.

In addition to scholarly publications and funded research, other scholarly activities should be considered. These may include but are not limited to: serving on grant review panels, journal editorial boards and/or conference program committees; chairing or serving on conference organizing or steering committees; and chairing or serving on committees or councils of professional societies or government agencies. These activities complement scholarly publications and funded research and are in addition to the normal faculty expectations such as holding membership in professional societies, staying current in the field, and other activities to enhance professional competency.

Different levels of scholarly activity are summarized in Table III-1. The last column in this table summarizes the type of activity typically required to reach each level and may be useful to the candidate as a guide. However, candidates are cautioned that promotion decisions are based on the outcomes specified in the first column, not on the amount of activity expended.

Table III-1. Evaluation Components for Assessment of Scholarship for Tenure and Promotion

Level	Scholarship	Typical Activities
I	Nationally and internationally recognized research program	Sustained record of publications ¹ , grant activity ² , and professional service ³
II	Emerging nationally and/or internationally recognized research program	Demonstrated record of publications ¹ , grant activity ² , and professional service ³
III	Active research program	Regular publications and/or grant activity
IV	Limited research program	Occasional publications and/or grant activity
V	No research program	No or very few publications or grant activity

¹Publications include journal articles, conference/symposium/workshop papers, books, book chapters, monographs, technical reports, posters, etc. Evaluation of a candidate's publication record should consider: (1) the type of publications common to the candidate's discipline; (2) the quality of the publications (including the method of review, venue, sponsoring society, acceptance rate, or ranking if available); and (3) the recognition received for the specific publication (e.g., best paper awards, citation indexes appropriate to the field, such as Google Scholar, etc.).

²Grant activity refers to submitting grant proposals and receiving grants. Grants refer to extramural funding where the role of the faculty member in securing the funding is clearly demonstrated. Grants may include funding from Federal, State, or local government agencies, foundations, or industry. Grants may support students, postdocs, faculty salary, equipment, professional service, travel, or other items. Grants may support the candidate's research or teaching or may fund scholarships or infrastructure improvements. Although some grants may or may not include full Indirect Costs ("overhead"), the majority should. Evaluation of a candidate's funding record should consider: (1) the availability and type of funding common to the candidate's discipline; (2) the size and type of grants received and the candidate's role in securing the funding; and (3) any unsuccessful attempts by the candidate to secure funding. Research expenditures are a key metric for grant activity.

³ Professional service includes serving on formal grant review panels, journal editorial boards, and conference program committees; reviewing grant proposals, articles, papers, and other publications; chairing and serving on conference organizing/steering committees; and chairing and serving on committees/boards/councils of professional societies or government agencies. Activities such as holding membership in professional societies, reading scholarly publications in the field, attending conferences, or other activities to enhance professional competency are considered part of a faculty member's normal professional activity and are not considered as professional service.

III.1.D.2 Teaching

The criteria for the evaluation of teaching are listed in Table III.2. Evaluation is based on three main activities: (1) classroom teaching and instruction; (2) course and curriculum development; and (3) student mentoring.

Classroom teaching and instruction is mainly evaluated using peer reviews, student evaluations, and developed teaching materials. Peer reviews and the official summaries of Student Surveys of Instruction (SSI), together with students' written comments from the SSIs, are to be submitted as part of a candidate's file for reappointment, tenure and promotion. Copies of representative syllabi, examinations, and other relevant teaching material should also be available for review. Documentation of innovative teaching methods may be included for review.

Activities that involve making substantial modification to a course or part of the curriculum are to be considered. Examples include, but are not limited to: developing a new course; developing new lab materials; addition of distance learning options; and changing course content/format, etc. Documentation of taking a leadership role on curricular changes and implementing such changes can be included for review.

Table III-2. Evaluation Components for Assessment of Teaching for Tenure and Promotion

Level	Scholarship	Typical Activities
I	Effective teacher, effective mentor, and provides leadership in educational activities	Very good peer and student ⁴ perceptions; regularly supervising graduate student research projects, theses, dissertations; demonstrated leadership in teaching innovations, course development, and/or curriculum development
II	Effective teacher and mentor	Good peer and student ⁴ perceptions; supervising graduate and/or undergraduate student research projects, theses, and/or dissertations
III	Meets obligations well	Good peer and student ⁴ perceptions
IV	Substandard teacher	Fair peer and/or student ⁴ perceptions
V	Substandard, ineffective teacher	Poor peer and student ⁴ perceptions; pattern of complaints for ineffective teaching

⁴When measured by Student Surveys of Instruction (SSI) with a Likert scale of Excellent, Very Good, Good, Fair, Poor.

Documentation related to graduate student, undergraduate student, and post-doctoral student training should be included in materials provided by the candidate for reappointment, tenure, and promotion. A list of graduated and current students

along with supervised individual studies, honors thesis, theses, and dissertations should be included for review.

Other information such as written comments from students (separate from SSI comments), colleagues within and beyond the College, or University administrators shall be considered when available.

II.1.D.3 University Citizenship

A faculty member's contributions as a university citizen include service to the Campus, the College, and the University as outlined in Table III-3. Less tangible components of citizenship include active participation in college events such as faculty and student recruitment, College meetings, seminars, awards ceremonies, alumni events, etc.

Being an active and valuable citizen of the Campus, College and University is expected of all tenured/tenure-track faculty members; however, service of any magnitude cannot be considered more important than a candidate's research and other scholarly activity and the successful performance of the candidate's instructional and teaching responsibilities. Expectations in service for promotion to Professor are higher than for promotion to Associate Professor.

Table III-3. Assessment of University Citizenship for Tenure and Promotion

Level	Scholarship	Typical Activities
I	Exceeds normal expectations	Significant role in the College and/or University as evidenced by productive service on committees, active participation in significant events, effectively chairing committees, specific administrative assignments and leadership activities, and/or meaningful public outreach, among other similar citizenship activities
II	Meets normal expectations	Meets normal College expectations (e.g. as evidenced by service on committees, participation in significant events, and assisting in public outreach, among other similar College activities)
III	Does not meet expectations	Does not meet College obligations in a timely manner or does not actively participate in significant College events

Other components of service may also be considered (including public outreach and public and professional service) in reappointment, tenure, and promotion decisions and may differ in their importance among faculty members depending on each faculty member's duties and responsibilities within the College.

III.2 Renewal and Promotion of Full-Time Non-Tenure-Track (FTNTT) Faculty

The information in this section supplements the information concerning renewal and promotion that is included in the Full-Time Non-Tenure Track Collective Bargaining Agreement and is specific to the College of Aeronautics and Engineering.

III.2.A Overview and General Information

The role of the College in matters of renewal of appointment, performance reviews, and promotion in rank is defined by policies stated in the Full-Time Non-Tenure Track Collective Bargaining Agreement and in the annual Procedures and Policies Governing Review of FTNTT Faculty distributed by the Office of the Provost. In the event that any part of the process described in this Handbook conflicts with the FTNTT CBA, the CBA will take precedence.

Normally, the Dean's office shall assign a full-time non-tenure track faculty member as a mentor to each full-time non-tenure track candidate upon their initial appointment. This designation will be made in writing and agreed to, in writing, by both the faculty member and assigned mentor. The mentor shall be responsible for providing guidance and advice to the candidate regarding renewal/reappointment and promotion policies and processes. The mentor will also provide advice to the candidate to assist in the faculty member's teaching and professional development. Faculty members are encouraged to establish additional mentoring relationships with faculty members and professionals in their discipline. Faculty members are also encouraged to explore College and University resources for mentorship and professional development opportunities. Faculty members should address all questions or concerns about their assigned mentor and/or other opportunities to the Associate Dean for Research and Faculty Affairs and the Dean as soon as possible. While mentoring is an important part of a faculty member's professional and academic development in the College, every faculty member is responsible for their own success in applying for reappointment, tenure, and promotion.

Faculty are strongly encouraged to seek out institutional resources (e.g., workshops, seminars, conferences, etc.) that are periodically made available by the University to obtain further information regarding faculty professional development; file organization and construction; and, where applicable, research and grant opportunities, and other development opportunities that could contribute to their professional success.

During a candidate's review period, expectations are defined by the version of the College Handbook that was in place at the beginning of that review period. Candidates may alternatively elect to use the currently approved version of the handbook as the basis for evaluation. In any case, candidates should clearly specify in their file which College Handbook

version they are using for their review, and include copies of the relevant section in their documentation.

Evaluation of full-time non-tenure track faculty shall focus on the role(s) for which they are employed. Typically, that role is primarily instructional, but a faculty member's responsibilities may be assigned in another area. If a faculty member is assigned time per workload statement allocation for a secondary function (e.g., research, service/citizenship, grant writing, curriculum development, administrative duties, etc.), then that function will be evaluated in proportion to which it was assigned as part of the total workload assignment. The areas of criteria, the dimensions of those criteria, and the scales of measurement used for faculty evaluation will be used in the evaluation, where applicable, as described in this section of this Handbook.

For FTNTT faculty who are in a primarily instructional role, emphasis will be placed on the demonstrated quality of instruction and demonstrated maintenance of currency in the field. Currency may be demonstrated by participation in documented learning opportunities relevant to the teaching assignment, professional presentations and scholarship, maintenance of, or acquisition of relevant certifications and licenses (e.g. CFI for aeronautics faculty teaching theory courses), etc.

III.2.B Policies and Procedures for FTNTT Renewal of Appointment

Appointments for full-time non-tenure track (FTNTT) faculty are governed by the applicable CBA and are made annually. Renewal of appointment is contingent upon programmatic need, satisfactory performance of previously assigned responsibilities, and budgeted resources to support the position.

III.2.B.1 Full Performance Reviews

The Full Performance Reviews of FTNTT faculty members who are in their third or sixth year of consecutive employment are governed by the applicable CBA. Each academic year, guidelines for the Full Performance Reviews for FTNTT faculty are distributed by the Office of the Provost. The Full Performance Review concludes with the College's level of review and determination. The period of performance to be reviewed is the three full academic years of consecutive appointments including that portion of the third appointment which is subject to evaluation and assessment at the time of the review. Each FTNTT candidate who must complete a Full Performance Review will submit a dossier as described in the FTNTT CBA. The file should contain at least an updated curriculum vitae, self-evaluation of performance, syllabi for courses taught during the review period, SSI summaries for courses taught during the review period including written student comments and supporting documents as necessary for other accomplishments such as citizenship, if it exists.

III.2.B.2 Simplified Performance Review

FTNTT faculty members who are in their ninth year and 12th year of consecutive employment must successfully complete a “simplified” performance review as described in the FTNTT CBA. Each academic year, guidelines for the “simplified” performance reviews for FTNTT faculty are distributed by the Office of the Provost. The “simplified” performance review concludes with the College’s level of review and determination. The period of performance to be reviewed is the three full academic years of consecutive appointments including that portion of the third appointment which is subject to evaluation and assessment at the time of the review. FTNTT faculty who must complete a “simplified” performance review will submit documentation as described in the CBA in effect at the beginning of the review period unless the faculty member chooses to use the current CBA.

III.2.B.3 Administrative Performance Review

FTNTT Faculty members who are in the 15th year of consecutive employment, and each 3-year renewal period thereafter, will undergo an Administrative Performance Review. The CAE Dean will schedule a meeting with the FTNTT Faculty member who will submit a current Vita and 1-3 page narrative to the Dean, prior to the meeting, describing the candidate’s professional activities in the last three years. After the meeting, the Dean will provide the FTNTT faculty member with a written summary of the outcome and conclusions of the meeting. The written summary will provide notice of renewal of appointment and, if applicable, any conditions associated with the renewal per the requirements of the CBA, or the written summary will provide notice of non-renewal and the associated circumstances/conditions per the requirements of the CBA.

III.2.B.4 Performance Review Criteria and Policies

Full-time non-tenure track (FTNTT) faculty are reviewed by the CAC. The CAC forms an ad hoc committee comprising FTNTTs from the CAE to serve as an informational and advisory committee to the CAC. The committee will be selected by the Dean from volunteers. The Dean can assign FTNTTs to the committee if there are no volunteers. Every attempt will be made to have at least five members on the committee but in no case less than three members. Evaluation will be on the specific criteria outlined in their letter of appointment and annual load letter, including consideration of the track (Instructional, Clinical, Practitioner or Research) to which the FTNTT faculty member is assigned.

An inherent part of the review process is to provide feedback to the FTNTT faculty member based on clear and consistent performance criteria. Renewals of appointment and salaries for FTNTT faculty will be tied to performance within the parameters established in the FTNTT CBA. Rubrics for the assessment of teaching performance, recruitment and/or retention, and research if on a research track, etc.

will be developed and shared with the candidate, and used to evaluate performance. Faculty are encouraged to demonstrate this in the narrative of their renewal file. FTNTT faculty under simplified or administrative reviews (i.e., years 9 and continuing) are encouraged to submit peer reviews to document performance but may do so at their own discretion.

The College's FTNTT Review committee will discuss each FTNTT faculty member who is under review. The FTNTT faculty member's dossier will serve to document the faculty member's performance. Performance reviews should ensue with a holistic approach which reflects the highest standard of professional integrity and ethics.

The College's FTNTT Review committee members will submit their recommendations on renewal of appointment to the CAC via a briefing by the Associate Dean for Research and Faculty Affairs. Subsequent to the CAC evaluation, the College Dean will make an independent assessment of the candidate's performance. The review process should be as transparent as possible with the candidate receiving information from the Dean as to the committee deliberations and the recommendation made to the Dean according to the time schedule established in the FTNTT CBA and the University Policy Register. The results of the review will be provided in FlashFolio (or its equivalent) in accordance with the FTNTT CBA.

A statement of performance will be issued by the Dean for those faculty members in their first and second year of appointment, followed by a meeting with the Dean which will occur within sufficient time for any noted deficiencies to be corrected prior to the first Full Performance Review. The intent of this statement and meeting is to prepare the faculty member for a successful first Full Performance Review. Nonrenewal of an appointment which results from programmatic or fiscal needs should be distinguished from nonrenewal of appointment which results from performance issues when communicated to the candidate. FTNTT faculty members whose appointments will not be renewed must be notified by the timelines established in the applicable Collective Bargaining Agreement whether lack of satisfaction with performance or the absence of anticipated continuing programmatic need or budgeted resources to support the position is the reason.

III.2.C Policies and Procedures for FTNTT Promotion

III.2.C.1 General Policies and Procedures for Promotion

FTNTT faculty members who have completed at least six consecutive years of service and at least two successful Full Performance Reviews may apply for promotion at the time of their second Full Performance Review or any year thereafter. The criteria, guidelines and procedures for full-time non-tenure track (FTNTT) promotions are included in the applicable CBA. As required by the CBA, evidence of significant accomplishments in performance and professional development is required. Accomplishments and/or contributions in University Citizenship, when they exist, will

contribute to the FTNTT faculty member's overall record of accomplishment; however, contributions in University Citizenship are not required for promotion consideration. The College's ad hoc Full-Time Non-Tenure Track Promotion Advisory Board (NPAB) shall be composed as outlined in the current CBA. If the CAE does not have sufficient numbers of faculty as outlined in the current CBA and faculty from other Colleges may be added to the NPAB. The CAE Dean will coordinate these NPAB actions with the Office of Faculty Affairs in the Provost's Office.

FTNTT may self-nominate for promotion in accordance with the FTNTT.

III.2.C.2 Benchmarks and Criteria for Promotion

If there has been no previous promotion in the candidate's history, then the review period extends back to the candidate's initial appointment.

Promotion is recognition based on a candidate's accomplishments completed during the review period, and promotion decisions are based on performance and professional development pertinent to a candidate's assigned FTNTT track. Evidence of significant accomplishments in performance and professional development is required for promotion. Accomplishments and/or contributions in University Citizenship, when they exist, will contribute to the FTNTT faculty member's overall record of accomplishment; however, contributions in University Citizenship are not required for promotion consideration.

Many factors and criteria, both subjective and objective, are considered in recommending a faculty member for advancement in academic rank. The overall evaluation of a candidate for promotion shall include consideration of the faculty member's professional behavior as recognized by the University community. A sound ethical approach to all aspects of teaching and/or other assigned duties is expected of all who seek promotion.

Promotion considerations are based upon the criteria for evaluation, described in the subsections below. The NPAB committee shall consider the following areas of faculty performance when making recommendations on promotion: 1) Performance (track-related); and, 2) Professional Development. The tables and text below are designed to facilitate assessment of the performance of those candidates who are being evaluated for promotion. These guidelines and criteria should be used for developmental assistance and projection of future success in achieving promotion.

The Section III Tables III-4A, III-4B, III-5A, III-5B, III-6A, and III-6B, shown below, provide guidelines for the assessment of a faculty member's performance and a rating scale for use in the evaluation of FTNTT candidates.

III.2.D Performance Assessment for FTNTT Promotion

III.2.D.1 Performance – Practitioner Track

The primary determination of performance for faculty in the practitioner track will be evidence of success relative to their assigned duties. Documented facilitation of student learning, meeting completion objectives, managerial and supervisory tasks, facilitation of unit functions specific to the area of practice, contributions to the operation of the academic unit specific to assigned duties, teaching evaluations if they exist, and overall effectiveness in carrying out their practice.

III.2.D.2 Performance – Instructional Track

Performance criteria for the evaluation of the teaching/instructional track are listed in Tables III-4A and III-4B. Course revision is defined as making a substantial modification to a course such as developing several new laboratories, addition of distance learning options, formally proposing to change course content/format, etc.

Other information such as written comments from students, colleagues within and beyond the Academic Program Area, College or University administrators shall be considered. Peer reviews, when required or as submitted, and official summaries of Student Surveys of Instruction (SSI) including written student comments from SSI, must be submitted as part of a candidate's file for renewal of appointment and promotion. Copies of representative syllabi must be available for review. Other documentation related to graduate student, undergraduate student, and post-doctoral student training, if submitted, by the candidate for renewal of appointment and promotion will be considered as well. Evaluation of performance of instructional track faculty shall include all assigned duties, including non-teaching. If submitted, activities considered university citizenship and professional activities will be considered as part of the faculty member's performance.

Table III-4A. Instructional Track Evaluation Components for Assessment of Performance for Promotion

Teaching	Definition
Excellent	Exemplary level of accomplishment. Innovative teacher. Provides leadership in instructional development.
Very Good	Exceptional level of accomplishment.
Good	Innovative teacher.
Fair	Substantial level of accomplishment.
Poor	Meets obligations well.

**Table III-4B. Instructional Track Criteria for Evaluation of Performance of FT NTT
Faculty Teaching**

Note: Reviewers will evaluate based upon the documented degree of excellence achieved within any given category for those activities that are related to the candidate's discipline. The candidate is expected to provide a clear explanation of the nature and importance of accomplishments, initiatives taken, leadership roles, etc. Reviewers will be looking for specifics. For those cases where activities might be considered "exemplary," it is the candidate's responsibility to document and make that case to the review committee.

The criteria listed below are not all inclusive and the committee may consider items submitted by the faculty member that are not listed but are considered relevant. Reviewers should note that unless it is part of an FTNTT's track or assigned workload, scholarship, research and grant writing activities are not required.

Viewed as exemplary performance:

- Consistent good performance relative to assessing information from SSIs
- University or External Teaching Award recipient or Award Nominee
- Consistently exceptional Peer Reviews based on actual classroom observation
- Accomplishing dramatic improvements based on prior review feedback
- Documented application of emerging subjects/materials into courses and curricula
- Documented and effective innovation in pedagogy and/or use of instructional technology
- Authorship of new course or major revision of existing course
- Initiation and leadership in creation of a new degree
- Initiation and pursuit of successful grant application resulting in lab development, equipment, software, or other instructional materials
- Participation in program Advisory Board (documentation provided for the degree of participation, accomplishments, etc.)
- Maintaining generally favorable/good SSIs etc. while teaching an exceptional variety of preparations and/or new courses requiring a significant learning curve, creation of significant new course materials etc. (These might include, for example, having to learn/teach a new programming language, development of extraordinary online learning tutorials, etc.)
- Developing research projects for students
- Instructional creativity
- Actively participating in curricular revisions
- Extensive lab development
- Thesis direction

Viewed favorably:

- Thoughtful statement of teaching philosophy & self-assessment
- Favorable performance regarding assessment of SSIs and incorporation of student comments, etc.
- Favorable Peer Reviews, if required or submitted, based on actual classroom observation.
- Evidence of responding to unfavorable SSIs or Peer Review; evidence of course improvement over time
- Nomination for, or recipient of, Campus Teaching Award; Nomination for University or External Teaching Award
- Documented and effective innovation in pedagogy and/or use of instructional technology
- Initiation and leadership in the redesign or restructuring of a degree or concentration
- Initiation and leadership in the creation of a new certificate
- Lab development or management
- Serving on theses, honors, or dissertation committees
- Advising a student organization related to one's discipline (e.g., a student chapter of a professional organization).
- Participation in program Advisory Board (document degree of participation, accomplishments, etc.)
- Authorship in pedagogical research or scholarship

Viewed unfavorably and/or not considered:

- No statement of teaching philosophy and self-assessment
- Notably poor performance on SSIs and little or no effort in assessing information from SSIs
- Unimpressive reviews by peers
- No evidence of responding to unfavorable SSIs or Peer Review; no evidence of course improvement
- Lack of representative syllabi and other supporting documentation
- Poorly explained and/or appropriately documented citations in any teaching activities; No evidence (or poorly documented evidence) of curricular activity or leadership
- Poorly documented citations of: innovation in pedagogy and/or use of instructional technology; lab development or management; participation in program Advisory Board; role as advisor to a student organization that's related to one's discipline; course/certification/degree authorship; etc.
- No evidence of exemplary performance in any form of teaching scholarship if required by assigned track or workload assignment

III.2.E Assessment of Professional Development for Promotion

Professional Development is an essential and critical component of university activity. Professional Development includes those activities that contribute to the individual's ability to excel in teaching and contribute to the advancement of their discipline. Candidates must provide the college's review committee with ample descriptive evidence of their Professional Development activity.

Faculty members are encouraged to hold membership in professional societies, attend and participate in institutes and seminars, organize institutes, seminars, and workshops, insofar as such activities enhance their professional competency and advance their discipline.

III.2.E.1 Professional Development – Instructional Track

Professional development for instructional track faculty are activities to keep the members current in their field including conferences, seminars, symposiums, workshops, flight training, consulting, obtaining additional certifications or degrees to enhance their own development and the reputation of the program (e.g. CFI and ATP, etc.), professional presentations, or any activity that advances the faculty member's teaching and/or knowledge.

III.2.E.2 Professional Development – Practitioner Track

Professional development for faculty in the practitioner track will be evaluated based on maintenance of certificates and licensures necessary for the practice (e.g. CFI, FAA Part 107, etc.), obtaining additional certificates or licensures, maintaining or obtaining any special professional designations, membership and participation in professional organizations, attendance and/or presentations at professional conferences or organizations, facilitating public outreach, developing or organizing specialized learning opportunities such as camps and lecture series (for collegiate, secondary or elementary) students and developing, revising and/or implementing new operational workplace procedures enhancing performance or safety in the area of practice relative to assigned duties.

III.2.E.3 Standards for the Evaluation of Professional Development

Indicators on which the assessment of the quality of Professional Development activity is based are provided in Tables III-5A and III-5B. Table III-5B provides a list of the Professional Development activities recognized by the CAE that should be used as criteria for evaluating a candidate's performance in Professional Development for promotion. These activities are largely those that result in increased content knowledge and skills associated with their subject matter; Improved pedagogical knowledge and skills; increased knowledge and use of Instructional technology, media, and materials to improve classroom management, communication, and instruction.

Indicators of the quality of a faculty member's Professional Development record include the quality and quantity of Professional Development activities. All FTNTT-Instructional Track faculty members in the College are expected to produce records of Professional Development that reflect their disciplinary focus. The attributes of an individual faculty member's Professional Development activity will vary across disciplines.

To achieve "excellent" in the category of scholarship at the time a faculty member stands for promotion, she/he should have established a record which demonstrates an impact upon his/her discipline. Unless stated in the candidate's annual workload statement, formal publications, grant writing, and presentations are not required for promotion within FTNTT ranks. Reviewers will evaluate promotion according to criteria listed in the related addendum of the FTNTT CBA. Within this context, each faculty member who will seek promotion is obligated to provide evidence supporting his/her record. In turn, the members of the College's NPAB and the Dean shall evaluate a candidate's record in light of the College's expectations for a successful promotion decision.

Table III-5A. Instructional Track Evaluation Components for Assessment of Performance for Promotion

Rating	Definition
Excellent	Exemplary level of accomplishment.
Very Good	Exceptional level of accomplishment.
Good	Substantial level of accomplishment.
Fair	Few accomplishments.
Poor	No accomplishments. Substandard, ineffective development.

Table III-5B. Criteria for Evaluation of Performance of FT NTT Faculty in Professional Development

Note: Reviewers will evaluate based upon the documented degree of excellence achieved within any given category for those activities that are related to their discipline. The candidate is expected to provide a clear explanation of the nature and importance of accomplishments, initiatives taken, leadership roles, etc. Reviewers will be looking for specifics.

Documentation should demonstrate the degree of application to Professional Development such as impact on the profession, professional growth, etc. Reviewers will note that authorship/publication of books and articles, and/or grant writing activities, unless required by an FTNTT's track or workload, are not required. When related activities as listed below exist, they are supplementary and absence of them does not disqualify an FTNTT from exemplary or favorable performance.

The criteria listed below are not all inclusive and the committee may consider items submitted by the faculty member that are not listed but are considered relevant.

Viewed as exemplary performance:

- Upgrade or acquisition of additional professional credentials (Including advanced degrees, certifications, licensures, etc.)
- Significant Upgrade or new academic credentials related to the discipline
- Funded proposals
- Professional experience as necessary to maintain currency in the faculty member's field
- Study and/or training (formal or informal) of emerging subjects/materials which can be incorporated into courses and curriculum. Integration of emerging subjects/materials into courses and curricula.
- Authorship of technical/professional book
- Authorship of technical/professional refereed article in professional publication, including professionally affiliated e-journal
- Authorship of technical/professional refereed article in conference proceedings
- Editorship of a refereed journal or reviewer of refereed journal articles and/or textbook chapters
- Awards (outstanding scholar award, membership by invitation in honor societies)
- Awarding of patents through the university
- Peer-reviewed papers in peer-reviewed journals in the discipline
- Peer-reviewed papers in the proceedings of conferences in the discipline
- Extramural/externally funded research or development grants; research or development seed grants except for Research Track
- Presentations at regional, national, or international conferences
- Research-related service to federal/state organizations
- Awards, recognition from national and international scientific societies
- Participating with industry related government bodies as a presenter, collaborator or consultant

Viewed favorably:

- Maintenance of professional credentials (Including advanced degrees, certifications, licensures, etc., as evidence of maintaining currency in technical/professional obligations)
- Authorship of chapter(s) in technical/professional books

<ul style="list-style-type: none"> • Authorship of technical/professional non-refereed articles (technical reports and contractor reports) • Authorship in other categories, e.g., book reviews, professional newsletters, professional websites, and other professional publications • Presentations in professional meetings (oral or poster) in own discipline • Technical presentations at other departments or institutions • Contributions to professional newsletters, websites, and other professional publications. • Unfunded or pending proposals • Professional experience (e.g. consulting, paid or unpaid), w/documentation vis-à-vis resultant professional growth • Professional development (attending courses, conferences, or workshops; internship; chairing sessions) • Awarding of patents outside one's discipline • Textbook reviewer or author of supplemental materials for an existing textbook • Presentations at state and local conferences • Papers in the middle tier peer-reviewed journals in the discipline • Papers in the lower middle tier journals in the discipline • Papers, articles, professional publications, and other scholarly publications in discipline (non-peer reviewed)
<p>Viewed unfavorably and/or not considered:</p> <p>Irrelevant, poorly explained, and/or inappropriately documented citations of any activity.</p>

III.2.F University Citizenship

Accomplishments and/or contributions in University Citizenship are neither required nor expected of full-time non-tenure track faculty. However, when a candidate has University Citizenship-related accomplishments, those accomplishments may be considered and will contribute to the bargaining unit member's overall record of accomplishments. Accomplishments in this area can help improve the rating in Teaching and Professional Development at the discretion of the college's review committee.

University Citizenship activities include service to the Academic Program Area, the Campus, the College, and the University as outlined in Tables III-6A and III-6B. The merits of University Citizenship should be evaluated as to: (1) whether the candidate chaired the committee or was a contributing member; and (2) the importance of the service to the mission of the unit served. Less tangible components of citizenship include active participation in program area events such as faculty and graduate student recruitment, seminars, program area meetings

and seminars, etc. Contributions will be assessed as it relates to the assigned track of the candidate.

Other components of citizenship are also considered (including public outreach and public and professional service) in promotion decisions and may differ in their importance among faculty members depending on each faculty member's duties and responsibilities within the College.

III.2.F.1 University Citizenship – Instructional Track

While university citizenship is not required of non-tenure track faculty, if the member elects to perform service and include materials for consideration the following types of activities will be considered. Service on unit and/or college committees, university level committees, state and national level committees, advising student organizations, hosting of workshops and/or conferences, community involvement representing Kent State University or CAE, service to the AAUP; and related activities.

III.2.F.2 University Citizenship – Practitioner Track

While university citizenship is not required of non-tenure track faculty, if the member elects to perform service and include materials for consideration the following types of activities will be considered. Service on unit and/or college committees, university level committees, state and national level committees, advising student organizations, hosting of workshops and/or conferences, community involvement representing Kent State University or the CAE, service to the AAUP; and related activities.

Table III-6A. Instructional Track Evaluation Components for Assessment of Performance for Promotion

Rating	Assessment	Examples of Accomplishments Corresponding to the Assessment Score
Excellent Very Good	Meets or exceeds obligation	Significant role in Academic Program Area, College, Campus, and/or University as evidenced by productive service on committees, active participation in significant events, effectively chairing committees, specific administrative assignments, meaningful public outreach.
Good Fair	Meets obligation	Meets status quo for general participation in Academic Program Area, College, Campus, and/or University service.
Poor	Does not meet obligation	Does not meet obligations as defined by the candidate's workload statement.

**Table III-6B. Instructional Track Criteria for Evaluation of Performance of FT NTT
Faculty in University Citizenship**

Note: Reviewers will evaluate based upon the documented degree of excellence achieved within any given category. The candidate is expected to provide a clear explanation of the nature and importance of accomplishments, initiatives taken, leadership roles, etc. Reviewers will be looking for specifics.

University Citizenship is not required of faculty for promotion, however, when it exists, the items in the list below and similar items at the discretion of the committee will be considered and will aid the promotion effort. Accomplishments in this area can help improve the rating in Teaching and/or Professional Development at the discretion of the college's review committee.

The criteria listed below are not all inclusive and the committee may consider items submitted by the faculty member that are not listed but are considered relevant.

Viewed as exemplary performance:

- Committee membership citations, accompanied by documentation of candidate's contributions, accomplishments, leadership roles, etc.
- Service awards (outside field of discipline)
- Leadership in planning/organizing campus recruiting event, with clear documentation of candidate's role and impact of the event
- Leadership role and extraordinary participation in successful internship and/or co-op and/or practicum programs for a campus or discipline. Documentation of candidate's activity and impact of the program required.
- Organization of a professional conference at a regional or state level; serving as a section chair or higher at a national or international conference
- Participation in community development activities and grants integrated with one's discipline
- Organization of consortia to articulate with and perpetuate one's program or discipline
- Service to the AAUP
- Service on Provost Level advisory committees such as the NPAC and/or as a Provost Fellow

Viewed favorably:

- Committee membership citations, accompanied by documentation of candidate's contributions, accomplishments, leadership roles, etc.
- Service awards (outside field of discipline)
- Leadership in planning/organizing campus recruiting event, with clear documentation of candidate's role and impact of the event

- | |
|--|
| <ul style="list-style-type: none"> • Leadership role and extraordinary participation in successful internship and/or co-op and/or practicum programs for a campus or discipline. Documentation of candidate's activity and impact of the program required. • Organization of a professional conference at a regional or state level; serving as a section chair or higher at a national or international conference • Participation in community development activities and grants integrated with one's discipline • Organization of consortia to articulate with and perpetuate one's program or discipline • Service to the AAUP • Service on Provost Level advisory committees such as the NPAC and/or as a Provost Fellow |
| <p>Viewed unfavorably and/or not considered:</p> <p>Poorly documented citations in any University Citizenship activities; citations without evidence of candidate's contributions, accomplishments, leadership roles</p> |

III.3 Tenure-Track and Non-Tenure Track Faculty Peer Evaluations

When requested, the appropriate Academic Program Coordinator, with assistance from the Associate Dean for Research and Faculty Affairs as necessary, will make available faculty to perform peer reviews. Discipline-specific peer reviews are preferred.

Faculty should undergo peer review of teaching, preferably near the middle of the semester/term, using the following guidelines:

- Tenure-track and full-time non-tenure track faculty who have not yet completed two full reviews must adhere to the following: One peer review per semester for the first two years; one peer review per academic year thereafter, at a minimum.
- Tenured and full-time non-tenure track faculty planning on promotion should undergo a peer review at least once per academic year for at least two years immediately prior to seeking promotion.
- For tenured and tenure-track faculty, a majority of the peer evaluations must be conducted by other tenured or tenure-track faculty.
- For full-time, non-tenure track faculty, peer evaluations may be conducted by any full-time faculty member.

Faculty are encouraged to request or arrange for more peer review evaluations than required.

IV. Criteria, Performance Expectations, and Procedures Relating to Faculty Merit Awards

The following faculty peer-review process will be followed in the evaluation and recommendation of tenured/tenure-track faculty for Faculty Merit Awards at the College level. In the event that the process described in this section of the Handbook conflicts with the Tenured/Tenure-Track Faculty Collective Bargaining Agreement (TT CBA), the TT CBA will take precedence.

- The Associate Dean for Research and Faculty Affairs, as the Dean's designated College administrator, shall facilitate the peer-review process for the Faculty Merit Award (FMA) by assisting the tenure/tenure-track faculty members with the establishment of FMA timelines, by verifying/validating the evaluation results, and by compiling the results of the review.
- All tenured/tenure-track faculty who are eligible to apply for Faculty Merit Awards shall serve on the Faculty Merit Awards peer review committee (FMA Committee) and shall meet with the Associate Dean for Research and Faculty Affairs or the Dean to discuss the process and procedures for the awards.
- A tenured/tenure-track faculty member of this committee shall be elected to serve as the FMA Committee Chair. The committee will establish due dates for the College's Faculty Merit Awards peer review process.
- All evaluation criteria, procedures, and processes associated with the College's FMA peer review shall be determined by the FMA Committee and must be consistent with the TT CBA and conducted in accordance with the guidelines issued by the Office of the Provost.
- The FMA Committee members shall develop a Faculty Merit Award Documentation Form and a Faculty Merit Award Evaluation/Rating Form for the FMA peer review. This should be based on the CAE Annual Report form. All procedures and policies associated with the development, completion, and use of these forms shall be determined by the FMA Committee and must be consistent with the TT CBA and conducted in accordance with the guidelines issued by the Office of the Provost.
- A copy of the evaluation criteria, procedures, and processes, the Faculty Merit Award Documentation Form, and the Faculty Merit Award Evaluation/Rating Form developed by the FMA Committee shall be distributed at all tenured/tenure-track faculty members prior to the submission and review of materials for Faculty Merit Awards.
- The means and methods for resolution of any problematic issues arising during the peer evaluation process shall be determined by the FMA Committee and must be consistent with and conducted in accordance with the TT CBA.
- Each FMA Committee member applying for consideration of an award, shall complete a Faculty Merit Award Documentation Form and submit an electronic copy of the form to the Associate Dean for Research and Faculty Affairs by the published date.

- The Associate Dean for Research and Faculty Affairs shall make electronic copies available of all of the submitted Faculty Merit Award Documentation Forms to each member of the FMA Committee by the published date.
- FMA Committee members will review and evaluate each tenured/tenure-track faculty member's completed Faculty Merit Award Documentation Form, complete the Faculty Merit Award Evaluation/Rating Form, and forward the completed form electronically to the Associate Dean for Research and Faculty Affairs by the published date. The Associate Dean for Research and Faculty Affairs shall forward an electronic copy of all of the completed Faculty Merit Award Evaluation/Rating Forms to the FMA Committee Chair after all FMA applicants have submitted their forms.
- The FMA Committee Chair shall compile the data from the evaluation forms and determine the proportional values for each evaluation category, for each applicant. Upon completion, the FMA Committee Chair shall forward an electronic summary of the results to the Associate Dean for Research and Faculty Affairs by the published date.
- The Associate Dean for Research and Faculty Affairs shall review the peer evaluations submitted by the FMA Committee Chair and shall confirm the accuracy of the analysis. The Associate Dean for Research and Faculty Affairs shall submit the results of the FMA Committee's peer review process to the Dean's office, by the published date. This step will complete the evaluation and allocation process for the advisory recommendations of the tenured/tenure-track faculty portion for the Faculty Merit Awards.

V. Other College Guidelines and Operating Procedures

V.1 Students

V.1.A Student Participation in College Committees

Students' needs, both undergraduate and graduate, are of primary concern to the College. Student participation in various College committees may include the College Curriculum Committee (CCC), the Graduate Faculty Advisory Committee (GFAC), and those ad hoc committees where students' viewpoints are useful and appropriate.

Student appointments to committees are made by the Dean in consultation with the CAC and the faculty members involved in and affected by a specific committee's work.

V.1.B Student Advising

Academic advising of students is a shared responsibility of the College faculty and the administration.

Undergraduate general advising is coordinated by the Director of DEI and Student Affairs, who serves as the College representative for College and University functions related to undergraduate programs and activities.

Individual faculty members are responsible for providing academic counseling to undergraduate students assigned to them and to other undergraduate students who seek such advice, as needed.

Graduate student advising is conducted by the student's thesis/dissertation faculty advisor and, as applicable, the student's thesis/dissertation committee members. Non-thesis graduate students are advised by Graduate Faculty in their respective discipline area. The Graduate Admissions Committee shall recommend faculty advisor assignments to the Graduate Coordinator and Associate Dean for Research and Faculty Affairs.

V.1.C Student Academic Misconduct

The University's Administrative policy regarding student cheating and plagiarism is included in the University Policy Register.

Faculty shall report all instances of student academic misconduct to the Office of Student Conduct.

V.1.D Student Grievances and Academic Complaints

The University's policies and procedures, which govern student grievances and student academic complaints, are included in the University Policy Register. Additional information

regarding College procedures and policies associated with student academic complaints is provided in Section I.5.D (Student Academic Complaint Committee) of this Handbook.

Administrators and faculty contacted prior to the initiating of the process, per policy, will advise students to follow university guidelines.

V.1.E Student Transfer Credit Procedure

The Program Coordinators are responsible for the evaluation of undergraduate transfer credit in their Program Areas and may consult with a faculty member who teaches the specific course or courses at issue. Questions of transfer credit for other subject areas should be referred to the College advising office.

Graduate transfer credit is evaluated according to the process described in the University's current Graduate Catalog. Both master's and doctoral transfer credit may be accepted if the criteria are met, and the Graduate Coordinator approves the transfer credit.

V.1.F Privacy of Student Records/Communicating Student Records to Third Parties

The Dean is responsible for ensuring that all members of the College comply with applicable laws and University Policies which govern the privacy of student education records, including but not limited to the Family Educational Rights and Privacy Act (FERPA).

These regulations require, among other things, that faculty members keep thorough academic records and forbid the posting of grades by name, social security number, or any other system which might identify students with their education record. For further information, contact the University's Office of General Counsel.

Faculty are not to speak to parents about student records unless there is a FERPA waiver. For confirmation of a FERPA waiver, faculty should contact the advising staff or the Associate Dean for Academic Affairs. Regardless of waiver status, faculty members are prohibited from speaking with anyone other than the student and/or university personnel with legitimate educational interest.

V.1.G Maintenance of Student Course Records and Disposition of Student Work

Faculty shall retain grade books/spread sheets and other materials used in computing grades (e.g., exams, papers, reports, etc.) that are not returned to the student for one year after final grades are submitted, so that materials may be referenced in event of a student complaint/grievance.

After 12 months, the instructor may dispose of student work through secure means (i.e., shredding). For exceptions, see the section on accreditation (Section V.4.C).

V.1.H Student Surveys of Instruction

Student Surveys of Instruction (SSI) are required in each course in each semester/term and will be administered pursuant to applicable University policies and procedures.

V.2 Other Faculty-Related Matters, Duties, Roles, and Responsibilities**V.2.A Annual Report**

All Faculty shall submit an annual report to the Dean for the previous academic year.

The annual report is due to the Associate Dean for Research and Faculty Affairs by the end of the spring semester, per TT CBA guidelines. The Associate Dean for Research and Faculty Affairs shall provide the general template to the faculty.

The purpose of the annual report is to inform College and university leadership of the Faculty's professional activities throughout the year. The report is important for faculty load capacity assessment, mentoring activities, accreditation activities, increasing college visibility, and annual reporting to our constituents.

The annual report format is developed and maintained by the Associate Dean for Research and Faculty Affairs in consultation with the CAC.

The annual report satisfies the annual workload summary required by the TT CBA.

Faculty shall submit an updated curriculum vitae (CV) with the annual report.

V.2.B Faculty Participation in College Activities

Faculty members shall participate in recruitment programs and activities, graduation ceremonies, award ceremonies, major College events, and other activities which are appropriate to their role as a faculty member in the College.

V.2.C Faculty Leaves

Policies and procedures for leaves of absence are specified in the applicable CBA and/or the *University Policy Register*.

V.2.D Faculty Absence and Travel Policy

Faculty members who will be absent from campus for professional or personal reasons shall submit a Request for Absence Form to the Associate Dean for Research and Faculty Affairs. The request should be made at least one week prior to the planned absence and is subject to the approval of the Associate Dean for Research and Faculty Affairs. Arrangements for any classes to be missed during the absence must be addressed to the satisfaction of the

Associate Dean for Research and Faculty Affairs before approval will be granted. If the need for an absence is not foreseeable one week prior to the effective date of such absence, the faculty member must provide notice as soon as possible.

Attendance at professional meetings is encouraged and approved travel expenses incurred in attending such meetings will be reimbursed when approved prior to travel according to the University's travel policies and are subject to the availability of faculty and College funds. In general, greater amounts of support will be awarded to meeting participants (i.e., those presenting a paper or chairing a session) than to faculty members who simply attend professional meetings. However, TT faculty are expected to generate external research funds to support such professional travel.

V.2.E Outside Employment and Other Outside Activities

Policies and procedures for outside employment and additional compensation are specified in the *University Policy Register*.

V.2.F Copyright Restrictions

All faculty members should be aware of current copyright laws which restrict the copying of published materials. For further information, contact the University's Office of General Counsel.

V.2.G Student Research Projects and Theses

Supervision and direction of undergraduate research projects and theses is part of the teaching function. Workload equivalents may be assigned to a faculty member for these activities on a case-by-case basis according to the applicable CBA and Section II (Workload Equivalencies) of this Handbook.

V.2.H Faculty Code of Ethics and Professional Responsibilities

All faculty members are expected to maintain the highest ethical standards as teachers, scholars, university citizens, and colleagues according to the faculty code of professional ethics included in the *University Policy Register*.

V.2.I Faculty Sanctions and Disciplinary Actions

A sanction is a formal, documented corrective action in response to a faculty member's unsatisfactory performance of the faculty member's duties and responsibilities as a member of the faculty. (Refer to the "*Sanctions for Cause*" section in the Tenure Track Collective Bargaining Agreement, or the "*Disciplinary Provision*" section in the Full-Time Non-Tenure Track Collective Bargaining Agreement, as applicable.)

V.2.J Faculty Academic Misconduct

The University policy regarding misconduct in research and scholarship and the Administrative policy and procedures regarding allegations and instances of misconduct in research and scholarship are included in the *University Policy Register*.

V.3 Faculty Grievance and Appeal Procedures

All grievance and appeal procedures of any decision or process within the CAE shall follow the provisions and processes of the current CBA.

V.4 Curricular Policies and Procedures

College curricular policies and procedures shall comply with the Curricular Guidelines published and maintained by Curricular Services within the Office of the Provost.

V.4.A Curriculum Oversight

V.4.A.1 Undergraduate Curriculum Oversight

The CCC is responsible for assigning course oversight/maintenance responsibilities to the Academic Program Areas for each undergraduate course offered by the College.

Responsibility for undergraduate degree requirements lies with the Academic Program Area within which the degree is housed. The Program Coordinators shall work with appropriate faculty to ensure degree requirements are reviewed and updated as necessary; to include preparation and modification of the course information database within the Course Information Management Systems (CIM - Courseleaf or subsequent platform).

Faculty shall review course basic data sheets (BDS) annually for all their assigned courses to ensure they are up to date, particularly as applies to accreditation requirements.

The Academic Program Area shall establish, define, and maintain the course information database within the university-provided Course Information Management Systems (CIM - Courseleaf or subsequent platform), course objectives, course content, course prerequisites, appropriate delivery methodology, and all other pertinent curricular issues in accordance with the needs of the College's undergraduate curriculum.

V.4.A.2 Graduate Curriculum Oversight

The GFAC, under the guidance of the Graduate Coordinator, is responsible for developing and maintaining graduate degree requirements; for all graduate course development, review, revisions, and curricular changes; and shall establish, define,

and maintain BDS forms, course objectives, course content, appropriate delivery methodology, and all other pertinent curricular issues, in accordance with the needs of the College's graduate curriculum.

V.4.B Curriculum Development

Faculty members are encouraged to develop all curricular proposals in consultation and collaboration with other faculty members in the curricular area affected by the proposed changes.

All curricular actions shall be completed electronically through the university-provided Course Information Management system (Courseleaf or subsequent platform).

V.4.B.1 Undergraduate Curricular Development

Undergraduate curricular proposals are routed according to the following workflow in Table V-1.

Table V-1. Workflow for Undergraduate Curricular proposals

Step	Responsible Person	Action
1	Faculty member	Initiates new curricular proposal
2	Program Curricular Committee	Discusses and approves/rejects curricular proposal
3	Associate Dean for Academic Affairs	Reviews item and determines impact on scheduling, load, and teaching assignments. Provides feedback to faculty originator and Program Coordinator
4	College Curriculum Committee	Discusses and approves/rejects curricular proposal
5	Dean	Approves proposal at the College level. Forwards action to EPC, if required.

V.4.B.2 Graduate Curricular Development

Graduate curricular proposals are routed according to the workflow in Table V-2.

Table V-2. Workflow for Graduate Curricular proposals

Step	Responsible Person	Action
1	Faculty member	Initiates new curricular proposal
2	Program Curricular Committee	Discusses and provides input on proposal (due to their expertise in the subject matter)
3	Graduate Coordinator	Reviews item and determines impact on programming. Provides feedback to faculty originator and Associate Dean for Research and Faculty Affairs
4	Associate Dean for Research and Faculty Affairs	Reviews item and determines impact on scheduling, load, and teaching assignments. Provides feedback to faculty originator and graduate coordinator
5	Graduate Faculty Advisory Committee	Discusses and approves/rejects curricular proposal
6	Dean	Approves proposal at the college level. Forwards action to EPC, if required.

V.4.C Accreditation Requirements

All faculty members are responsible for ensuring compliance with accreditation requirements and participating in the accreditation process.

All faculty members shall conduct accreditation assessment actions for each course they teach. These assessment actions include compiling the following: (1) evidence of student work; (2) course syllabus; and (3) course data report.

All faculty members shall submit their accreditation materials by the conclusion of each semester.

The Associate Dean of Academic Affairs, Graduate Coordinators, and Program Coordinators shall produce and update a CAE Policy on Accreditation Activities.

V.4.D Office Hours

Full-time faculty members shall schedule and attend at least five (5) office hours per week in accordance with the University Policy Register. The office hours shall be posted on the faculty member's office door and communicated to the Dean's office as well as to the faculty member's students via the course syllabus.

If a student is unable to meet during the faculty member's scheduled office hours, the faculty member shall make an appointment to meet with the student at an alternate time.

V.4.E Course Syllabus

Faculty members shall provide students with a syllabus which includes the subject matter to be covered in a course, a listing of assessments, approximate dates of examinations, grading scale, attendance requirements, and other pertinent details of the conduct of the class no later than the end of the first full week of classes each semester. However, every effort should be made to provide this prior to the start of classes.

Syllabi shall follow the prescribed College formats as recommended by the College Academic Affairs office and approved by the Dean. The College format is intended to provide uniformity across the College and show compliance with accreditation requirements.

Syllabi are considered contracts with the students enrolled in a course. Faculty are highly discouraged from changing their syllabus after the first week of the semester, unless absolutely necessary. Faculty members shall inform students of any updates to their syllabus as soon as possible. The updated syllabus must never disadvantage the students.

Faculty members shall submit a copy of each course syllabus to the Assessment and Accreditation Coordinator by the second week of the semester. Any syllabi updates will be forwarded as soon as possible.

V.4.F Final Exams

Faculty shall conduct final exams in accordance with University Policy.

V.4.G Grades

Faculty members shall inform students of their progress throughout the semester. Grades are a faculty member's responsibility and shall be assigned fairly and objectively. All grades shall be maintained and calculated by the faculty member and shall never be the students' responsibility.

Submission of final grades must comply with University Policy, including but not limited to the deadline for the timely submission of grades.

Faculty shall maintain their gradebook (in accordance with their syllabus) on Canvas or the current University Learning Management System (LMS). Grades should be communicated via the LMS in a timely manner so that students understand their status.

Grade books/spread sheets and other materials used in computing grades (e.g., exams, papers, reports, etc.) that are not returned to the student must be retained by the faculty member for one year after final grades are submitted.

Students have a right to inspect the written work performed during a course and discuss the grade with the faculty member.

V.4.H Course Audits

Students may audit any course subject to space availability and University Policy. Faculty members have the discretion to determine conditions and requirements for the audit.

V.5 Other College Policies and Operating Procedures

The Dean, upon the advice and recommendation of the CAC, will publish other policies or operating procedures as required to accomplish the College vision, mission, and core competencies.