

**KENT STATE UNIVERSITY**  
**COLLEGE OF APPLIED AND TECHNICAL STUDIES**  
**FACULTY HANDBOOK**

**Approved by:**  
**College of Applied and Technical Studies**  
**College Advisory Committee**  
**May 17, 2022**

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## **PREAMBLE**

This Handbook of the College of Applied and Technical Studies (hereinafter the “Handbook”) contains the operational policies and procedures for the College of Applied and Technical Studies (hereinafter the “CATS”). The policies and procedures contained in this Handbook shall not conflict with any university, administrative or operational policy of Kent State University as published in the University Policy Register and elsewhere, any applicable *Collective Bargaining Agreement*, or any federal, state and local law.

## **COLLEGE VISION, MISSION, AND IDENTITY**

### **Mission Statement**

The College of Applied and Technical Studies supports the development of personal, professional, and technical expertise by providing a comprehensive portfolio of certificate and degree programs that empower graduates. As an educational and economic driver for Northeast Ohio and beyond, the College strives to provide life-changing learning opportunities. The college supports individuality and embraces diversity by welcoming learners from varying life and career stages into a collaborative, respectful, and equitable community of educators and students.

### **Vision Statement**

The College of Applied and Technical Studies will be the premier choice for individuals seeking university education focused on the discovery and development of high skill and specialty occupations and careers. Successful learners will be prepared to enter and remain competitive in regional, national, and global markets.

### **Identity Statement**

Applied university-level education leading to professional pathways.

# **I. MATTERS OF ACADEMIC UNIT GOVERNANCE AND RELATED PROCEDURES**

The [College of Applied and Technical Studies](#) consists of three divisions: Applied Business; Health Professions; and Engineering Technology and Professional Studies. The College is administered by the Dean with the support of the Associate Dean and other administrative positions. The Dean acts in consultation with the College Advisory Committee (CAC) as specified by University Policy and the applicable Collective Bargaining Agreements

## **A. Administrative Structure**

### **1. Dean**

The College of Applied and Technical Studies Dean (hereinto will be referred to as Dean) is the chief administrative officer of the CATS and reports directly to Senior Vice President and Provost. The Dean is responsible for recording, maintaining, and implementing the policies and procedures stated in this Handbook through regular consultation with the CAC and tenured and tenure-track faculty, non-tenure track faculty, and the College's committees.

Duties/essential functions may include, but not be limited to the following:

- Oversee and provide leadership for the College of Applied and Technical Studies.
- Serve as the principal administrator for the College of Applied and Technical Studies which includes responsibility for personnel, general administration and management, budget, academic, and development functions.
- Provide leadership, guidance, or counsel to faculty, staff, and administrators within CATS.
- Provide curricular oversight, including the development and approval of new degrees to ensure compliance with university and specialized accreditation requirements.
- Serve as the academic unit in the Review, Tenure, and Promotion process of faculty assigned to the CATS as well as overseer of credential approvals for the CATS faculty.
- Participate in and supervise regional program reviews.
- Fulfill responsibilities of human resource management including equal opportunity, affirmative action, and employee development.

### **2. Associate Dean**

The Associate Dean assists the Dean in the overall leadership and direction of the College and reports to the Vice President of Regional Campuses and Dean of the College of Applied and Technical Studies. The Associate Dean may act to represent the Dean when s/he is unavailable and undertakes other responsibilities as assigned. The Associate Dean is selected and appointed by the Dean.

Duties/essential functions may include, but not be limited to the following:

- Provide curricular oversight, including the development and approval of new degree programs, ensuring compliance with university and specialized accreditation requirements.
- Support the college and its programs in implementing quality assessment initiatives; coordinate special projects for the college, including data gathering and analysis.

- Assist with regular communication regarding college opportunities and achievements to faculty, staff, students, and communities.
- Assist in strategic and/or academic planning, including assisting in the development and implementation of policies and procedures.
- Support the college and its programs in developing and maintaining effective relationships with K-12, community college, peer college, and employer relationships.
- Serve on various division, college, and university committees; represent the college at appropriate University bodies, committees, councils, etc.

### **3. Other Administrative Positions**

#### **A. Program Directors**

Academic Programs within the CATS may have additional administrative positions prescribed by their respective accreditation agencies which can include a program director. The program director provides administrative oversight and accreditation compliance to these academic programs. The positions are appointed, supervised, and evaluated by the College Dean.

#### **B. Lead Faculty**

Program areas which are offered at more than one campus and do not have program directors may nominate a Lead Faculty member whose duties are outlined in Section E. of this handbook.

### **4. Divisions**

The College of Applied and Technical Studies consists of three divisions:

- Applied Business (AB)
- Health Professions (HP)
- Engineering Technology and Professional Studies (ETPS)

### **B. Faculty Involvement in College of Applied and Technical Studies Governance**

The faculty body of the CATS consists of all tenured/tenure track (T/TT) and full-time non-tenure track (FTNTT) faculty members. All references to the members of the faculty of CATS as a whole in this handbook will be designated by the term “Members” with the first character of the word capitalized. All Members are eligible to participate in the governance of the College.

#### **C. Assembly and Meetings**

##### **1. Assemblies**

The Dean will convene the Members at least twice per academic year, preferably the week prior to the Fall Semester and once during the Spring Semester. The faculty meeting shall be chaired by the Dean or the Dean’s designee.

## 2. Special Meetings

Special meetings of the Members may be called at the discretion of the Dean.

### **D. Committees**

The College of Applied and Technical Studies does not have subordinate academic departments or schools. Three divisions - Applied Business, Health Professions, and Engineering Technology and Professional Studies have been established to ensure appropriate representation on committees and transacting other curricular business within the College.

All CATS committees are advisory and recommendatory to the Dean. The membership, structure, and function of the following CATS committees are governed by university, administrative, and operational policies, and applicable Collective Bargaining Agreement(s) (CBA).

#### 1. College Advisory Committee (CAC)

Colleges without departments or schools and University Libraries do not have academic departments or schools through which they report to the University-wide administrative level and, therefore, have only one Faculty advisory body. The Faculty of each college without departments or schools and University Libraries shall elect a College Advisory Committee (CAC) in accordance with procedures established in the unit's section of the Faculty Handbook. Each CAC shall be of college rank in the governance structure of the University and shall undertake the governance responsibilities and advisory roles identified separately for FACs and CACs in the T/TT CBA ([Article VI, section 3 and 4](#) ).

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.

##### a. Membership

The CAC will consist of representatives from each division. Ideally, representation from each division may consist of 3 tenure-track (T/TT) faculty and 1 non-tenure track (NTT) faculty member. Tenure-track Faculty members of the academic unit shall constitute a majority of the membership of the CAC and Curriculum Committees. Members serve 2-year rotating terms. There are no term limits.

The Dean shall be an ex-officio non-voting member and, in accord with the Collective Bargaining Agreement, shall serve as presiding chairperson.

##### b. Elections

CAC elections will be held by all full-time Faculty within each Division at the spring semester assembly for the upcoming academic year. A formal nomination process to solicit nominations will be held approximately two months prior to the end of the Spring semester.

c. Meetings

- i. Meetings are normally held at least once each month during the Fall and Spring semesters.
- ii. The Dean shall call meetings of the CAC. The Associate Dean attends CAC meetings but does not vote.
- iii. A convener will be elected (annually) among the T/TT members of the CAC at the first meeting of the academic year. They will preside over meetings in the absence of the Dean; consult with the Dean in preparation and distribution of agenda; and develop and distribute minutes to CATS faculty in a timely fashion as mandated by the T/TT CBA. Minutes shall consist of a summary of the issues discussed and decisions reached, if any.
- iv. A quorum is a simple majority of voting members. Passage of a motion an affirmative vote of the majority of members present, provided there is a quorum. Motions may also be voted on electronically.

2. Tenure/Tenure Track Ad Hoc Reappointment, Tenure, and Promotion Committee (RTP)

a. Membership

The RTP Committee consists of all tenured members of the CAC plus all tenured faculty in the College with the rank of Professor.

b. Responsibilities

The RTP Committee will review, vote, and will make recommendations regarding candidates to the Dean for reappointment, tenure, and promotion. This responsibility will be in accordance with University Policies.

c. Meetings

The RTP Committee will meet as deemed necessary and in accordance with deadlines established by the University's reappointment, tenure, and promotion procedures.

3. Full-Time Non-Tenure Track Faculty (FTNTT Faculty) Performance Review Committee

a. Membership

The FTNTT Performance Review Committee is an ad hoc committee. Membership consists of all tenured and FTNTT members of the CAC.

b. Responsibilities

The policies and procedures which govern the College's ad hoc Full-Time Non-Tenure Track Performance Review committees are included in the [University Policy Register](#) and the [FTNTT CBA](#). Procedural and operational guidelines are provided annually by the Office of the Provost.

c. Meetings

The committee convened by the Dean will meet as necessary to comply with deadlines established by the University's procedures for the renewal process.

4. Non-Tenure Track Promotion Advisory Board (NPAB)

a. Membership

The NPAB shall consist of full-time non-tenure track faculty (FTNTT) representatives constituted by the Dean per procedures in the [FTNTT CBA](#) to serve on the College's NPAB. Whenever possible, all NPAB representatives should hold at least the rank of associate professor or associate lecturer.

b. Responsibilities

The NPAB considers FTNNT candidates for promotion to a higher rank based on the CATS and University criteria. This responsibility of the committee shall be in accordance with University Policy for promotion in the [FTNTT CBA](#). The committee makes recommendations to the Dean following the procedures specified annually by the Office of the Provost.

c. Meetings

The committee convened by the Dean will meet as necessary to comply with deadlines established by the University's procedures for the renewal process.

5. College Curriculum Committee (CCC)

a. Membership

The CCC will consist of representatives from each division. Ideally, representation from each division may consist of 3 tenure-track (T/TT) faculty and 1 non-tenure track (NTT) faculty member. Tenure-track Faculty members of the academic unit shall constitute a majority of the membership of the Curriculum Committee Terms will be alternating 2-years. There are no term limits.

The Dean and Associate Dean will be ex-officio, non-voting members.



b. Elections

CCC elections will be held by all full-time Faculty within each Division at the spring semester assembly for the upcoming academic year. A formal nomination process to solicit nominations will be held approximately two months prior to the end of the Spring semester.

c. Meetings

The committee will meet as scheduled during the academic year. Meetings are normally held at least once each month during the Fall and Spring semesters. A quorum is a simple majority of voting members. Passage of a motion recommending any curriculum revision requires an affirmative vote of the majority of members present, provided there is a quorum. Motions may also be voted on electronically, but passage requires approval of a majority of all members of the CCC. A Chair for the upcoming academic year be elected (annually) among the members of the CCC at the last meeting of the academic year.

Responsibilities of the Chair:

- Collaborate with the Associate Dean in developing an agenda.
- Distribute agenda and minutes of all meetings to entire faculty.
- Submit all CCC minutes to the Dean's secretary to be filed.
- Work with faculty members or faculty groups to develop curricular proposals. Communicate outcomes of curricular or policy proposal votes to the Dean for CAC review.
- Ensure curricular processes are followed.

d. Responsibilities

The CCC will establish, and the Dean will distribute to the members all guidelines and deadlines for curricular proposals immediately after the first Fall meeting.

All curriculum proposals shall originate within respective program areas and shall be distributed to all Faculty who teach within the program. All College of Applied and Technical Studies program areas affected by the proposed curricular changes shall be consulted prior to submission of the proposal to the CCC. Consultation is the responsibility of the program area lead faculty /coordinators/program directors. Documentation of such consultation shall be in writing and included with the curricular proposal submitted to the CCC. Curriculum proposals shall have the majority approval of the program area faculty prior to submission to the CCC.

The CCC will make recommendations to the Dean for changes in academic programs proposed by program areas within the College of Applied and Technical Studies. The Dean shall forward all approved curricular proposals to the appropriate hierarchical higher level.

6. Program Areas Curriculum Committee (PACC) may be established by respective program areas

a. Membership

These committees shall be comprised of full-time Faculty in their respective program areas. Lead program faculty, where applicable, shall be nominated from the specific PACC at the spring semester meeting for the upcoming year (Fall and Spring semesters).

b. Responsibilities

The program area curriculum committee will establish, review, and revise all curriculum proposals among related programs areas within the respective division and other curricula within the University.

The program curriculum committee shall approve all matters related to program articulation internal and external to the University.

The program area curriculum committee will develop learning outcomes for both courses and the program as well as follow the University established process annual review and assessment of those to ensure quality of instruction and appropriateness of curricula.

The program area curriculum committee will provide guidance for system-wide marketing.

c. Meetings

The lead faculty schedule meetings throughout the academic year.

A quorum is a simple majority of voting members. Passage of a motion recommending any curriculum revision requires an affirmative vote of the majority of members present, provided there is a quorum. Motions may be voted on electronically as determined by each respective Program Area.

Minutes will be recorded at all Program Area Committee meetings.

**E. Program Area Lead Faculty**

1. Selection

At the spring assembly meeting, any Division with Program Area Lead Faculty shall recommend to the Dean a faculty member from the program area (T/TT if the unit has T/TT faculty, or FTNTT if no T/TT are available to serve) to serve a renewable 2-year term as Program Area Lead Faculty beginning with the fall semester. If the Dean does not accept a recommended candidate, then the Dean will provide a written statement to the program

faculty explaining their rejection of the recommendation. The Academic Program faculty will then make a new recommendation. In the absence of an eligible faculty member willing to serve, the Dean will appoint an Interim Program Area Lead Faculty in consultation with the program area faculty. The Interim Program Area Lead Faculty member will serve until an eligible faculty member is appointed.

Program area lead faculty will be given an appropriate load assignment each academic Semester (Fall and Spring)

## 2. Responsibilities

The Program Area Lead Faculty (Full-time Faculty appointment) or Program Directors/Coordinators (Administrative appointment) are responsible for the following:

- Convene regular meetings of the PACC as outlined in PACC section.
- Approve course substitutions, transfer credit evaluations, and special petitions for their respective program area.
- Coordinate curriculum development efforts, by initiating and coordinating changes and improvements in curricula, requirements, and programs.
- Directing meetings of the Program Faculty.
- Providing responses to student's inquiries about the program (recruiting)
- Review part-time faculty credentials and experience of individuals who are being considered to teach courses within the program and recommend for approval based on the credential review and experience. All recommendations will be forwarded to the Dean.
- Submit all proposed program changes to the CCC for approval.
- Recommend tenured Faculty to provide peer teaching evaluations when requested by college faculty in their respective Program Area.
- Recommend special-topics courses through consultation with the program curricular body.
- Work with other Program Areas and Divisions on common issues across all curricula.
- Verify the accuracy and distribution of program requirement sheets, advising sheets, catalog copy, and roadmaps.

## F. Amendments or Revision of Handbook

The implementation, modification, amendment, and revision of this Handbook are governed by the applicable Collective Bargaining Agreements. The CAC will review and update this Handbook, as needed, but at least every 3 years. Suggestions for modifications or amendments to the Handbook may be initiated at any time by the Dean or by the faculty. Proposed amendments, modifications and revisions to this Handbook which receive support from two-thirds of the CAC will be considered a positive recommendation to the Dean. All modifications, amendments, and revisions of the Handbook require approval of the Dean and the Provost. In reviewing this Handbook, the Dean may request revisions before lending final approval. Further, the Dean may direct that the Handbook be modified, amended, or revised to reflect changes in College or University policy.

## **II. TEACHING ASSIGNMENTS AND WORKLOAD**

Teaching assignments and faculty workload are determined by individual regional campuses in accordance with the CBA.

## **III. REAPPOINTMENT, TENURE, AND PROMOTION CRITERIA AND THE CRITERIA AND PROCESSES RELATING TO OTHER FACULTY PERSONNEL ACTIONS**

### **A. Appointment and Employment Procedures**

Identifying and determining the need for a faculty position is initiated in a Regional Campus by the respective Regional Campus Dean and the respective Campus Faculty Council.

If applicable at least one faculty member from the College of Applied and Technical Studies program area, other than the campus, will be represented on the search committee.

The minimum academic credential for initial appointment to a TT or FTNTT faculty position varies among the diverse discipline areas represented in the College. For programs with specialized accreditation all appointments shall meet or exceed the standards specified in the accreditation essentials/criteria. This shall include current Ohio or National licensure and certification within the discipline. For faculty in disciplines without specialized accreditation the minimum academic credential shall be a master's degree in the appropriate discipline and may include additional certifications, licenses, and work experience. Faculty who are appointed to teach graduate courses shall have a terminal degree within the discipline.

Academic rank is a function of the combination of earned academic credentials and demonstrated experience. Faculty rank for FTNTT faculty shall be in accordance with the Non-Tenure Track Collective Bargaining Agreement, Article X, section 11. At the time of appointment, academic rank for tenure track faculty will be made by appointing regional campus and will take into consideration the degree(s) of the candidate and relevant experience, intellectual property, and research. The Assistant Professor rank is normally the entry level rank for TT faculty. The Associate Professor rank presumes prior service as an Assistant Professor, significant academic achievements, possession of a terminal degree, and significant body of scholarly work.

### **B. Reappointment, Tenure, Promotion (TT)**

Reappointment, Tenure, and Promotion (RTP) are conducted annually in accordance with the RTP guidelines issued by the Office of the Provost. The sections below delineate specific criteria for each Academic Division.

All candidates standing for promotion in rank must provide a body of work that is significant and has been accomplished since their last personnel action (reappointment, tenure, or promotion.) The primary obligation of the College of Applied and Technical Studies faculty is toward teaching and service activities. However, there are expectations of accomplishment within each of the categories of teaching, research, and service activities. The primary thrust of these activities will be directed toward professional development to update technical knowledge through professional

Associations, consultative professional practice, publication, and individual study and/or formal educational programs and seminars.

The following provide general expectations and procedures to guide decisions regarding RTP. As the College of Applied and Technical Studies has 3 academic divisions-Applied Business, Health Professions, and Engineering Technology and Professional Studies, each division has developed more specific details for each category of evaluation. See Appendices A - C for these criteria.

## 1. Teaching

Student evaluations and peer reviews of faculty performance are important sources of information, both for the individual faculty member in their professional growth and for the University, especially regarding reappointment, tenure, and promotion. Each regional campus has established mechanisms to accomplish the goal of teaching evaluations in accordance with University policy and the CBAs. It is expected that personnel reviews of College of Applied and Technical Studies Faculty will provide information that reflects meaningful and on-going evaluation of teaching performance by students and peers.

**Student Evaluations.** A standard university-wide Student Survey of Instruction (SSI) form is used. Procedures for administering these surveys must be followed, per the specific regional campus. It is expected that student evaluations for every class taught during the probationary period for tenure-track faculty not yet tenured will be provided. All faculty standing for promotion will provide student evaluations for the time period that begins with the start of their time in the lower faculty rank or the time since they were tenured.

**Peer Evaluations.** Faculty members- Tenure track and nontenure track members undergoing full performance reviews (does not apply to FTNTT simplified reviews) are expected to have a minimum of 2 peer evaluations per academic year, at least one half of these from within their Program Area or closely related Program Area.

Faculty teaching web-based courses are responsible for making necessary arrangements for the evaluation of their web-based offerings. Furthermore, it is the responsibility of faculty teaching web-based courses to ensure that appropriate evaluation instruments are utilized and that timely access to web-based course materials is made available to the evaluator so that an effective and meaningful peer evaluation can occur.

The peer review process is a chance for colleagues to see a more complex picture of student learning. Although student summaries of instruction provide a degree of insight into teaching and learning, peer reviews provide an opportunity to present a more complete picture of teaching. It would be helpful to reviewers if candidates would provide a rationale for their selection of chosen reviewer/s.

**Additional Evaluations.** Faculty are encouraged to use additional methods of evaluating teaching and learning, which may include development of a teaching portfolio, experts in the field from outside the University, student focus groups, and other forms of scholarly examination of teaching.

The College of Applied and Technical Studies expects candidates for reappointment to show continued progress as outlined in Appendices A - C. All faculty standing for personnel review are expected to provide a thoughtful statement of teaching philosophy and self-assessment. When necessary, faculty shall provide evidence of responding to unfavorable SSIs or peer review, as well as evidence of course improvement over time.

The following descriptions suggest ways for all faculty members within the CATS to provide evidence of teaching status.

#### A Developing Teacher

- Engages in innovative teaching practices
- Participates in faculty professional development applicable to classroom teaching
- Develops meaningful assignments, assessments, and other teaching artifacts
- Assesses effectiveness of student learning
- Reflects on teaching and teaching evaluations with action plans for improvement
- Has a record of good peer and student evaluations

Candidates for tenure and promotion to Associate Professor should have developed and refined their teaching and pedagogical skills. The “Excellent Teacher” description listed below acts as a guideline.

#### An Excellent Teacher

- Develops curricula
- Develops teaching-related publications and presentations
- Involves students in classroom research and/or service-learning
- Advises and mentors students
- Engages in innovative teaching practices
- Participates in faculty development related to classroom teaching
- Develops meaningful assignments, assessments, and other teaching artifacts
- Reflects on teaching and teaching evaluations with action plans for improvement
- Has a record of consistently good peer and student evaluations
- Nomination for, or recipient of, Campus Teaching Award
- Documented and effective innovation in pedagogy and/or use of classroom technology
- Participation in Program Advisory Board
- Authorship of a new course or major revision of an existing course

Candidates for promotion to Professor should have developed and refined their teaching and pedagogical skills. The “Teacher Leader” description listed below acts as a guideline.

#### A Teacher Leader

- Develops community partnerships for learning
- Develops teaching-related publications and presentations

- Involves students in classroom research and/or service-learning
- Advises and mentors students and/or other faculty members
- Engages in innovative teaching practices
- Consistently earns excellent peer and student evaluations
- Participates in and conducts faculty development related to classroom teaching
- Develops meaningful assignments, assessments, and other teaching artifacts
- Receives recognition for teaching excellence, i.e., University or external Teaching Award
- Provides direction of undergraduate student research project that leads to presentation or publication
- Serves on a thesis, honors, or dissertation committee
- Initiation and leadership in the creation or redesign of a degree, concentration, or certificate

## 2. Professional Development/Research

The College of Applied and Technical Studies expects TT faculty members to engage in scholarly pursuits. Candidates for reappointment should demonstrate clear plans for a research program and should produce evidence of refereed publications and/or presentations. By the time a TT faculty member stands for tenure, clear evidence of regular participation in scholarly accomplishments, per the following faculty member stands for tenure, clear evidence of regular participation in scholarly accomplishments, per the following potential categories, shall be presented.

Evidence of accomplishments in the area of professional development/scholarship include, but is not limited to, the following items.

- Authorship or co-authorship of technical/professional refereed article in professional publication, including professionally affiliated e-journal
- Authorship or co-authorship of chapter(s) in technical/professional books
- Authorship or co-authorship of technical/professional non-refereed articles
- Authorship or co-authorship of technical/professional book
- Authorship or co-authorship in other categories, e.g., book reviews, professional newsletters, professional websites, and other professional publications
- Authorship or co-authorship of patents or patent applications
- Publication of non-refereed magazine articles, major newspaper articles, websites, etc. within the discipline
- Presentations in professional meetings (oral or poster) in own discipline
- Contributions to professional newsletters, websites, and other professional publications
- Technical presentations at other departments or institutions
- Funded proposals (RFPs)
- Unfunded or pending proposals (RFPs)
- 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)

- Textbook reviewer or author of supplemental materials for an existing textbook
- Extensive upgrade or acquisition of additional professional credentials
- Extensive upgrade or new academic credentials
- Authorship of technical/professional refereed article in conference proceedings
- Editorship of a refereed journal or reviewer of refereed journal articles
- Awards (outstanding scholar award, membership by invitation in honors societies)
- Software development

For specific expectations for a faculty member within each division, see Appendices A - C.

### 3. University Citizenship and Service

Probationary faculty members are expected to participate in service at the campus level in the early years of reappointment. As faculty approach tenure, it is expected that they will engage in college and/or university service. Faculty members standing for promotion are expected to play a significant role in campus, college, and/or university service.

Examples of evidence in the area of citizenship and service include, but are not limited to, the following.

- a. Committee membership, accompanied by documentation of candidate's contributions, accomplishments, leadership roles
- b. Participation in service or professional organizations in the area of expertise
- c. Advising student organization
- d. Participation in Program Advisory Board
- e. Participation in recruiting events
- f. Participation in marketing initiatives
- g. Participation in the integration of community with program activities
- h. Service awards
- i. Organization of a professional conference or serving as a section chair or higher
- j. Participation in community development activities and grants
- k. Organization of consortia to articulate with and perpetuate one's program or discipline

For specific expectations for a faculty member each division, see Appendices A - C.

## **C. Renewal of Appointment and Promotion Reviews of Full-Time Non-Tenure-Track Faculty (FTNTT)**

Here are some general expectations for FTNTT faculty members. For expectations specific to a discipline area, please refer to Appendices A - C. Non-tenure track faculty (FTNTT) personnel reviews are governed by the FTNTT CBA and by guidelines put forth each academic year by Office of the Provost.

The College of Applied and Technical Studies expects FTNTT teaching evaluation criteria to be the same as those for T/TT Faculty. (See Section III of this document for College of Applied and



Technical Studies Evaluation Guidelines Teaching Evaluations.) FTNTT simplified review only require students' evaluations, curriculum vitae, and a narrative per the FTNTT CBA.

## 1. Promotion

- a. Guidelines for the submission of materials for promotion review and for the timely conduct of the promotion review process will be issued annually by the Office of Faculty Affairs. (See also, Addendum C, Guidelines and Procedures for Full-Time Non-Tenure Track Faculty Promotion.)
- b. FTNTT Faculty members who have completed 5 consecutive years of employment as a FTNTT Faculty member and one (1) successful full performance review may apply for promotion to the rank of Associate Lecturer/Associate Professor, as applicable, at the time of their second Full Performance Review or with any scheduled performance review thereafter. A FTNNT faculty may after 5 full years as an Associate Professor or Associate Lecturer could stand for the second promotion to Professor or Senior Lecturer in her/his 6th year or any year thereafter.
- c. Evidence of significant accomplishments in both Performance and Professional and Creative Activity is required for promotion. Accomplishments and/or contributions in the areas of University Citizenship and Research are normally neither required nor expected, except as they may relate to the assigned track and workload of the candidate. Efforts in these areas will, however, contribute to the candidate's overall record of accomplishments for the purpose of promotion.
- d. Materials required for promotion should include the following:
  - A promotion narrative.
  - A current curriculum vitae.
  - The official summary of Student Surveys of Instruction for the past 3 years.
  - Peer reviews conducted by senior faculty members in the FTNTT faculty member's discipline or a related area. 2 per academic years for the past 3 academic years is expected for promotion to Associate Professor/Associate Lecture, and one per academic year for the past 3 years is expected for Promotion to Professor/Senior Lecture.
  - Workload Statement for at least the past 3 academic years. A written evaluation of the FTNTT Faculty member's performance including a recommendation on promotion from the Regional Campus Dean.

Suggested materials that may be included but not limited to:

- Demonstration of excellent teaching
- Demonstration of staying current in their field
- Participation in conferences or workshops in their discipline
- Participation in conferences or workshops related to the scholarship of teaching
- Participation in University governance
- Curriculum development

- Program development
- Contributions to recruiting and retention of students

Refer to Suggested Evaluation Criteria, Joint Study Committee Recommendations from the Guidelines and Procedures for FTNTT Promotions issued yearly for more suggested Supplemental Materials.

For specific expectations for a faculty member within each division, see Appendices A - C.

#### **IV. CRITERIA, PERFORMANCE EXPECTATIONS, AND ACADEMIC UNIT PROCEDURES RELATING TO FACULTY EXCELLENCE AWARDS**

Faculty Excellence Awards are established pursuant to the applicable Collective Bargaining Agreement. Procedures and timelines for determining Faculty Excellence Awards for any given year shall be conducted in accordance with guidelines issued by the Office of the Provost.

#### **V. OTHER ACADEMIC UNIT GUIDELINES**

##### **A. College of Applied and Technical Studies Curriculum Committee Guidelines**

The CCC has an established process for receiving, reviewing, and approving curriculum proposals.

For the submission of curriculum proposals to the College of Applied and Technical Studies Curriculum Committee (CCC), please make sure that forms are complete, and documentation includes:

- Regional Campus Faculty Council consultation when establishing new programs or inactivating programs;
- CCP (Certification of Curriculum Proposal) Signed by the Program Coordinator, Program Director, Lead Faculty, etc.;
- CCP Signed by the Regional Campus Dean (if the proposal is for a program on multiple campuses, include the signature from the Dean for the campus that administers the program);
- Documentation if there is encroachment;
- Documentation assuring Associate degree changes will not impede and do not interfere with students continuing to an appropriate bachelor's degree;

Once the College of Applied and Technical Studies receives the signed proposal, it is forwarded to Curriculum Services for review of completeness. After Curriculum Services reviews the proposal for completeness, the proposal will be placed on the CCC agenda.

Any proposals the CCC reviews and approves will be signed by the Dean of the College of Applied and Technical Studies, or designee and forwarded to Curriculum Services. Curriculum

Services may request additional information before putting the item on the EPC agenda. Only proposals with all required signatures will be placed on the EPC agenda.

**Curriculum Services Statement:**

*A proposal that has course revisions, inactivation, or establishments also need to have workflows submitted. A workflow is for any type of change to a course (new course, prerequisite changes, course titles changes, etc.). However, if that change affects a program somehow, such as a new course will be part of an elective list, a CCP/programproposal and catalog copy will have to be submitted to reflect how that course is in the program.*

**Related Links:**

[Office of Faculty Affairs](#)

[University Faculty Handbook](#)

[Tenured and Tenure Track Faculty: Appointment, Reappointment, Tenure, and Promotion](#)

[Full Time Non-Tenure Track Faculty](#)

# **APPENDIX A**

## **Applied Business Division Criteria for Reappointment, Tenure, and Promotion**

### **TENURE TRACK FACULTY**

#### **Reappointment**

##### **Teaching (70%)**

Candidates for reappointment should be developing and refining their teaching and pedagogical skills. The improving teacher criteria listed below acts as a guideline for tenure track faculty.

Tenure track faculty student evaluation of instruction should have at least 75% of the responses in the strongly agree and agree categories. Evaluators should recognize that courses with fewer than 10 responses may be skewed and not completely valid. Tenure track faculty should have a minimum of 2 peer evaluations per year.

##### **Improving Teaching Criteria**

- Engages in innovative teaching practices, such as on-line learning and the use of technology
- Participates in faculty professional development applicable to classroom teaching
- Develops meaningful assignments, assessments, and other teaching artifacts
- Assesses effectiveness of student learning
- Reflects on teaching and teaching evaluations with action plans for improvement
- Has a record of good peer and student evaluations

##### **Scholarship (20%)**

Tenure Track faculty must develop a research and scholarship plan early in the tenure process. This tenure plan must include a pathway to publication. During the third year of evaluation, the candidate must show a record of submission or publication of journal articles. Other scholarly activities from the list below can be included as part of the candidate's overall scholarship record.

- Maintenance of professional credentials
- Authorship or co-authorship of technical/professional refereed article in professional publication, including professionally affiliated e-journal
- Authorship or co-authorship of chapter(s) in technical/professional books
- Authorship or co-authorship of technical/professional non-refereed articles
- Authorship or co-authorship of technical/professional book
- Authorship or co-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
- Contributions to professional newsletters, websites, and other professional publications

- Funded proposals (RFPs)
- Unfunded or pending proposals (RFPs)
- 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)
- Textbook reviewer or author of supplemental materials for an existing textbook
- Extensive upgrade or acquisition of additional professional credentials
- Extensive upgrade or new academic credentials
- Authorship of technical/professional refereed article in conference proceedings
- Editorship of a refereed journal or reviewer of refereed journal articles
- Awards (outstanding scholar award, membership by invitation in honor societies)
- Software development

### **Service (10%)**

Tenure track faculty should serve on committees related to their discipline and on their campus. Faculty need to balance their service responsibilities, so they do not hinder their teaching or scholarship activities. The list below outlines service opportunities that candidates may engage in.

- Committee membership, accompanied by documentation of candidate's contributions, accomplishments, leadership roles
- Publication of non-refereed magazine articles, major newspaper articles, webpages, and so forth, within the discipline
- Presentations for service or professional organizations outside of area of expertise
- Technical presentations at other departments or institutions
- Active and regular participation in successful internship and/or co-op and/or practicum programs. Projects integrating and engaging students with businesses, industry, and government.
- Advising student organization
- Participation in campus linkage with Advisory Board (document degree of participation, accomplishments, etc.)
- Participation in recruiting events
- Participation in marketing initiatives
- Participation in the integration of community with program activities
- Service awards
- Organization of a professional conference or serving as a section chair or higher
- Participation in community development activities and grants
- Organization of consortia to articulate with and perpetuate one's program or discipline

## **Tenure and Promotion**

Candidates for tenure will have successfully met the criteria for reappointment and in addition, must meet the criteria described below. Tenured faculty must hold a master's level degree plus professional credentials or a terminal degree, from an accredited, internationally recognized, institution of higher learning.

### **Teaching (70%)**

Candidates for tenure should have developed and refined their teaching and pedagogical skills. The "Excellent Teacher" criteria listed below acts as a guideline for tenure. Tenure track faculty student evaluation of instruction should have at least 80% of the responses in the strongly agree and agree categories for tenure. Evaluators should recognize that courses with fewer than 10 responses may be skewed and not completely valid. Tenure track faculty should have a minimum of ten peer evaluations (2 per academic year.)

#### **Excellent Teacher Criteria**

- Develops new, or updates curricula
- Develops teaching-related publications and presentations
- Involves students in classroom research and/or service-learning
- Advises and mentors students
- Engages in innovative teaching practices
- Participates in faculty development related to traditional/virtual classroom teaching
- Develops meaningful assignments, assessments, and other teaching artifacts
- Reflects on teaching and teaching evaluations with action plans for improvement
- Has a record of consistently good peer and student evaluations
- Nomination for, or recipient of, Campus Teaching Award
- Documented and effective innovation in pedagogy and/or use of instructional technology
- Participation in Program Advisory Board
- Authorship of a new course or major revision of an existing course
- Integration of emerging subjects/materials into courses and curricula.

### **Scholarship (20%)**

Candidates for tenure must have an established record of scholarship. The candidate must show a minimum of 2 publications from peer reviewed publications. A sole authored or first authored publication is required. Articles published in high ranking, indexed publications will be given more weight.

Candidates should incorporate other scholarly pursuits from the list below.

- Maintenance of professional credentials
- Authorship or co-authorship of technical/professional refereed article in professional publication, including professionally affiliated e-journal
- Authorship or co-authorship of chapter(s) in technical/professional books
- Authorship or co-authorship of technical/professional non-refereed articles

- Authorship or co-authorship of technical/professional book
- Authorship or co-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
- Contributions to professional newsletters, websites, and other professional publications
- Funded proposals (RFPs)
- Unfunded or pending proposals (RFPs)
- Professional experience (e.g., consulting, paid or unpaid), w/documentation vis-à-vis resultant professional growth
- Professional development (attending courses, conferences, workshops; internship; chairing sessions)
- Textbook reviewer or author of supplemental materials for an existing textbook
- Extensive upgrade or acquisition of additional professional credentials
- Extensive upgrade or new academic credentials
- Authorship of technical/professional refereed article in conference proceedings
- Editorship of a refereed journal or reviewer of refereed journal articles
- Awards (outstanding scholar award, membership by invitation in honor societies)
- Software development

### **Service (10%)**

Candidates should have an established service record. The record should indicate service to the discipline, the campus, and the university. Leadership positions and service outside of the University should be viewed favorably.

- Committee membership, accompanied by documentation of candidate's contributions, accomplishments, leadership roles
- Publication of non-refereed magazine articles, major newspaper articles, web pages, etc. within the discipline
- Presentations for service or professional organizations outside of area of expertise
- Technical presentations at other departments or institutions
- Active and regular participation in successful internship and/or co-op and/or practicum programs. Projects integrating and engaging students with businesses, industry, and government.
- Advising student organization
- Participation in recruiting events and/or marketing initiatives
- Participation in the integration of community with program activities
- Service awards
- Organization of a professional conference or serving as a section chair or higher
- Participation in community development activities and grants
- Organization of consortia to articulate with and perpetuate one's program or discipline

## **Promotion to Associate Professor**

### **Teaching (60%)**

Candidates for promotion to Associate Professor should have mastered their teaching and pedagogical skills. The “Excellent Teacher” criteria listed below acts as a guideline for promotion. Tenure track faculty student evaluation of instruction should have at least 80% of the responses in the strongly agree and agree categories for tenure. Evaluators should recognize that courses with fewer than 10 responses may be skewed and not completely valid.

#### **Excellent Teacher Criteria**

- Develops new, or updates curricula
- Develops teaching-related publications and presentations
- Involves students in classroom research and/or service-learning
- Advises and mentors students
- Engages in innovative teaching practices
- Participates in faculty development related to traditional/virtual classroom teaching
- Develops meaningful assignments, assessments, and other teaching artifacts
- Reflects on teaching and teaching evaluations with action plans for improvement
- Has a record of consistently good peer and student evaluations
- Nomination for, or recipient of, Campus Teaching Award
- Documented and effective innovation in pedagogy and/or use of instructional technology
- Participation in Program Advisory Board
- Authorship of a new course or major revision of an existing course
- Integration of emerging subjects/materials into courses and curricula.

### **Scholarship (30%)**

Candidates for promotion to Associate Professor must have an established a record of post tenure scholarship. The candidate should be recognized as contributing to the field. Candidates should also incorporate other scholarly pursuits from the list below. Candidates standing for tenure and promotion simultaneously should have a minimum of 3 publications in peer review journals and a compilation of other scholarly activities.

- Maintenance of professional credentials
- Authorship or co-authorship of technical/professional refereed article in professional publication, including professionally affiliated e-journal
- Authorship or co-authorship of chapter(s) in technical/professional books
- Authorship or co-authorship of technical/professional non-refereed articles
- Authorship or co-authorship of technical/professional book
- Authorship or co-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
- Contributions to professional newsletters, websites, and other professional publications
- Funded proposals (RFPs)



- Unfunded or pending proposals (RFPs)
- 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)
- Textbook reviewer or author of supplemental materials for an existing textbook
- Extensive upgrade or acquisition of additional professional credentials
- Extensive upgrade or new academic credentials
- Authorship of technical/professional refereed article in conference proceedings
- Editorship of a refereed journal or reviewer of refereed journal articles
- Awards (outstanding scholar award, membership by invitation in honor societies)
- Software development

### **Service (10%)**

Candidates should have a continuing service record. The record should indicate service to the discipline, the campus, and the university. The candidate should have held leadership positionson committees and performed service outside of the University.

- Committee membership, accompanied by documentation of candidate's contributions, accomplishments, leadership roles
- Publication of non-refereed magazine articles, major newspaper articles, web pages,etc. within the discipline
- Presentations for service or professional organizations outside of area of expertise
- Technical presentations at other departments or institutions
- Active and regular participation in successful internship and/or co-op and/or practicum programs. Projects integrating and engaging students with businesses, industry, and government.
- Advising student organization
- Participation in campus linkage with Advisory Board (document degree of participation, accomplishments, etc.)
- Participation in recruiting events
- Participation in marketing initiatives
- Participation in the integration of community with program activities
- Service awards
- Organization of a professional conference or serving as a section chair or higher
- Participation in community development activities and grants
- Organization of consortia to articulate with and perpetuate one's program or discipline
- Serving on a thesis, honors, or dissertation committee

## **Promotion to Professor**

Promotion to Professor requires a minimum of 6 years' experience as a tenured, Associate Professor. The candidate must submit a minimum of 2 reviews from tenured faculty inside or outside of Kent State University, one which must hold the rank of Professor. The external reviewers are not to give recommendations on the promotion but are asked to form an opinion on the quality of teaching, scholarship, and service, based on the given criteria. Additionally, a minimum of 2 letters of recommendation from business or other professional sources must be submitted explaining why the candidate is a leader in their field and/or community.

### **Teaching (50%)**

Candidates for promotion to Professor should have mastered their teaching and pedagogical skills. They should qualify as a teacher leader. The "Teacher Leader" criteria listed below acts as a guideline for promotion. Tenure track faculty student evaluation of instruction should have at least 85% of the responses in the strongly agree and agree categories for tenure. Evaluators should recognize that courses with fewer than 10 responses may be skewed and not completely valid.

Candidates are required to show initiation and leadership in the creation or significant redesign of a degree, concentration, or certificate. Significant redesign goes beyond basic curricula changes, book changes, or special topics courses. Candidates for Professor must obtain a minimum of 3 post associate promotion peer evaluations.

#### **Teacher Leader Criteria**

- Develops community partnerships for learning
- Develops teaching-related publications and presentations
- Involves students in classroom research and/or service-learning
- Advises and mentors students and/or other faculty members
- Engages in innovative teaching practices
- Participates in and conducts faculty development related to classroom teaching
- Develops meaningful assignments, assessments, and other teaching artifacts
- Receives recognition for teaching excellence, i.e., University or external Teaching Award
- Provides Direction of undergraduate student research project that leads to presentation or publication

### **Scholarship (40%)**

Candidates for promotion to Professor must have an established and sustained record of post tenure scholarship. The candidate must show a minimum of 3 post tenure, peer reviewed publications in a journal, book, conference proceeding or other scholarly outlet. One sole authored or first authored publications are required. Articles published in high ranking, indexed publications will be given more weight. A Professor should be a cited scholar. Considerable weight shall be given to the Candidate that demonstrates their previous research has made an impact on their field of study via citation. All published works, regardless of published date, and the number of citations for each work, should be provided. Citations can be verified using Google scholar or other citation index.

Candidates should incorporate other scholarly pursuits from the list below.

- Maintenance of professional credentials
- Authorship or co-authorship of technical/professional refereed article(s) in a professional publication including affiliated e-journals
- Authorship or co-authorship of chapter(s) in technical/professional books
- Authorship or co-authorship of technical/professional non-refereed articles
- Authorship or co-authorship of technical/professional book
- Authorship or co-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
- Contributions to professional newsletters, websites, and other professional publications
- Funded proposals (RFPs)
- Unfunded or pending proposals (RFPs)
- Professional experience (e.g. consulting, paid or unpaid), w/documentation vis-à-vis
- Professional development (attending courses, conferences, or workshops; internship; chairing sessions)
- Textbook reviewer or author of supplemental materials for an existing textbook
- Extensive upgrade or acquisition of additional professional credentials
- Extensive upgrade or new academic credentials
- Authorship of technical/professional articles in conference proceedings
- Editorship of a refereed journal or reviewer of refereed journal articles
- Awards (outstanding scholar award, membership by invitation in honor societies)
- Software development

### **Service (10%)**

Candidates should have an established and sustained service record. The record should indicate service to the discipline, the campus, and the university. The candidate should have held leadership positions on committees and performed service outside of the University.

- Committee membership, accompanied by documentation of candidate's accomplishments, leadership roles
- Publication of non-refereed magazine articles, major newspaper articles, web pages, etc. within the discipline
- Presentations for service or professional organizations outside of area of expertise
- Technical presentations at other departments or institutions
- Active and regular participation in successful internship and/or co-op and/or practicum programs. Projects integrating and engaging students with businesses, industry, and government.
- Advising student organization
- Participation in campus linkage with Advisory Board (document degree of participation, accomplishments, etc.)
- Participation in recruiting events
- Participation in marketing initiatives

- Participation in the integration of community with program activities
- Service awards
- Organization of a professional conference or serving as a section chair or higher
- Participation in community development activities and grants
- Organization of consortia to articulate with and perpetuate one's program or discipline
- Serving on a thesis, honors, or dissertation committee

## **NONTENURE TRACK FACULTY**

### **Reappointment**

Effectiveness of teaching in assigned courses is necessary for renewal of appointment. The criteria of evaluating FTNTT faculty for recommendation of appointment renewal are based on evidence of teaching effectiveness and professional development to stay current in one's field. At their discretion, the FTNTT Faculty member may include other materials (e.g., awards, evidence of professional development and/or professional or creative activity, or citizenship) which demonstrate the effective performance of his/her assigned duties and responsibilities during the period under review.

### **Teaching (95%)**

The candidate should demonstrate a record of accomplishment of moving from a developing teacher to an excellent teacher. Senior NTT faculty should be judged upon the "Excellent Teacher" criteria. Student evaluation and peer reviews are an important part of the renewal process. SSIs for each course taught should reflect a pattern of positive student learning experiences, with 80% of the scores in the "*Strongly Agree/Excellent*" to "*Agree/Good*" range. Evaluators should recognize that courses with fewer than 10 responses may be skewed and not completely valid. For peer reviews, NTT faculty should obtain 2 peer evaluations per year for the first 2 reappointment periods and 1 per year after that.

- Engages in innovative teaching practices (e.g., on-line course development, effective utilization of technology in the classroom, etc.)
- Develops meaningful assignments, assessments, and other teaching artifacts
- Assesses effectiveness of student learning
- Reflects on teaching and teaching evaluations with action plans for improvement
- Participates in faculty professional development applicable to classroom teaching
- Consistent record of positive peer and student evaluations

### **Professional Development (5%)**

ABT NTT faculty are expected to pursue professional development activities that permit them to update skills and maintain currency in their field. NTT faculty can use the list below as a guideline for professional development. It is not intended to be a checklist of required items.

- Participation in teaching or discipline related courses, training, workshops, conferences, internships, or presentations
- Maintenance of professional credentials
- Extensive upgrade or acquisition of new professional or academic credentials
- Study or training of subjects and technologies which can be incorporated into courses
- Documented improvement in use of technologies in the classroom
- Participation in discipline appropriate professional organizations and Advisory Boards
- Authorship or co-authorship of technical/professional refereed article in professional publication, including professionally affiliated e-journal
- Authorship of technical/professional refereed article in conference proceedings
- Authorship or co-authorship of chapter(s) in technical/professional books
- Authorship or co-authorship of technical/professional non-refereed articles
- Authorship or co-authorship of technical/professional book
- Authorship or co-authorship in other categories, e.g., book reviews, professional newsletters, websites, or other professional publications
- Editorship of a refereed journal or reviewer of refereed journal articles
- Textbook reviewer or author of supplemental materials for an existing textbook
- Presentations in professional meetings (oral or poster) in own discipline
- Contributions to professional newsletters, websites, and other professional publications
- Research or scholarly projects
- Funded, unfunded, or pending proposals (RFPs) or grants
- Professional experience (e.g. consulting, paid or unpaid), with documentation vis-à-vis resultant professional growth
- Awards (discipline or teaching related, outstanding scholar, membership by invitation in honor societies)
- Software development

## **Service**

Service activities can be considered as part of the NTT candidates' reappointment. Activities can be considered as part of the NTT candidate's reappointment file if evidence of citizenship is included.

## **Promotion**

Promotion is recognition of a FTNTT Faculty member's sustained contributions and distinguished service to the University. Per the CBA, recommendation for promotion is based on the following criteria and assessed on the performance of assigned duties and responsibilities associated with the assigned track of the candidate:

1. Performance
2. Professional Development
3. Professional and Creative Activity

#### 4. University Citizenship (not required)

Candidates are primarily judged in the areas of performance (of assigned workload responsibilities) and Professional Development. Evidence of significant accomplishments in both are required for promotion. For performance, NTT faculty are evaluated using the “Excellent Teacher” criteria as a guideline. NTT faculty may use the Professional Development list as a guideline for this area. These are not intended to be a checklist of required items.

Additional supporting evidence may strengthen promotion consideration.

#### **Excellent Teacher Criteria**

- Reflects upon and analyzes teaching practices, results from student evaluations (both positive and negative), achievement of past goals, future goals, and strategies for future development related to teaching
- Engages in innovative and creative teaching practices and strategies
- Effective innovation and improvement in pedagogy and/or use of instructional tools and technologies
- Integrates emerging subjects, tools, materials, and/or technologies into courses and curricula
- Develops meaningful assignments, assessments, and other teaching artifacts
- Designs original teaching-related presentations and publications
- Involves students in research, experiential, community engagement, or other creative learning activities
- Actively participates or coordinates successful internship, co-op, or practicum programs
- Authors new course(s) or major revisions of an existing course
- A record of consistently positive student evaluations and peer reviews
- Reflects upon teaching and teaching evaluations with action plans for improvement
- Other evidence of good teaching beyond student evaluations
- Undertakes faculty development related to traditional/virtual classroom teaching
- Participates in professional associations, advisory boards, or committees related discipline and/or education
- Advises and mentors students
- Nomination for, or recipient of, a Teaching Award
- Other evidence presented and addressed in the narrative document of initiatives to enhance pedagogy in classroom and teaching consistent with teaching assignment

#### **Professional Development**

ABT NTT faculty are expected to pursue professional development activities that permit them to update skills and maintain currency in their field. NTT faculty can use the list below as a guideline for professional development. It is not intended to be a checklist of required items.

- Participation in teaching or discipline related courses, training, workshops, conferences, internships, or presentations
- Maintenance of professional credentials
- Extensive upgrade or acquisition of new professional or academic credentials
- Study or training of subjects and technologies which can be incorporated into courses
- Documented improvement in use of technologies in the classroom
- Participation in discipline appropriate professional organizations and Advisory Boards

- Authorship or co-authorship of technical/professional refereed article in professional publication, including professionally affiliated e-journal
- Authorship of technical/professional refereed article in conference proceedings
- Authorship or co-authorship of chapter(s) in technical/professional books
- Authorship or co-authorship of technical/professional non-refereed articles
- Authorship or co-authorship of technical/professional book
- Authorship or co-authorship in other categories, e.g., book reviews, professional newsletters, websites, or other professional publications
- Editorship of a refereed journal or reviewer of refereed journal articles
- Textbook reviewer or author of supplemental materials for an existing textbook
- Presentations in professional meetings (oral or poster) in own discipline
- Contributions to professional newsletters, websites, and other professional publications
- Research or scholarly projects
- Funded, unfunded, or pending proposals (RFPs) or grants
- Professional experience (e.g. consulting, paid or unpaid), with documentation vis-à-vis resultant professional growth
- Awards (discipline or teaching related, outstanding scholar, membership by invitation in honor societies)
- Software development

At their discretion, the FTNTT Faculty member may include other materials (e.g., awards, evidence of professional development and/or professional or creative activity, or citizenship) which demonstrate the effective performance of his/her assigned duties and responsibilities.

## **Citizenship**

Being an active and useful citizen of the campus, academic unit, and University making contributions in this area is valued, but is not required for NTT faculty. Evidence of Citizenship can contribute to a faculty member's overall record of accomplishments. The following list contains suggestions or examples of evidence of Citizenship that might be considered for FTNTT promotion.

- Well-recognized participation at the Campus, academic unit, academic College, University, and/or professional disciplinary levels (accompanied by documentation of candidate's contributions, accomplishments, leadership roles)
- Administrative responsibilities, roles, and tasks related to program, students, tools, resources, curricula, and/or technologies
- Leadership in curriculum and course development, program revisions, and accreditation efforts
- Developing and participating in projects integrating, collaborating, and engaging students with organizations, businesses, industry, or other disciplines
- Advising student organization
- Mentoring or providing training to students, faculty, staff, community
- Participate in campus activities to promote student involvement (e.g., student orientation, meetings, student organizations, informational events, academic discovery days, etc.)
- Coordinate efforts for recruitment, retention, marketing initiatives, and activities integrating program and community
- Link campus and community with Advisory Board (document degree of participation, accomplishments, etc.)

- Meaningful public engagement, e.g., community development activities connected to one's discipline, or as a representative of the University
- Organization of a professional conference or serving as a section chair or higher
- Participation in community development activities and grants
- Organization of consortia to articulate with and perpetuate one's program or discipline
- Publication of non-refereed magazine articles, major newspaper articles, web pages, etc. within the discipline
- Presentations for service or professional organizations outside of area of expertise
- Technical presentations at other departments or institutions
- Nomination for, or recipient of, a service award



## **APPENDIX B**

### **Health Programs Division Criteria for Reappointment, Tenure, and Promotion**

Criteria for faculty reappointment, tenure and promotion are established in the College of Applied and Technical Studies to reflect university standards of teaching, citizenship, and scholarship. These criteria ensure development of a faculty able to provide a superior health care education and contribute to the missions of the college, university, and health care profession.

The role and mission of the Regional Campuses emphasize teaching and citizenship. Faculty whose appointment is in the Regional Campuses have a primary responsibility for lower-division instruction. Consequently, the emphasis and major consideration for promotion of College of Applied and Technical Studies faculty is given to teaching and citizenship activities.

#### **Teaching**

Teaching involves use of effective teaching/learning strategies; reflection on teaching practice; efforts for continuous quality improvement; program and curriculum development and evaluation; and positive self, student, and peer evaluation. Teaching may include presentations and publications involving research and/or pedagogical applications in health care education, receipt of teaching excellence awards, or submission/receipt of training grants.

#### **Citizenship**

Faculty members are expected to be active in citizenship, to include service to the university, professional service to nursing and the provision of professional expertise to community entities beyond the university. Examples of citizenship activities may include membership on campus, College of Applied and Technical Studies and/or university committees, with documentation of contributions made, participating in the conduct or governance of professional organizations, and/or serving on community health care facility boards.

#### **Scholarship**

Scholarship involves the generation, dissemination, or translation of knowledge related to health and other phenomena central to health care. Scholarship may be evidenced by a sustained, focused, and/or maturing program of research. The quality and value of a faculty member's scholarly contribution will be assessed. Evidence of knowledge dissemination will be assessed as publication in peer-reviewed journals or related media; publishing, editing, or contributing to books; and peer-reviewed/refereed presentations at local, regional, national, and/or international professional venues.

## **TENURE TRACK FACULTY**

The Health Programs Division adheres to the university policies for tenure and promotion and the procedures outlined in tenure and promotion guidelines for Kent and regional campus faculty distributed each academic year by the Office of the Provost.

The tenure decision is based on the evidence available to predict the candidate's potential to pursue a productive career. Tenure conveys confidence in the candidate's future ability to significantly contribute to the college's and university's scholarship, teaching and citizenship missions based on documented past accomplishments. Progress is judged according to the number of years of service of the candidate and as outlined in the initial letter of appointment and annual reappointment letters. Candidates are expected to show growth in the areas of teaching, citizenship, and scholarship congruent with conditions stipulated in their initial appointment and reappointment letters and personal and professional goals documented in the reappointment file. The awarding of tenure must be based on evidence that the faculty member has achieved a body of scholarship and has provided effective teaching and citizenship.

Promotion is awarded to recognize a candidate's demonstrated accomplishments completed during the review period. Promotion decisions are based teaching evaluations and service to the university, as well as publication record.

### **Criteria for Tenure**

According to university policy, a minimum requirement for tenure is the terminal degree in the field or a related field. In exceptional cases, this rule may be modified with the approval of the College of Applied and Technical Studies RTP committee, the Dean, and the Provost.

Tables herein provide guidelines for the assessment of a faculty member's performance and a rating scale for use in the evaluation of candidates. For a positive tenure recommendation, the candidate must have met, at a minimum, criteria for "Excellent" in teaching, with "Very Good" performance in either Scholarship or Citizenship, and "Good" in the other.

### **Criteria for Promotion**

For promotion from Assistant to Associate Professor, the candidate must have met, at a minimum, criteria for "Very Good" in teaching, with "Very Good" performance in either Scholarship or Citizenship, and "Good" in the other.

A candidate for promotion to Professor must have met, at a minimum, criteria for "Excellent" in teaching, and with "Excellent" performance in either Scholarship or Citizenship, and "Very Good" in the other. In addition, the candidate must demonstrate a reputation based on a record of scholarship that has progressed since the last promotion into an accomplished program.

### **Indicators of Teaching**

Indicators of teaching include evidence of reflection about and insight into one's teaching practice documented in a narrative on teaching and/or a teaching portfolio that encompasses self-evaluation, SSIs and peer review of teaching; demonstration of creative teaching strategies and use of technology; significant contributions to course content, and assignment and syllabi which are shared with others.

Other activities may include research related to teaching methodology/learning outcomes,

presentations/publications related to teaching and learning outcomes, participation in program review; and/or active involvement in a teaching-related professional organization.

### Evaluation Components for Assessment of Teaching

Teaching	Definition	Accomplishment Corresponding to the Assessment Score
Excellent	Teacher leader; provides leadership in instructional development	Course and curriculum review and revisions based on pedagogically sound principles and national educational standards/benchmarks and preparation for accreditation; provides effective course leadership; publication and/or presentation of teaching-related projects or research; support of research projects for undergraduate students; excellent student and peer evaluations; instructional creativity; peer-reviewed teaching portfolio documenting evidence of self-reflection on teaching, use of evidence-based teaching strategies, and external review of excellence; mentorship of new faculty; awards, recognition from professional organizations.
Very Good	Excellent teacher; engages in innovative teaching practices	Develop/revise courses, good student and peer evaluations, work with graduate and/or undergraduate students in research, curricular involvement; evidence of self-reflection on teaching and use of evidence-based teaching strategies.
Good	Improving teacher; meets obligations	Good student and peer evaluations.
Poor	Ineffective teacher	Below average student and peer evaluations; documentation of performance complaints.

### Indicators of Citizenship

Evidence of citizenship includes contribution to the mission and goals of the regional campus, College of Applied and Technical Studies, university, and/or profession. Examples of citizenship include, but are not limited to, membership on college or university committees. Service to community and/or the profession is reflected by active involvement in local, state and/or national professional organizations. The merits of university citizenship are evaluated as to the candidate's contribution to the committee and the importance of the service to the mission of the unit served. Being an active and useful citizen of the college, campus, university, profession, and community is expected and valued; however, citizenship cannot be considered more important

than a candidate's teaching and scholarship activities. Expectations in citizenship for promotion to Professor are higher than for promotion to Associate Professor.

### **Evaluation Components for Assessment of Citizenship**

<b>Citizenship</b>	<b>Examples of Accomplishments Corresponding to the Assessment Score</b>
Excellent	Significant participation in college, campus, university, professional and/or community as evidenced by productive service on committees, active participation in significant events, effectively chairing committees, specific administrative assignments, meaningful public outreach.
Good	Actively serves on college, campus, university, professional and/or community committees; maintains membership in professional organizations.
Poor	Does not actively participate in significant college, campus, university, professional, or community events.

### **INDICATORS OF SCHOLARSHIP**

Indicators upon which the assessment of a candidate's scholarship are based include the quality and quantity of published work, and dissemination at local, state, national and/or international professional venues.

Publications include papers in peer-reviewed journals of recognized quality, or in other media suitable for dissemination such as books and book chapters. Publications in media other than journals should be of high quality and be documented as having been peer-reviewed. Evaluation of the publication record will include an assessment of quality and impact on the field, as well as quantity. In evaluating publications, order of authorship and quality of journal and presentation venues are considered. In cases of multiple authorship of publications or presentations, an indication in the narrative of the candidate's relative contribution to the work cited is required.

Presentations refer to podium or poster presentations that are peer-reviewed and presented to professional organizations that disseminate findings from the faculty member's research or advance professional initiatives.

### **Evaluation Components for Assessment of Scholarship**

<b>Scholarship</b>	<b>Definition</b>	<b>Accomplishments Corresponding to the Assessment Score</b>
Excellent	Active research program	Record of at least 4 high quality, influential, data-based publications in peer-reviewed journals or books; national peer-reviewed presentations and/or invitations to give presentations; expert research-related consultation to federal/state or other organizations; awards, recognition from

		professional organization; provides peer review of professional activities.
Very Good	Advancing research program	Record of at least 3 quality, peer-reviewed, data-based publications; presentations at well-recognized meetings with rigorous criteria for paper review.
Good	Limited research program	Record of at least 2 quality, peer-reviewed publications, or non-data-based publications; few presentations, or presentations primarily at local or regional meetings.
Poor	No research program	Record of 1 or fewer presentations and publications.

The following table represents the level of quality for teaching, citizenship, and scholarship for tenure, promotion to Associate Professor and promotion to Professor.

### Summary Table of Criteria for Tenure and Promotion

	Teaching	Citizenship	Scholarship
<b>Tenure</b>	Very Good	Very Good or Good (see Note)	Very Good or Good (see Note)
<b>Associate Professor</b>	Very Good	Very Good or Good (see Note)	Very Good or Good (see Note)
<b>Professor</b>	Excellent	Excellent or Very Good (see Note)	Excellent or Very Good (see Note)

## STANDARDS FOR RENEWAL AND PROMOTION FOR NTT FACULTY

The criteria of evaluating FTNTT faculty for recommendation of appointment renewal are based on evidence of teaching effectiveness. Effectiveness of teaching in assigned courses is necessary for renewal of appointment. Candidates seeking renewal of appointment prepare a portfolio of evidence of teaching performance, the contents of which are listed below. The College of Applied and Technical Studies RTP Committee evaluates teaching effectiveness as documented in the candidate's portfolio according to the following criteria:

- The candidate's narrative highlights teaching activities for courses taught in the review period and demonstrates reflection and analysis of teaching practice, results from student evaluations (both positive and negative), achievement of candidate's past goals and goals and strategies for future development related to teaching.
- All SSIs for each course taught reflect a pattern of positive student learning experiences, as indicated by student evaluation scores in the "strongly agree/excellent" to "agree/good" range.

- c. Other evidence presented and addressed in the narrative document of initiatives to enhance pedagogy in classroom and clinical teaching consistent with teaching assignment, e.g.:
  - Participation in the design, implementation, and evaluation of assigned courses
  - Development and maintenance of effective working relationships with clinical agencies and preceptors to facilitate student learning
  - Development and evaluation of innovative teaching strategies
  - Advising and mentoring individual students or groups of students
  - Participating in professional associations or meetings related to education
  - Peer review of teaching activities. Candidates for renewal of appointment should undergo a minimum of two peer reviews annually.

## **Standards for NTT Promotion**

Per the FTNTT Collective Bargaining Agreement, promotion is defined as recognition of a FTNTT Faculty member's sustained contributions and distinguished service to the University. FTNTT Faculty members may stand for promotion in the third year of a cycle of 3 one-year annually renewable appointments. Promotion is from rank to rank and is sequential. Candidates are primarily judged in the areas of performance of assigned workload responsibilities and professional development.

## **Promotion Criteria**

Evidence of significant accomplishments in both Performance and Professional development are required for promotion. Accomplishments and/or contributions in the area of Citizenship are neither required nor expected, except as to the extent such accomplishments and/or contributions are appropriate to the FTNTT faculty member's track and/or workload assignments, but will, when they exist, contribute to the faculty member's overall record of accomplishments.

Per the CBA, FTNTT faculty are evaluated on the following:

- Teaching performance
- Professional development
- University Citizenship (not required)
- Scholarship (not required)

For promotion, classification of "very good" or "excellent" in each required area is expected. For promotion to Associate Professor and Associate Lecturer, the candidate must have ratings of "very good" in teaching and professional development categories. For promotion to Professor or Senior Lecturer, one of the required categories must have an "excellent" ranking. Additional supporting evidence is considered. Examples of supporting materials that strengthen promotion consideration include other evidence of good teaching beyond student evaluations, evidence of citizenship at the college, university or professional level, research or scholarly projects and publications. Significant accomplishments include creativity and innovation in teaching.

## Evaluation Components of FTNTT Teaching Performance

Assessment	Definition	Accomplishments Corresponding to the Assessment Score
Excellent	Teacher leader; provides leadership in instructional development	Course and curriculum review and revisions based on scholarly and pedagogically sound principles and national educational standards and benchmarks. Overall good student and strong peer evaluations, instructional creativity; Evidence of self-reflection on teaching and use of evidence-based teaching strategies.
Very Good	Excellent teacher; engages in innovative teaching practices	Provide input into the development/revision of courses, good student and peer evaluations and evidence of self-reflection on teaching and use of evidence-based teaching strategies.
Meets standard for renewal of appointment	Meets obligations required for renewal of appointment	Good student evaluations; little or no evidence of exceeding obligations for promotion.

The following lists are suggestions of things that might be considered for FTNTT promotion. This is **not intended** to be a checklist of required items.

### Teaching Performance Indicators

- Evidence of student learning
- Course materials that demonstrate effective and thoughtful course design
- Positive peer review
- Generally positive student perception of learning on SSIs
- Variety of courses that can be taught
- Developing new courses (both DL and traditional) and course materials
- Developing new sections of courses previously taught
- Evidence of continual evaluation, assessment and revision of courses taught
- Teaching awards or other recognition of effectiveness in performing job duties
- Significant contributions to the program or college such as creation of a new course, improvements to an existing course, or significant contributions to a program or curricular design
- Notable innovations in teaching practice such as novel or creative approaches to lecture delivery, evaluation and measurement, or course design
- Use of new classroom technologies
- Significant contributions to student retention or student success rates (e.g. passage of licensure exams)

## Evaluation Components of Professional Development

Assessment	Definition	Accomplishments Corresponding to the Assessment Score
Very Good	Continuing education and dissemination of scholarly work.	Maintains certification; attends professional conferences beyond minimum for licensure renewal. Conference presentations (podium, poster) at the regional or local level.
Meets standard for renewal of appointment	Meets obligations required for renewal of appointment	Maintains current professional licensure; maintains current knowledge of good teaching practices.

The following lists are suggestions of things that might be considered for FTNTT promotion. This is not intended to be a checklist of required items.

### Professional Development

- Documented improvement in use of technology in the classroom
- Evidence of continued learning in the discipline through attendance at conferences, workshops, completion of web based or traditional courses
- Maintenance of professional certification in appropriate fields
- Taking additional coursework
- Earning new degree or certificate
- Participation in workshops
- Attending conferences
- Delivering podium or poster presentations at conferences
- Participation in discipline appropriate professional organizations
- Incorporating service-learning component into a course
- Study and/or training of subjects/materials which can be incorporated into courses

## Evaluation Components of Citizenship

Not required for promotion but will be considered if evidence of citizenship is included.

Assessment	Accomplishments Corresponding to the Assessment Score
Exceeds Standard	Actively serves on college, campus, university, professional and/or community committees.
Meets standard for renewal of appointment	Not required.

The following lists are suggestions of things that might be considered for FT NTT promotion. This is **not intended** to be a checklist of required items.



## University Citizenship

- Participating in campus, departmental and university committees
- Participating in campus activities that promote student involvement in student orientation, brown bag lunch meetings, student organizations, student information events, academic discovery days, etc.
- Participating in community development activities connected to one's discipline, or as representative of the University

The following table represents the level of quality for teaching, professional development, and citizenship (optional) for FTNTT promotions.

### Summary Table of Criteria for Promotion

Rank	Teaching	Professional Development	Citizenship
Professor/Senior Lecturer	Very Good or Excellent	Very Good or Excellent	Optional supporting material
Associate Professor/Associate Lecturer	Very Good	Very Good	Optional supporting material

## Appendix C

### Division of Engineering Technology and Professional Studies

#### Criteria for Reappointment, Tenure, and Promotion

The granting of tenure/promotion is a deliberate and important decision that impacts both the quality of the University's Faculty, and the national and international reputation of the University. Thus, the granting of tenure is based on convincing and documented evidence that the Faculty member has achieved excellence as a teacher, produced a significant body of scholarship, and provided effective service.

Tables herein provide guidelines for the assessment of a faculty member's performance and a rating scale for use in the evaluation of candidates.

#### Engineering Technology

##### Teaching

Criteria for the evaluation of teaching are listed in *Evaluation Components for Assessment of Teaching for Tenure and Promotion*. Course revision is defined as making substantial modifications to a course such as developing new laboratories, adding distance-learning options, or formally proposing to change course content/format.

Other information such as written comments from students, colleagues within and beyond the Campus or from University administrators shall be considered when available. Peer reviews and summaries of Student Surveys of Instruction must 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 related to student training should be included in materials provided by a candidate for reappointment, tenure, and promotion. Differences in missions and expectations across campuses will determine evaluation of teaching.

#### Evaluation Components for Assessment of Teaching for Tenure and Promotion

Teaching Assessment	Definition	Accomplishments* Corresponding to the Assessment Score
Excellent	Teacher leader; provides leadership in instructional development.	Excellent student and peer perceptions across a breadth of courses that are consistent over time, highly recognized and documented student/mentor accomplishments, innovative teaching methods, develops and engages in significant involvement

		in research/honors/community engagement or other creative activity projects with students, instructional creativity, regularly develops/revises courses, actively participates in curricular revisions. Other documented recognition of excellence in teaching. Award of pedagogical or other instruction related grants <sup>1</sup> .
Very Good	Excellent teacher; engages in innovative teaching practices	Very good student and peer perceptions, develops/revises courses to improve instructional delivery, works with students in research/honors/community engagement or other creative activity projects, participates in curricular revisions. Other documented recognition of very good teaching.
Good	Competent teacher	Good student and peer perceptions. Occasionally works with students on research/honors/community engagement or other creative activity projects, develops/revises a course.
Fair	Substandard teacher	Below average student and peer perceptions. Never works with students on research projects, occasionally develops/revises a course.
Poor	Ineffective teacher	Well below average student and peer perceptions, pattern of complaints.

*\* These accomplishments are intended to be neither all-inclusive nor exclusionary.*

<sup>1</sup> “Grants” refers to extramural funding where the role of the Faculty member in securing the funding is clearly demonstrated and which are of sufficient magnitude to completely support research or creative activity at a level and duration appropriate for the discipline, including, as appropriate funds for supplies, materials, and personnel. “Seed Grants” are extramural grants that are not of sufficient magnitude to fully support a full program of research or creative activity or are intramural grants. “Seed Grants” should be designed to lead to successful applications for “Grants.” Grantsmanship should be commensurate with the field of research or creative activity with the recognition that the dollar amount of awards varies among fields but is a significant indicator of the accomplishment.

## Scholarship

### Evaluation Components for Assessment of Scholarship for Tenure and Promotion

Scholarship	Definition	Accomplishments* Corresponding to the Assessment Score
Excellent	Established research program, and/or body of creative activity.	Demonstrated record of publications <sup>1</sup> and/or grants <sup>2</sup> , and/or performances, exhibitions, and installations, invited presentations, research-related service to federal/state organizations, awards, recognition from artistic, professional, and/or scientific societies. <sup>3</sup>
Very Good	Active research program, and/or body of creative activity.	Demonstrated record of publications <sup>1</sup> and/or “seed” grants, and/or performances, exhibitions, installations and presentations at well-recognized meetings or venues with rigorous review criteria.
Good	Emerging research program and/or body of creative activity.	Some publications <sup>1</sup> or “seed” grants, some performances, exhibitions, installations, or presentations at meetings/seminars.
Fair	Limited research program and/or body of creative activity.	Occasional publications <sup>1</sup> , performances, exhibitions, installations, or meeting presentations.
Poor	No research program and/or body of creative activity.	No publications <sup>1</sup> , performances, exhibitions, installations, presentations, or grants.

*Note: Definitions in footnotes below refer to the meaning of “publications<sup>1</sup>,” “grants<sup>2</sup>,” and “recognition<sup>3</sup>.” \*These accomplishments are intended to be neither all-inclusive nor exclusionary.*

<sup>1</sup> Publications include papers in peer-reviewed journals, books, and book chapters of recognized quality. Evaluation of a candidate’s publication record will include an assessment of quality, originality, and quantity. Papers of exceptional length and quality are given particular consideration.

<sup>2</sup> “Grants” refers to extramural funding where the role of the Faculty member in securing the funding is clearly demonstrated and which are of sufficient magnitude to completely support research or creative activity at a level and duration appropriate for the discipline, including, as appropriate funds for supplies, materials, and personnel. “Seed Grants” are extramural grants that are not of sufficient magnitude to fully

support a full program of research or creative activity or are intramural grants. “Seed Grants” should be designed to lead to successful applications for “Grants.” Grantsmanship should be commensurate with the field of research or creative activity with the recognition that the dollar amount of awards varies among fields but is a significant indicator of the accomplishment.

<sup>3</sup> Recognitions from scientific, artistic, and scholarly societies include, for example, election to office, editorial board membership, editorship, etc. Service to federal/state institutions includes service on federal proposal panels, site visits, and other research-related activities.

## **University Service**

A Faculty member's contributions as a University citizen include service to the Campus, academic unit, College of Applied and Technical Studies, University, discipline, and community as outlined in Table 3. The quality of the candidate's service should be evaluated by the extent of the individual's contribution and the importance of the service to the mission of the academic unit served. Being an active and useful citizen of the Campus, academic unit, and University is expected and valued. However, service of any magnitude cannot be considered more important than a candidate's research and other scholarly activity and instructional responsibilities.

### **Assessment of University Service for Tenure and Promotion**

<b>Citizenship Assessment</b>	<b>Definition</b>	<b>Accomplishments* Corresponding to the Assessment Score</b>
Excellent	Well-recognized record of professional service.	Well-recognized participation at the Campus, academic unit, academic College, University, and/or professional disciplinary levels as evidenced by productive service on committees and taskforces, active participation in significant events, effectively chairing committees, completing specific administrative assignments and/or meaningful public engagement.
Very Good	Significant record of professional service.	Significant participation at the Campus, academic unit, academic College, University, and/or professional disciplinary levels as evidenced by productive service on committees and taskforces, active participation in significant events,

		effectively chairing committees, completing specific administrative assignments and/or meaningful public engagement.
Good	Acceptable record of professional service.	Dutifully participates in professional service at the Campus, academic unit, academic college, University, and/or professional disciplinary levels. Actively participates on local committees, participates in specific administrative assignments and/or local public engagement activities.
Fair	Limited level of professional service.	Modestly participates in professional service at the Campus, academic unit, academic college, University, and/or professional disciplinary levels on an intermittent basis. Occasionally attends local committee meetings, participates in specific administrative assignments and/or local public engagement activities.
Poor	Insufficient record of professional service.	Does not meet service obligations at the Campus, academic unit, academic College, University, and/or professional disciplinary levels in a timely manner or does not actively participate in significant Campus, academic unit, academic college and/or University level events and/or public engagement activities.

*\*These accomplishments are intended to be neither all-inclusive nor exclusionary.*

## **Professional Studies Program Reappointment and Promotion Criteria**

### **Non-Tenure Track Faculty**

#### **Teaching (95%)**

The candidate should demonstrate a record of accomplishment of moving from a developing teacher to an excellent teacher. Senior NTT faculty should be judged upon the “Excellent Teacher” criteria. NTT faculty student evaluation of instruction should have 80% of the responses in the strongly agree and agree categories. Evaluators should recognize that courses with fewer than 10 responses may be skewed and not completely valid. Peer evaluation is an important part of the reappointment process. NTT faculty should obtain 2 peer evaluations per year for the first 2 reappointment periods and 1 per year after that.

#### **Excellent Teacher Criteria**

- Engages in innovative teaching practices
- Participates in faculty professional development applicable to classroom teaching
- Develops meaningful assignments, assessments, and other teaching artifacts
- Assesses effectiveness of student learning
- Reflects on teaching and teaching evaluations with action plans for improvement
- Has a record of good peer and student evaluations

### **Additional Criteria by Program Area**

#### **CADT and MAGC**

1. Terminal Degree  
Doctoral degree for CDAG; Master’s degree in a related field for MAGC
2. Peer Reviews  
Peer reviews given by senior faculty in the MAGC program, home campus or Regional Campus. If a faculty is teaching an online course, an online peer review is required before first delivery. This is required for all online MAGC courses regardless of numbers of years teaching. The review should be preferably done by a Quality Matters certified peer reviewer and should be submitted with reappointment and/or promotion file.
3. Consideration of Coordinator Duties for Promotion  
Oversees program management; mentor adjunct faculty in department; interviews and recommends applicants for new and returning adjunct positions; coordinate efforts for recruitment and retention; oversee the collaboration efforts among multiple colleges; coordinate with the scheduling of courses across multiple campuses. This person should coordinate and work closely with the program’s industrial advisory board. The coordinator will work to carry out the ideas and decisions made by the MAGC faculty.

4. Consideration of Lead Faculty Duties for Promotion  
Performs the duties as reflected in the RC handbook. In addition, the lead faculty for MAGC will assist the coordinator with collaboration activities with other colleges and departments.
5. Professional Certifications and Conferences  
MAGC program uses software applications in various areas of design, animation, and game development. It is important to stay current with industry standards and obtain certification in areas the faculty is teaching. Attending professional conferences allows the faculty to be exposed to industry changes to bring back to the classroom. A faculty standing for promotion to Associate or Senior rank should demonstrate they do so.
6. Summary for Faculty Standing for Promotion to Associate Lecturer or Professor  
The CATS example of an “Excellent Teacher” reflects the evidence needed for a faculty standing for promotion to associate level. In the MAGC program this will be especially evident by the faculty assisting in the development of curricula and courses, bringing new and innovative techniques to his/her teaching, student involvement in research, club organizations and collaborative projects. Overall shows continuous improvement in all areas of teaching. In online teaching this faculty should be certified with Quality Matters and a positive online review of any courses taught online.

Collaboration is an important role with involvement in the collaboration efforts between campuses and colleges and this faculty member will participate and contribute to the effort.

7. Summary for Faculty Standing for Promotion to Senior Lecturer or Professor  
The College example of ‘Teacher Leader’ reflects the evidence needed for a faculty standing for promotion to senior level. This faculty member will have strong leadership qualities and lead in curriculum and course development. The MAGC program is very dynamic and the industry requirements to stay competitive are always changing. To keep the program current with these needs the leader will bring new and innovative ideas to the program. The faculty member standing for this promotion will have met the criteria of all points made above.

## **DEVELOPMENTAL READING**

1. Terminal Degree – EdD or PhD in Reading, Literacy, Teacher Leadership, Educational Development w/ Literacy emphasis, Developmental Education (college) or similar education/reading/literacy focus.
2. Considerations for Professional Development  
Continuing education within the field can be completed multiple ways.
  - a. Attendance at Kent State Developmental Reading Instructors in-services
  - b. Attendance at professional conferences
  - c. Attendance at campus –sponsored professional development seminars (teaching methods, technology implementation, etc.)
3. Potential, but not limited to, Professional Associations for Memberships and Presentations International Literacy Association (ILA) / CLL-SIG (College Literacy and



Learning), National Association of Developmental Education (NADE)/Ohio Association of Developmental Education (OADE), College Reading and Learning Association (CRLA), National Council Teachers of English (NCTE), Association of Supervision and Curriculum Development (ASCD).

## **ECET**

1. Terminal Degree  
Ph.D. in Early Childhood Education
2. Possible Peer Review Candidates from Same or Related Departments  
Peers in Early Childhood, Middle Childhood, Home Campus Faculty Chair, Home Campus Mentor Coordinator, Nursing
3. Consideration of Coordinator Duties for Promotion  
Advises and schedules new, returning and transfer students; mentor adjunct faculty in department; oversees program management; interviews and recommends applicants for new and returning adjunct positions; coordinate efforts for recruitment and retention; provided program data for program revisions and accreditation efforts
4. Potential, but not limited to, Professional Associations for Memberships and Presentations  
Waldorf (AWSNA), American Montessori Society (AMS), Association Montessori International (AMI), National Association for the Education of Young Children (NAEYC), Association for Childhood Education International (ACEI), OMEP: World Organization for Early Childhood Education, FINE: Family Involvement Network of Educators, Fair Play: fairplayforchildren.org, Child Welfare League of America (CWLA), National Children's Advocacy Center, Head Start, International Literacy Association (ILA), Help Me Grow (HMG), Association for Supervision and Curriculum Development (ASCD); AELL: Association for Early Learning Leaders (AELL), Ohio Resource and Referral Association (OCCRRA), North American Reggio Emilia Alliance (NAREA), Ohio Association of Child Care Providers (OACCP), American Educational Research Association (AERA), Zero to Three, etc., Council for Exceptional Children (CEC)

## **TAS**

### Terminal Degree:

Doctorate in Education Administration, Counseling, Adult Education, Higher Education, or another related field

## **VTEC**

1. Terminal Degree Bachelor's degree
2. Peer Review Candidates  
Minimum of (1) peer review must be performed by a person affiliated with the Veterinary Technology program, which may include faculty and/or the Program Director/Coordinator.
3. Considerations for Promotion  
Participates and prepares for American Veterinary Medical Association accreditation site visit, coordinates both on and off campus sites for laboratories including animal acquisition and assessment of skills, participates in advancing teaching or technical skills in the classroom by attending workshops, conferences or obtaining additional certifications. Participates in recruiting activities, advising, club advisor, and service on committees.

4. Considerations for Professional Development

Continuing education within the field can be completed multiple ways.

- a. Continuing education certification programs: CPR, Low-Stress Handling/Fear-free, Canine Rehabilitation, American Association of Laboratory Animal Science, Pain Management, Companion Animal Euthanasia, Pet Loss and Grief, Nutrition, Office Management
- b. Online or in-person continuing education through the registry of approved continuing education (RACE)
- c. Conference attendance: Association of Veterinary Technician Educators (AVTE) Symposium, Midwest Veterinary Conference (MVC), Ohio Association of Veterinary Technicians (OAVT) Discovery Conference, North American Veterinary Conference (NAVC), and other Veterinary Conferences.

5. Potential Professional Associations for Membership

Association for Veterinary Technician Educators (AVTE), National Association of Veterinary Technicians in America (NAVTA), Ohio Association of Veterinary Technicians (OAVT), Ohio Veterinary Medical Association (OVMA)

## **APPENDIX D**

### **Suggested RPT File Contents**

Faculty must prepare an electronic file for reappointment using the University approved system. When applying for tenure and/or promotion, the candidate must prepare 2 portfolios; one (1) for tenure, and one (1) for promotion. Specific timetables are distributed annually from the Office of the Provost. Use reverse chronology in all items, both regarding your curriculum vita and the portfolio contents. Suggestions to streamline and clarify the process for Faculty are offered below.

#### **Suggested RTP File Contents**

- Write a narrative which includes information about your years in rank; a summary of your academic unit's expectations; an overview of scholarly activities, teaching accomplishments and university citizenship, both on-campus and beyond; and future plans. 2-3 pages are suggested.
- Include an updated curriculum vitae.
- List the courses you have taught each semester.
- Ensure all reappointment/tenure letters from the Faculty Chair, the Regional Campus Dean, the College of Applied and Technical Studies Dean, the Provost and, if relevant, the President of the University, are added by the Regional Campus Dean's Office.
- Present course syllabi for the past academic year, but also include those for the semester of filing. Narratives regarding the candidate's pedagogical philosophy may warrant adding prior syllabi to indicate changes and/or future plans.
- Faculty who participate in a team-teaching setting, such as nursing, should indicate those arrangements and only include data relevant to their portion of the course/s. Faculty should offer overviews, not daily lesson plans. Again, remember that Faculty outside your field need to understand your discipline.
- Be reviewer-friendly. If you are teaching a web-based or distance-learning course or employing other distance/distributed learning technologies, clarify your situation.
- Add sample course materials, as appropriate.
- Offer summaries of Student Surveys of Instruction (SSI) results (cumulative) as well as copies of individual SSI's for the current year which contain written comments. Another option is to have a member of the RTP Committee verify your typed transcription of those statements.
- Seek class observations and written, annual peer review(s), ideally conducted by senior Faculty in your discipline or a related area. These peer reviews should be included in your portfolio.
- Explain the credentials or the professional stature of any person whose name you use as a reference/evaluator.
- When discussing grant applications or research, mention external reviewers' comments, citations of your work by others, and/or publications, as applicable.
- Seek advice from your mentor and colleagues. Review the files of others who have attained tenure and promotion in your discipline in the Regional Campuses System.
- Consider both the Campus criteria and the criteria your department/school/independent college, as applicable, in the preparation of your portfolio.