

**SCHOOL OF HEALTH SCIENCES
HANDBOOK**

**COLLEGE OF EDUCATION, HEALTH,
AND HUMAN SERVICES**

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Approved by James C. Hannon, July 2023
Dean, College of Education, Health and Human Services

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SECTION I: MATTERS OF ACADEMIC UNIT GOVERNANCE AND RELATED PROCEDURES

PREAMBLE

This School handbook (hereinafter the “Handbook”) contains the operational policies and procedures for the School of Health Sciences (hereinafter the “School”) within the College of Education, Health and Human Services (hereinafter the “College”). The policies and procedures contained in this Handbook shall not conflict with any University, Administrative and Operational Policy of Kent State University (hereinafter the “University”), any applicable *Collective Bargaining Agreement (CBA)*, or any federal, state and local law.

MISSION OF THE SCHOOL

Our Mission is to facilitate a positive learning environment using evidence-based research and the application of knowledge to educate future professionals by promoting overall health and well-being.

STRUCTURE AND ORGANIZATION OF THE SCHOOL

A. Administrative and Service Positions

1. School Director

The School Director (hereinafter the “Director”) is the chief administrative officer of the School (*See*, Appendix 1 of this Handbook) and reports directly to and is accountable to the Dean of the College (hereinafter the “Dean”). The Director is responsible for recording, maintaining, and implementing the policies and procedures stated in this Handbook through regular and thorough consultation with the School faculty and the School’s various committees. The Director's duties and responsibilities shall include but are not limited to the following:

- a. Ensuring School compliance with University, Administrative and Operational Policies, rules, regulations and any applicable *Collective Bargaining Agreement (CBA)*.
- b. Developing and carrying out administrative and educational policies in the School, with appropriate consultation.
- c. Developing the School’s budget, with appropriate consultation.
- d. Recommending new staff and faculty appointments to the Dean, with appropriate consultation.
- e. Recommending the renewal, reappointment, non-reappointment, tenure, promotion, sanction and/or dismissal of faculty members in the School.

- f. Appointing and directing the nonacademic staff of the School.
- g. Recommending leaves of absence for faculty members in the School, including but not limited to Professional Improvement Leaves and other academic leaves and/or non-academic leaves, including but not limited to leaves of absence without pay, sick leave, temporary disability leaves, court leaves and/or military leaves of absence.
- h. Notifying the Dean of the absence or resignation of a faculty member.
- i. Recommending course changes through the appropriate Dean(s).
- j. Assigning workload to faculty members, with appropriate consultation.
- k. Scheduling classes and rooms through the appropriate University offices.
- l. Overseeing the preparation of reports to University officials, as required and appropriate.
- m. Maintaining custody of University property allocated to the School.
- n. Supervising the academic advising of student majors in the School.
- o. Notifying the President's Office, through appropriate channels, of the needs of the School for which gifts or bequests should be sought or are being sought.
- p. Promoting good communications and morale within the School.
- q. Representing the School and communicating the views of its faculty in College and University affairs.
- r. Keeping the School informed of the views and policies of the College and University administrations.
- s. Maintaining appropriate balance and emphasis among the various disciplines of the School.
- t. Performing other tasks and duties as assigned, all of which cannot be cataloged and may include but not be limited to: following the progress of graduates, maintaining relationships with the Regional Campuses, providing orientation to new faculty, developing brochures of course syllabi, etc.

The Director is an ex officio, non-voting member of all School committees, and may make appointments as necessary and permitted to

School committees and to the various administrative and service positions in the School.

The selection, review, and reappointment of the Director are the responsibility of the Dean, who consults with the School faculty on such matters. Procedures for the selection, review and reappointment of the Director are included in the applicable *Collective Bargaining Agreement (CBA)*.

2. Program Coordinators

Program Coordinators are appointed by the Director after consultation with the program faculty. The term of service is indefinite and may be terminated by the Director. A Program Coordinator may also serve as the graduate coordinator for the program area. Whenever possible, program coordinators should give at least one semester notice of resignation in writing to the Director if they choose not to continue service in this role.

Program Coordinators facilitate the coordination, supervision, and evaluation of all components of the academic program. Program Coordinators must comply with the expectations of accrediting bodies and the needs of the individual programs in performing their duties. The duties and responsibilities of the Program Coordinators may include but are not limited to the following:

- a. Convening the program faculty regularly to discuss important curricular issues, to evaluate the program, and to make program plans relative to academic and student affairs.
- b. Preparing the schedule of classes.
- c. Facilitating the advising of students.
- d. Serving as liaison to program advisors in the various Colleges and Schools.
- e. Approving course substitutions and transfer or transient credit as appropriate.
- f. If designated, serving as chief administrative officer of the School in the absence of the Director.
- g. Implementing the current policies of the School, the College, and the University.
- h. Overseeing and coordinating admissions into the School's graduate programs.
- i. Recommending to the Faculty Advisory Committee (FAC) and Director, the awarding of graduate assistantships and

teaching fellowships including recruitment, public relations, and marketing of the individual program

- j. Coordinating changes and improvements in curricula, requirements, and programs.
- k. Performing other duties and tasks as assigned or delegated by the Director.

3. Additional Administrative Appointments

Appointments to other administrative positions are made by the Director after consultation with the FAC. Appointments will be dependent upon the specific requirements of the position and an individual's qualifications for the position.

4. Non-Academic Staff

The School's non-academic staff includes all classified and unclassified staff positions within the School including but not limited to the Administrative Assistant and secretarial staff. Each position has specific duties as defined in the applicable position description.

B. School Committees

All School committees are advisory and recommendatory to the Director. The membership, structure, and function of some of the School's committees are governed by University, Administrative and Operational Policies and the applicable *Collective Bargaining Agreement (CBA)*. The Director may establish ad hoc committees in consultation with the FAC. The Director will welcome requests from faculty members for positions on the School's various committees. The Director, when making appointments to School committees, will be mindful of the diversity of disciplines within the School and on the Regional Campuses, and will consider the expertise and interests necessary for the effective functioning of specific committees.

1. The Faculty Advisory Committee (FAC)

The FAC is structured and operates as described in the applicable *Collective Bargaining Agreement (CBA)*. The FAC is elected directly by the full-time tenured and tenure-track faculty (hereinafter the "Faculty") of the School.

FAC terms are for two (2) years. Elections are conducted in the Spring Semester and the FAC members assume office at the beginning of the Fall Semester. The FAC shall consist of Faculty and/or full-time non-tenure track faculty members (hereinafter the "NTT faculty"). Each program area will elect two (2) representatives to serve on the FAC; these

representatives will serve rotating terms. There can be only one (1) NTT faculty member serving as a representative from a program area at any one time. It is recommended that each program area have at least one (1) tenured Faculty member serve on FAC each term.

The FAC of the School will ensure that Regional Campus faculty are appropriately represented on key School and College committees, including but not limited to the FAC, the College Advisory Committee (CAC), the Reappointment, Tenure, and Promotion Committee (RTP Committee), Search Committees, Review Committees, and committees considering curriculum, School or College policy, instructional standards, and program development.

The FAC is convened and chaired at least once per term by the Director who, in consultation with the FAC, sets the agenda for its meetings. FAC members may request that items be added to the agenda. Additional meetings of the FAC may be called by the Director, as needed, or upon a request by at least one-half of the members of the FAC.

The FAC elects three (3) of its members, preferably tenured Faculty members, to act as the School representatives to the College Advisory Committee (CAC). The CAC representatives will serve two-year rotating, staggered terms.

2. The Curriculum Committee

The School Curriculum Committee includes the following faculty members:

- a. One (1) faculty member is elected from each program area for a two (2) year, rotating term. One of these members will be elected by the other members to serve as the chair of the School Curriculum Committee.
- b. One (1) undergraduate and/or (1) graduate student representative appointed by the School Curriculum Committee if possible.
- c. The Chair of the School Curriculum Committee and one (1) additional member of the School Curriculum Committee will serve as the School's representatives to the College Curriculum Committee.

The Curriculum Committee assists the Director in overseeing and coordinating the School's academic programs. The Curriculum Committee makes recommendations on any and all matters which affect the academic programs of the School including but not limited to faculty proposals for new courses, changes in course content, major requirements, and other curricular matters.

Curricular changes may be proposed by any faculty member for consideration by the program area and the School Curriculum Committee

(SCC). If the proposal is approved by the program area, then it is sent to the SCC for consideration. The proposal must be submitted to the SCC at least five (5) working days prior to a vote by the SCC. If the recommendation from the program area or SCC is not unanimous, a minority report may be submitted with the recommendation. If recommended by a majority, the proposal is forwarded to the Director whose recommendation is sent to the College for consideration.

3. Student Academic Complaint Committee

The Student Academic Complaint Committee is composed of four (4) full time faculty members appointed by the Director at the time of the complaint; these four (4) faculty members will not be from the program area involved in the complaint. One (1) member of the committee is appointed by the Director to serve as the Chair of the Student Academic Complaint Committee; the Chair will convene the meeting(s). The policies and procedures of this committee are governed by University Policy 3342-4-02.3, including but not limited to the addition of at least one (1) student representative to the committee. An undergraduate student will be added to the committee for complaints from undergraduate courses and a graduate student will be added to the committee for complaints from graduate courses.

4. Reappointment, Tenure, and Promotion (RTP) Committee

The policies and procedures which govern the School's Ad Hoc RTP Committee are included in University Policy. Procedural and operational guidelines for this committee are provided annually by the Office of the Provost. This committee reviews materials relevant to the professional performance of Faculty who are candidates for reappointment, tenure, or promotion in rank, and to make recommendations to the Director on each of these personnel decisions. The recommendations of this committee and the Director, together with the materials assembled for the committees, are forwarded to the Dean of the College.

5. Search Committees – Recruiting Faculty

The School supports the goals of equal opportunity and diversity in recruiting and in making appointments to the faculty. Search Committees are appointed by the Director after consultation with the faculty members in the specific program area or discipline conducting the search. Search committees include a student member selected by the faculty members serving on the search committee, one faculty member from outside the discipline, and one faculty member or student representing diversity.

Following the search, the search committee recommends to the Director that at least two (2) and generally not more than three (3) candidates be invited to campus for an interview. Each candidate who is invited to

campus for an interview will present a seminar before the School. After receiving all input from the interview process, the committee will confirm or deny the acceptability of candidates and provide a critique of positive and challenging aspects of those individuals found acceptable. It then makes its recommendation(s) to the School Director who formulates their own recommendation and forwards both search committee and Director recommendation to the Dean for final action.

6. Other Ad Hoc Committees

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

HANDBOOK MODIFICATION, AMENDMENT, AND REVISION

The implementation, modification, amendment and revision of this Handbook are governed by the applicable *Collective Bargaining Agreement (CBA)*. The School Faculty will review and update this Handbook, as needed, but at least every three (3) years. Suggestions for modifications or amendments to the Handbook may be initiated at any time by the Director or by any faculty member. Proposed modifications or amendments are subject to discussion, revision, and recommendation by the Faculty Advisory Committee (FAC). When a proposed modification or amendment involves a major change in School policy or practice the Director may seek the recommendation of the entire Faculty. If the Director concurs with a proposed modification, amendment or revision, they will recommend the change(s) to the Dean. All modifications, amendments and revisions of the Handbook require the approval of the Dean. In reviewing this Handbook, the Dean may request revisions before lending final approval.

If these revisions are not adopted by the School, the Dean shall consult the College Advisory Committee (CAC) with regard to the provision(s) in dispute before making a final determination and certifying final approval of the Handbook. Further, the Dean may direct that the Handbook be modified, amended or revised to reflect changes in College or University policy.

SECTION II: TEACHING ASSIGNMENTS AND WORKLOADS

A. Faculty Workload and Workload Equivalents

All Faculty members of the School shall carry a maximum workload of twenty-four (24) credit hours per academic year. NTT faculty members shall carry a maximum workload of thirty (30) credit hours per academic year. (*See*, University Policy Register 3342-6-18) The workload for each individual faculty member is assigned by the Director with the approval of the Dean. The FAC shall advise the Director on issues related to teaching assignments, class schedules, and the appropriate application of workload equivalents. In addition, the Director may, in consultation with the FAC and with the concurrence of the Dean, assign workload equivalencies for specific duties which are considered essential to the academic mission of the School. The Director shall provide each faculty member with a statement of their workload.

In addition to workload credit hours for teaching courses, additional workload equivalent may be granted for:

1. Graduate faculty work related to advising dissertations/thesis/thesis projects and independent studies.
2. Faculty members may be assigned workload equivalent each semester for scholarly activities associated with being an active researcher. Performance expectations for receiving this workload equivalent include current and sustained records of scholarly activity, presenting at professional conferences/meetings, publishing articles in refereed journals, chapters in scholarly books, and/or monographs or completing books.
3. Program Coordinators generally receive a three (3) hour workload equivalent for each semester that they serve in this position.
4. Faculty who are supervising students at student teaching sites will receive a .5 workload credit per each student supervised provided that there are eight (8) supervision visits throughout the semester.
5. The School of Health Sciences faculty members conduct a variety of clinical/experiential supervisory duties (e.g., lab courses, practicum, internship, clinical supervision). Depending on the nature of the supervision, workload equivalent for these activities may be available.
6. Faculty who are teaching courses with class enrollments of 50 or greater without the support of a graduate assistant may negotiate additional workload credit depending on the nature of the work involved in the class.

In the interest of maintaining a high standard of teaching and the desirability of Faculty involvement in research and service activities, overload assignments are strongly discouraged. Overload assignments (i.e. workload assignments which total more than twenty-four (24) credit hours per academic year for Faculty members and which total more than thirty (30) credit hours for NTT faculty members) will be made only in unusual circumstances. Such assignments require the agreement of the faculty member, and the approval of the Director and the Dean.

B. Teaching Assignments and Class Schedules

Faculty members are assigned to teach specific courses by the Director under the recommendation of the coordinator. The primary considerations for course assignments are prior teaching experience, subject expertise, and shared responsibility among the faculty for service and introductory courses. Questions regarding teaching assignments should be addressed to the Director. In the case of a dispute or request for reassignment the faculty member may request review by the FAC which will make a recommendation to the Director.

Scheduling of classes is the responsibility of the Program Coordinator with the final approval by the Director. The primary consideration for scheduling classes is student need with regard to meeting program or major requirements within a reasonable time frame. In addition, the scheduling of some classes may be determined by the need to serve nontraditional students.

C. Summer Teaching Assignments

The Director welcomes requests for summer teaching assignments from all full-time faculty members. Summer teaching cannot be guaranteed to any faculty member. The size, content, and staffing of summer courses are contingent upon budgetary constraints and curricular needs. Faculty members may elect not to accept a summer assignment.

D. Final Exams

Final examinations in all courses must be offered at the time and date specified in the University's schedule of final examinations. Changes of the time and/or date of a final examination require prior approval of the Director and the Dean, but in any case, the exam must also be offered at the time scheduled and publicized by the University for those students who desire to take the exam at that time.

E. Grades

Faculty members must inform students of their progress throughout the semester. Grades are a faculty member's responsibility and should be assigned fairly and objectively. Submission of final grades must comply with University Policy, including but not limited to the deadline for the timely submission of grades. Failure of faculty members to provide grades in compliance with University Policy will be taken into consideration in reappointment, tenure, promotion, and merit decisions.

Materials used in computing grades (e.g., exams, papers, reports, etc.) should be retained by the faculty member for five (5) years after final grades are submitted. Students have a right to inspect the written work performed during a course and discuss the grade with the faculty member.

F. Audits

Students may audit any course subject to space availability and approval of the course Instructor and Director. Faculty members have the discretion to determine conditions and requirements for the audit.

G. Faculty Roles and Responsibilities of the Fulltime Faculty

Faculty members are expected to schedule and attend at least five (5) office hours per week (*See*, University Policy Register 3342-6-18.101). The office hours shall be posted outside the faculty member's office and communicated to the School office as well as to the faculty member's students. If a student, for a legitimate reason or reasons, is unable to meet during the faculty member's scheduled office hours, the faculty member shall make appointments to meet with the student at an alternate time.

In order to assist in student advising, faculty members should maintain current knowledge of University, College, and School programs and requirements.

Each faculty member is expected to contribute to the School, Campus, College, and the University according to the terms and condition of their letter of appointment. Some faculty members make their primary contribution in teaching and others emphasize research. High quality teaching and scholarly activity are expected of all faculty members.

Service to the School, Campus, College, and the University also are expected of each Faculty member. Faculty members are expected to participate in recruitment programs, graduation ceremonies, and other activities which are appropriate to their respective role as a faculty member in the School. School, Campus, College, and University committee or task force membership is expected as a normal part of a Faculty member's contributions. Public service is encouraged and recognized as a part of the professional responsibilities of each Faculty member, although contributions in this area can be expected to vary widely due to the nature of the various disciplines within the School.

All faculty members must provide students with a **syllabus** no later than the first day of instruction. The syllabus must include, but is not limited to, the following elements:

- Course number, title, semester/year, meeting times and location
- Course content which must conform to the approved Basic Data Sheet (course description)
- Learning objectives
- Course objectives and resources required
- Tentative course schedule including dates and the content to be covered on those dates
- List of assignments and/or reports with due dates, and dates of examinations
- Grading standards
- Attendance requirements
- Other pertinent details on the conduct of the class
- Instructor's contact information and office hours
- University policy/procedures on withdrawing from the course
- Student accessibility information

An electronic copy of the syllabus is to be submitted to the School office by the end of the first week of classes.

This syllabus serves as a contract with the student. Providing the student the information early in the semester allows them to plan to successfully meet the expectations for the course and allows ample time for the student to get clarifications, if needed.

A Student Survey of Instruction (SSI) is required in each course in each semester and will be conducted under the auspices of the Director pursuant to applicable University policies and procedures. Probationary Faculty members are **expected** to work with the School Director to identify at least one faculty member each year to visit their class and evaluate their teaching performance. Supervision and direction of student research projects, theses, and/or dissertations (as appropriate to program offerings) is part of the teaching function.

Scholarly activity is expected of all Faculty members, although the extent and/or type of activity may vary with the terms of each Faculty member's assignment and campus location. Faculty members involved in research and the graduate program are expected to present evidence of their endeavors, which may include publications, proposals submitted for extramural funding, and dissemination of research in various venues as appropriate to the discipline. Activity in professional organizations and the education of graduate students also is generally expected.

H. Annual Workload Summary

All Faculty members are required to prepare and submit an annual workload summary report for the previous academic year. It will include the following items:

- a. An updated curriculum vitae
- b. Course evaluations (provided by the Director) and syllabi for each course taught.
- c. A brief summary of professional activities related to the 24-credit hour workload (e.g., if a faculty member has a three (3) hour assignment for program coordination, a brief summary of activities related to their work as a Program Coordinator should be provided; if a Faculty member has a three (3) hour assignment for research, a brief summary of research activities should be provided).

I. Faculty Leaves

All leaves, sponsored or unsupported, personal or professional, are subject to the approval of the Director, the Dean, and the Provost.

University leaves include but are not limited to:

- d. Research leaves.
- e. Leaves of absence without pay.
- f. Faculty professional improvement leaves.
- g. Research/Creative Activity appointments.

J. Faculty Absence and Travel Policy

Faculty members who will be absent from campus for professional or personal reasons must submit a **Request for Absence Form** to the Director. The request should be made at least one (1) month prior to the planned absence and is subject to the approval of the Director and the Dean. Arrangements for any classes to be missed during the absence must be addressed to the satisfaction of the Director before approval will be granted.

Attendance at professional meetings is encouraged and approved travel expenses incurred in attending such meetings may be reimbursed when approved prior to travel according to the University's travel policies and are subject to the availability of School funds.

K. Faculty Sick Leave

The Director is responsible for keeping complete records of faculty sick leave; however, faculty members also are required to submit accurate sick leave information on the University's online system. Sick leave should be reported online within forty-eight (48) hours after an absence, whenever possible.

L. Outside Employment and Other Outside Activities

Faculty members may engage in professional activities outside the university provided the activities do not interfere with the faculty member's teaching, research, or service responsibilities to the School, Campus, College or University (*See*, University Policy Register 3342-6-24). These activities must not compete with University activity or the faculty member's employment with the University and must be approved in advance by the Director, the Dean, and the Provost. Each academic year, each full-time faculty member must disclose and seek approval for all outside employment or other outside activities on the form provided by the University. Any outside employment or other outside activities are subject to the Faculty Code of Ethics and the University's conflict of interest policies. (*See*, University Policy Register 3342-6-17 and 3342-6-23)

M. Copyright Restrictions

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

N. Academic Misconduct

The **University policy regarding misconduct in research and scholarship** and the **Administrative policy and procedures regarding allegations and instances of misconduct in research and scholarship** is included in the University Policy Register. (*See*, University Policy Register 3342-3-05 and 3342-2-05.01)

O. Sanctions

A sanction is a documented corrective action in response to a faculty member's

unsatisfactory performance of their duties and responsibilities as a member of the faculty. (See, “Sanctions for Cause” in the *Collective Bargaining Agreement*)

P. Faculty Code of Ethics

All members of the School faculty are expected to maintain the highest ethical standards as teachers, scholars, university citizens and colleagues. The **University policy regarding faculty code of professional ethics** can be found in the University Policy Register. (See, University Policy Register 3342-6-17)

Q. Faculty Grievance and Appeal Procedures

1. Informal Procedure

Any faculty member who believes that they may have a grievance is strongly encouraged, before initiating a formal grievance or appeal, to talk with the Director about any issue(s) of concern. The Director may seek the advice and recommendation of individual faculty members or faculty advisory groups in seeking informal resolution of a dispute or complaint.

R. Formal Procedure

Formal procedures for addressing grievances affecting the terms and conditions of employment of faculty are described in the applicable *Collective Bargaining Agreement*. Disputes involving substantive academic judgments are subject to a separate academic appeals process governed by the applicable *Collective Bargaining Agreement*.

Faculty grievances that are not directly related to the terms or conditions of employment and are not academic appeals are appropriately addressed within the School, whenever possible. The Director and/or faculty members will initiate an informal dialogue with all parties involved in a dispute and strive to reach a resolution agreeable to all parties.

SECTION III: REAPPOINTMENT, TENURE, AND PROMOTION CRITERIA AND THE CRITERIA AND PROCESSES RELATING TO OTHER FACULTY PERSONNEL ACTIONS

A. Faculty Appointments

Normally, an earned doctoral degree in a related discipline is required for all faculty appointments to a tenure-track position in the School.

B. Faculty Ranks

The basic definitions of Faculty ranks are the following:

1. Assistant Professor

This rank is normally the entry level rank for Faculty holding the doctorate in an appropriate discipline.

2. Associate Professor

Hire to or promotion to this rank presumes prior service as an Assistant Professor, significant academic achievements, and possession of the doctorate in an appropriate discipline (See, Section V of this Handbook).

3. Professor

Promotion to this rank requires credentials and achievements beyond those required for promotion to Associate Professor and is reserved for senior Faculty members who have achieved significant recognition in their discipline (See, Section V of this Handbook).

4. Research Associate and Research Assistant

These titles are reserved for individuals who are engaged in research and who are not normally assigned teaching responsibilities. Such positions are typically supported by extramural grant funds and are not tenure-track appointments. Faculty who hold these titles do not vote on School committees and do not participate in School governance.

5. Adjunct Faculty Appointments

These appointments are held primarily by faculty from other institutions or persons on the staffs of community-based agencies and organizations. Adjunct faculty appointments are made at the discretion of the Director in consultation with the FAC and the approval of the Dean. Adjunct faculty members do not vote on School Committees and do not participate in School governance.

6. Visiting Faculty Appointments

Visiting faculty appointments at an appropriate faculty rank may be made when leaves of absence occur or special needs arise and funds are available. A visiting faculty member is typically a faculty member from another institution who is employed by the School for a period not to exceed one (1) year. In the event that a Visiting faculty member is employed in that capacity for a second consecutive year, the visiting faculty member will then become a full-time Non-tenure track (NTT) faculty member.

7. Full-Time Non-Tenure Track Faculty (NTT) Appointments

Full-time non-tenure track faculty (NTT) appointments are made on an annual basis (*See*, Section VI of this Handbook). NTT appointments are not included under the umbrella of the **University policy and procedures regarding faculty tenure** (*See*, University Policy Register 3342-6-14) and NTT faculty members are not entitled to any rights with regard to tenure.

8. Part-Time Faculty Appointments

When the School cannot meet its teaching needs from the ranks of its Faculty, NTT faculty, and graduate students, part-time faculty appointments will be made from an established pool of qualified applicants.

C. Graduate Faculty Status

As a doctoral degree granting School, the School normally requires that all Faculty hired for tenure-track positions be eligible for appointment to the graduate faculty as associate or full members. The **Administrative policy regarding graduate faculty** is included in the University Policy Register. (*See*, University Policy Register 3342-6-15.1)

A **Full** member is typically expected to hold a terminal degree, usually a doctorate in field, have a record of substantial, sustained, and scholarly work, and provide quality graduate instructions, thesis/dissertation direction, and advisement.

F3 – Effective teaching and advising of graduate students, serves on master’s and/or doctoral committees, directs master’s thesis, and with School approval co-directs doctoral dissertations.

F4 – Effective teaching and advising of graduate students, serves on masters and/or doctoral committees, successfully directed 1 master’s thesis, and/or co-directed 1 doctoral dissertation to completion.

F4D – Effective teaching and advising of graduate students, serves on master’s and/or doctoral committees, directs doctoral dissertations, serves as a graduate faculty representative.

An **Associate** Member is typically expected to hold an earned doctoral degree, provides evidence of an emerging pattern of current scholarly work, and provides quality graduate instruction, thesis direction, and advisement.

A1 – Effective teaching and advising of graduate students and serves on master’s committees.

A2 – Effective teaching and advising of graduate students, serves on master’s committees, and directs master’s theses.

APPOINTMENT AND REVIEW OF TENURE-TRACK FACULTY

A. Reappointment

The policies and procedures for reappointment are included in the **University policy and procedures** regarding faculty reappointment (See, University Policy Register 3342-6-16). Each academic year, reappointment guidelines for Kent and Regional Campus faculty are distributed by the Office of the Provost. Probationary tenure-track faculty members are reviewed by the School’s Ad Hoc RTP Committee (See, Section III of this Handbook). Probationary Faculty members are expected to work with the School Director to identify at least one (1) faculty member each year to visit their class and evaluate their teaching performance. A written report of the evaluation is submitted to the Director for placement in the Faculty member’s reappointment file. Probationary Faculty members also will create an updated file that is presented to the Director who will make these materials available to the Ad Hoc RTP Committee. Each probationary Faculty member is discussed by the committee which then votes on the faculty member’s reappointment. The Director independently assesses the accomplishments of each probationary Faculty member and forwards their recommendation and the committee’s recommendation to the Dean. The Director informs probationary Faculty members of the committee’s recommendation and provides a copy of their recommendation to the Dean. Probationary Faculty members who are not to be reappointed must be notified according to the schedule established in the Collective Bargaining Agreement. For Faculty members whose appointment is in the Regional Campuses, recommendations on reappointment from the Director are forwarded to the Dean and the appropriate Regional Campus Dean.

For probationary Faculty, reappointment is contingent upon demonstration of adequate progress toward the requirements for tenure. Moreover, the Faculty member must have established and articulated short- and long- term plans for achieving these goals. For Faculty members following the traditional tenure clock for Assistant Professors, the review after completion of three (3) full years in the probationary period at Kent State University is particularly critical. Upon completion of the third year of the probationary period, Faculty reviewing a candidate for reappointment should consider the record of the candidate’s achievements to date. This record should be considered a predictor of future success. The hallmark of a successful candidate is compelling evidence of the potential to have an impact upon the discourse of their discipline. This record can be demonstrated through peer reviewed work and other significant scholarly contributions in one or more established lines of inquiry, as well as a clear and focused plan for building on this work. Specific concerns expressed by the Ad Hoc RTP Committee and/or the Director during this stage of the probationary period should be addressed by the candidate in subsequent reappointment reviews. Finally, the overall evaluation of a candidate for reappointment

must include consideration of the Faculty member's personal integrity and professional behavior as recognized by the University community. A sound ethical approach to all aspects of teaching, research, publication, and the academic profession is expected of all who seek reappointment in the School. A candidate who fails to demonstrate likely success in the tenure process will be notified promptly that they will not be reappointed.

In the event that concerns about a candidate's performance are raised during the reappointment process, the Ad Hoc RTP Committee and the Director shall provide detailed, prescriptive comments to serve as constructive feedback. If such concerns arise during a review that occurs after completion of three (3) full years in the probationary period, the Director, in consultation with the FAC, will advise and work with the candidate on a suitable, positive plan for realignment with the School's tenure and promotion expectations; however, the candidate is solely responsible for their success in implementing this plan.

From time to time, personal and/or family circumstances may arise that require an untenured Faculty member to need to request that their probationary period be extended. Upon request, a Faculty member may be granted an extension of the probationary period which has been traditionally called "tolling" or "stopping the tenure clock." The **University policy and procedures governing modification of the faculty probationary period** is included in the University Policy Register. (*See*, University Policy Register 3342-6-13)

B. Tenure and Promotion

The policies and procedures for tenure are included in the **University policy and procedures regarding faculty tenure** (*See*, University Policy Register 3342-6-14) and the policies and procedures for promotion are included in the **University policy and procedures regarding faculty promotion** (*See*, University Policy Register 3342-6-15). Each academic year, tenure and promotion guidelines for Kent and Regional Campus faculty are distributed by the Office of the Provost. Tenure and promotion are separate decisions. The granting of tenure is a decision that plays a crucial role in determining the quality of the University's Faculty and the national and international status of the University. The awarding of tenure must be based on convincing documented evidence that the Faculty member has achieved a significant body of scholarship that has had an impact on their discipline, excellence as a teacher, and has provided effective service. The candidate is also expected to continue and sustain, over the long term, a program of high-quality teaching, scholarship, and service relevant to the mission of the candidate's academic unit(s) and to the mission of the University. Tenure considerations can include evaluation of accomplishments prior to arrival at Kent State University to examine consistency, as well as grant proposals submitted but not funded, proposals pending, papers "in press," graduate students currently advised, and any other materials that may reflect on the candidate's potential for a long-term successful career. The tenure decision is based on all of the evidence available to determine the candidate's potential to pursue a productive career. On the other hand, promotion is recognition based on a candidate's accomplishments completed during the review period and promotion decisions are based on papers published and accepted, grants received, and graduate students graduated during the review period, as well as high quality teaching evaluations and service to the University and the profession consistent with their faculty assignment.

C. Criteria for Reappointment, Tenure and Promotion

The School has undergraduate programs in the following areas: Athletic Training, Exercise Science, Health Education and Promotion, Integrated Health Studies, Nutrition and Dietetics, and Speech Pathology and Audiology. At the graduate level, the School offers master's degrees in the following program areas: Athletic Training, Exercise Physiology, Health Education and Promotion, and Speech Pathology, Health Education and Promotion, Nutrition and Dietetics and doctoral programs in Health Education and Promotion, Exercise Physiology, and Speech Pathology, and Audiology. Because of the diverse nature of the Faculty in this School, evaluation of faculty members for reappointment, tenure and promotion must reflect the program area with which they are associated with and the assignments stated in their appointment letters and workload statements.

1. Principles of Evaluation

When a Faculty member has met the academic credential of possessing the terminal degree in their discipline (i.e., Ph.D., Ed.D.) and met the University experience criteria, the individual will be evaluated on the basis of their research/scholarship, teaching, and service. In general, expectations include establishing one or more lines of research/inquiry, demonstrating effective teaching and student mentoring, and becoming contributing citizens of their professions (i.e., community engagement and service to professional organizations) and of the University (i.e., service to the program, School, College, and University).

2. Contextual Statement/Vitae

Candidates for reappointment, tenure, and promotion are expected to include a contextual statement and current vitae in their file. The contextual statement should clearly articulate the candidate's lines of inquiry, describe the candidate's roles in producing each scholarly contribution and explain how their work impacts the field and/or builds their line(s) of inquiry.

3. Research

A. Basic Expectations. Faculty members are expected to conduct empirical research (basic or applied) using any combination of accepted research methodologies and analyses (e.g., quantitative, qualitative, mixed method, etc.). Non-empirical scholarship (e.g., conceptual pieces, extensive reviews of the literature, and descriptions of professional practice or teaching strategies) is valued but should not be the exclusive focus of a candidate's research agenda.

B. Standards

Reappointment: The candidate must provide evidence that they have an active research program, and that the candidate's scholarly work is deemed of high quality by peers in their profession.

Tenure: The candidate must provide evidence that their scholarly work is

deemed of high quality by external peers. Evidence of a pattern of scholarship and demonstrated potential for continued meaningful clearly defined lines of inquiry with an emerging nationally recognized research program is required.

Promotion to Associate Professor: The candidate must provide evidence that their scholarly work is deemed of high quality by external peers. Evidence of sustained, significant involvement in systematic lines of scholarship and demonstrated potential for continued meaningful inquiry with an emerging nationally recognized research program is required.

Promotion to Professor: The candidate must demonstrate an extended record of scholarship that demonstrates sustained achievement and leadership in the systematic line(s) of inquiry within their profession. The candidate also must provide documentation of nationally and/or internationally recognized, outstanding scholarly productivity with a clear impact in one or more of their area(s) of expertise.

- C. **Evaluation of Research.** In evaluating the research of a candidate for reappointment, tenure and promotion, the Committee should consider the following factors:
- 1) **Reputation.** A Faculty member's reputation is a reflection of the quality, extent, and creativity of their research output and is, therefore, an issue that is carefully evaluated for tenure and promotion. For tenure and promotion, a candidate must provide evidence that their work has provided an impact on their discipline. Reputation is typically evaluated by letters from outside reviewers in the candidate's area of expertise, invited colloquia, book chapters, invited presentations, monographs, editorships of journals, and special honors as pertains to the Faculty member's research.
 - 2) **Dissemination of Research.** The quality and quantity of peer-reviewed journal articles, including empirical articles, theoretical and review articles, are important considerations in arriving at a decision to recommend reappointment, tenure, and/or promotion. The expectation in the School is that the candidate's record will include a significant body of empirical research. Candidates should describe their roles in producing each contribution and explain how their work impacts the field and/or builds their lines of inquiry.
 - a) Only publications or "in press" material are counted.
 - b) Items that are under review or in preparation may be considered but given very little weight.
 - c) Quality of the publication is evaluated by a variety of factors:
 - 1) Candidates are advised to publish in journals associated with national or international professional organizations, journals

known for disseminating high quality scholarship related to the candidate's specific area of focus, or journals having a high impact on research or practice within the candidate's field and should be justified in the candidate's contextual statement. When candidates choose journals outside these parameters, it is imperative they provide further justification for doing so in the candidate's contextual statement.

- 2) In addition to providing features such as the journal's rate of acceptance and/or rankings, candidates for reappointment, tenure, and promotion are advised to describe the journal's audience and why that audience is an appropriate fit for the article's content, explain whether or not the article was peer reviewed, including an explanation, if the journal is not refereed, and identify the journal's association with the candidate's specific area of research or professional practice.
 - 3) Candidates must demonstrate capacity to lead a project through either sole or first authorship publication (e.g., co-authorship with a student) or last authorship if appropriate to the field.
 - 4) Within all programs in the School, co-authored publications with colleagues and students are common, and collaboration is viewed as a strength.
- d) Presentations. Refereed presentations at the national or international level are a contributing factor to the body of work in the candidate's line of inquiry.
- 3) **Funding.** Candidates for reappointment, tenure, and promotion are encouraged to seek internal and external funding to support their lines of inquiry by submitting applications to foundations or grant-funding sources. Funding norms of specific fields should be discussed in the candidate's contextual statement. External funding may be difficult to secure by junior Faculty, and applications for funding should not be the primary focus of a candidate's research agenda prior to tenure, but unsuccessful applications at this stage of a Faculty member's career have value and are viewed as a foundation for subsequent submissions. External funding is valued more highly than internal funding. External funding supporting the candidate's scholarly activities is expected for promotion to Professor.

4. Professional activity

Faculty members are expected to be active participants in their professional field. Evidence of outside professional activity is necessary for tenure and promotion. Examples of such activity would be reviewing for journals, attending professional meetings regularly, holding office in a professional organization, serving on professional committees, etc.

5. Teaching

A. **Basic Expectations.** Faculty members are expected to engage in effective teaching and mentoring of students. Candidates for reappointment, tenure, and promotion are expected to clearly articulate their teaching philosophies and to reflect on their teaching and mentoring by identifying areas of strength and addressing areas of need based on feedback from students and peers.

B. Standards

Reappointment: The candidate must provide evidence of ongoing progress toward strong performance in classroom instruction and advising.

Tenure: The candidate must provide evidence of a strong performance and commitment to continued high quality teaching and fulfillment of advising responsibilities. Evidence of mentoring students must be presented and when possible, involvement in master's level theses/project advisement and/or doctoral dissertations.

Promotion to Associate Professor: The candidate must provide evidence of a strong performance in classroom instruction and fulfillment of advising responsibilities. Evidence of mentoring students must be presented and when possible, involvement in master's level theses/project advisement and/or doctoral dissertations.

Promotion to Professor: The candidate must provide evidence of a strong performance and commitment to ongoing improvement in classroom instruction and fulfillment of advising responsibilities. Evidence of mentoring students must be presented and when possible, involvement in master's level theses/project advisement and/or doctoral dissertations.

C. **Evaluation of Teaching.** In evaluating the teaching record of a candidate for reappointment, tenure and promotion, the Committee should consider the following factors:

1) **Classroom instruction.** Performance of the Faculty member in the classroom is an important part of teaching evaluation and includes such characteristics as coherence, interest-level, organization, etc. The quality of course content is also critically important. Although evidence of effective teaching does not rely exclusively on student evaluations of instruction, these evaluations, including all of the students' written comments, will be included as part of the review of teaching. Formal reviews of instruction by colleagues respected for their effective teaching also are expected. Candidates are encouraged to solicit at least one (1) peer review per year. Syllabi and other artifacts of teaching (e.g., sample assignments and exams, classroom materials, and student projects) serve as further evidence of a candidate's teaching effectiveness.

2) **Research supervision.** The supervision of undergraduate and

graduate student research is an integral part of the workload of Faculty members (on the Kent Campus) and serves as an important role of the Faculty in consideration for promotion. When students publish their work (i.e., thesis or dissertation) or pursue their professional goals/ aspirations, this reflects on the Faculty member who mentored them. Faculty members in doctoral granting programs are expected to supervise student research.

- 3) **Clinical supervision (if required).** For some Faculty members in the School, the teaching of professional skills to clinical students is considered the equivalent to teaching in a traditional classroom setting; therefore, its evaluation for reappointment, tenure, and promotion follows the same guidelines as described in “Classroom Instruction.”
- 4) **Advising/mentoring.** Candidates for reappointment, tenure, and promotion are expected to be responsive to their undergraduate and graduate students and provide high quality and sustained mentorship through their duties as academic advisors and dissertation/thesis/project directors or committee members. Mentorship at the graduate level would include activities such as publications, presentations, and career development for graduate students. Mentoring undergraduate students on special projects such as Honors College, McNair Scholars Program, and other programs promoting undergraduate student scholarship should also be considered.
- 5) **Innovative teaching activities.** Implementation and evaluation of innovative teaching strategies are valued. Examples include new course development or the inclusion of service-learning activities, student mentoring initiatives, and web-based instruction (e.g., online course development or the inclusion of podcasts, blogs, wikis, online assignments, discussions and quizzes). Evidence of teaching scholarship (e.g., journal articles, presentations, and other publications) has value and demonstrates the candidate’s commitment to effective teaching and mentoring. Involvement in the University Teaching Council, participation in the Faculty Professional Development Teaching Scholars’ Program and Learning Communities, and the recognition of a candidate’s teaching or mentoring through University or professional awards provide additional evidence of the candidate’s teaching effectiveness.
- 6) **Funding.** Candidates for reappointment, tenure, and promotion are encouraged to seek internal and external funding to support specific teaching lines of inquiry by submitting applications to foundations or grant-funding sources. Funding norms of specific fields should be discussed in the candidate’s contextual statement. External funding may be difficult to secure by junior Faculty, so applications for funding should not be the primary focus of a candidate’s teaching agenda prior to tenure, but unsuccessful applications at this stage in a Faculty member’s career have value and are viewed as a foundation for subsequent submissions.

6. Service

- A. Basic Expectations.** Faculty members are expected to demonstrate sustained engagement and contributions to the University, the community, and their discipline/profession.

B. Standards

Reappointment: The candidate must provide evidence of service on various Program, School, College, or University ad hoc and standing committees appropriate to years of appointment and faculty workload assignments. Service to the community and/or their profession also will be considered.

Tenure: The candidate must provide evidence of involvement and continued growth in service to the Program, School, College, and University through requisite membership on ad hoc and/or standing committees. Responsiveness to the needs of the Program and the needs of the students must be demonstrated. Service to the community and/or their profession also will be considered.

Promotion to Associate Professor: The candidate must provide evidence of active involvement and emerging leadership in service to the Program, School, College, and University through requisite membership on ad hoc and/or standing committees. Responsiveness to the needs of the Program and the needs of the students must be demonstrated. Service to the community and/or their profession also will be considered.

Promotion to Professor: The candidate must provide evidence of leadership in service to the Program, School, College, and University through requisite membership on ad hoc and/or standing committees. Responsiveness to the needs of the Program and the needs of the students must be demonstrated. Service to the community and/or their profession also will be considered.

- C. Evaluation of Service.** Candidates for reappointment, tenure, and promotion are expected to be continually involved in University service throughout their time at the University (they may begin with program-level service and progress by adding service to the School, College, and/or University).

- 1) University service includes but is not limited to active committee membership and leadership, program development, accreditation and certification reviews, and serving as an advisor to student groups.
- 2) Community service includes but is not limited to developing and fostering partnerships with community agencies, enhancing opportunities for field experiences and/or service-learning for students, serving on community agency boards, translating and presenting research to community audiences, and serving as a volunteer for agencies addressing community needs.
- 3) Service to the profession includes but is not limited to membership and leadership in national- and state-level professional organizations, serving as a reviewer for conferences, journals, books and funding agencies, and

serving on a journal's editorial board or as journal editor.

- 4) Funding. Candidates for reappointment, tenure, and promotion are encouraged to seek funding to support their activities involving community service, organizations, and agencies.

APPOINTMENT AND REVIEW OF NTT FACULTY

A. Renewal of Appointment

Appointments for FTNTT faculty are governed by the applicable *Collective Bargaining Agreement* and are made annually. FTNTT faculty members are appointed in one of the following tracks: Instructional, Clinical, Practitioner and Research. Renewal of appointment is contingent upon programmatic need, satisfactory performance of previously assigned responsibilities, and budgeted resources to support the position. In the first three (3) years of employment an FTNTT will be given notice as early as possible if the University does not anticipate a 4th year of employment. The FTNTT will simultaneously be given notice that there is no need to stand for review.

B. Full Performance Reviews

The Full Performance Reviews of FTNTT faculty members who are in their third or sixth year of consecutive employment are governed by the applicable *Collective Bargaining Agreement*. Each academic year, guidelines for the Full Performance Reviews for FTNTT faculty are distributed by the Office of the Provost. The Full Performance Review concludes with the College's level of review and determination. The period of performance to be reviewed is the three (3) full academic years of consecutive appointments including that portion of the third appointment which is subject to evaluation and assessment at the time of the review. Each FTNTT candidate who must complete a Full Performance Review will submit a dossier as described in the *Collective Bargaining Agreement (CBA)*. The file should contain at least an updated curriculum vita, contextual statement, self-evaluation of performance, peer reviews, teaching evaluations, and supporting documents. The contextual statement should clearly articulate the candidate's research and scholarly contributions, teaching philosophy and duties, clinical roles and expertise, and relevant professional development and service as appropriate based on their track (instructional, research, practitioner, or clinical). Additional information about the dossier for a Full Performance Review is included in the applicable *Collective Bargaining Agreement (CBA)*.

FTNTT faculty are reviewed by the College's RTP Committee on the specific criteria outlined in their letter of appointment and as described below, including consideration of the track (Instructional, Clinical, Practitioner or Research) to which the FTNTT faculty member is assigned. An inherent part of the review process is to provide feedback to the FTNTT faculty member based on clear and consistent performance criteria. Renewals of appointment and salaries for FTNTT faculty should be tied to performance within the parameters established in the applicable CBA.

C. "Simplified" Performance Reviews

FTNTT faculty members who are in their ninth and twelfth years of consecutive employment must successfully complete a "simplified" performance review as described

in the applicable *Collective Bargaining Agreement*. Each academic year, guidelines for the “simplified” performance reviews for FTNTT faculty are distributed by the Office of the Provost. The “simplified” performance review concludes with the College’s level of review and determination. The period of performance to be reviewed is the three (3) full academic years of consecutive appointments including that portion of the third appointment which is subject to evaluation and assessment at the time of the review. FTNTT faculty who must complete a “simplified” performance review will submit documentation as described in the *Collective Bargaining Agreement*. The materials for the simplified performance review will include a CV and a contextual statement/narrative up to five pages in length in which the Faculty member describes their professional activities over the past three years.

After a FTNTT has been through fifteen years of employment and any consecutive third year of employment thereafter (e.g., 15th, 18th, 21st. etc.), the FTNTT faculty member will go through a more informal review with the School Director. The FTNTT member will submit a CV and a contextual statement/narrative of one (1) to three (3) pages to the School Director. The School Director will schedule a meeting with the FTNTT faculty member. The meeting will constitute the review. If there is some sort of performance issue, the regular performance review will take place at a specified date.

D. Promotion

FTNTT faculty members who have completed at least six (6) consecutive years of service and at least two (2) successful Full Performance Reviews may apply for promotion at the time of their second Full Performance Review or with any scheduled performance review thereafter. The criteria, guidelines and procedures for FTNTT promotions are included in the applicable *Collective Bargaining Agreement (CBA)*. Accomplishments will be assessed based on the guidelines in the CBA and described above in the section on Full performance reviews for NTT Faculty.

After five (5) full years in rank, an Associate Professor or Associate Lecturer can stand for the second promotion to Full Professor - NTT or Senior Lecturer in their 6th year.

The College’s Non-Tenure Track Promotion Advisory Board (NPAB) shall be composed of FTNTT faculty representatives. The NPAB will review the applications for promotion and make a recommendation to the Dean.

E. Criteria for Reappointment and Promotion

Criteria for the assessment of teaching performance, clinical teaching, recruitment and/or retention, and/or research may be developed and shared with the candidate and used to evaluate performance.

The overall evaluation during the full performance review shall include consideration of the faculty member’s professional behavior as recognized by the University community. A sound ethical approach to relevant aspects of teaching, research, clinical practice, publication, and the academic profession is expected of all who seek renewal of appointment in the School. Recommendation for a successful full performance review shall be based on the following criteria:

1. Performance: To be assessed on the performance of assigned duties and responsibilities associated with the assigned track of the candidate (Instructional, Clinical, Practitioner or Research). Performance criteria include, but are not limited to, formative and summative assessment data provided through annual peer evaluation performed by faculty within and outside of the specific unit, outcomes measures, and student feedback.
2. For Faculty members with teaching responsibilities, performance of the Faculty member in the classroom or teaching clinic will be considered, including such characteristics as coherence, interest-level, organization, etc. The quality of course content is also critically important. Although evidence of effective teaching does not rely exclusively on student evaluations of instruction, these evaluations, including the student's written comments, will be included as part of the review of teaching. Formal reviews of instruction by colleagues respected for their effective teaching also are expected. Candidates are encouraged to solicit at least one (1) peer review per year. Syllabi and other artifacts of teaching (e.g., sample assignments and exams, classroom materials, and student projects) serve as further evidence of a candidate's teaching effectiveness.
3. For Faculty members with research responsibilities, the performance of the Faculty member will be evaluated based on the specific research duties assigned, including evidence of funding or funding applications, peer-reviewed publication, publication of scholarly books or book chapters, and other dissemination of research.
4. Professional Development: To be assessed as it relates to the assigned track of the candidate. Professional development can include, but is not limited to, continuing education, discipline skill and knowledge advancement, additional certifications or qualifications, and/or professional organizational involvement and leadership.
5. University Citizenship: To be assessed as it relates to the assigned track of the candidate. University citizenship can be documented through unit, school, college or university level service. University service can include but is not limited to, committee service, advising, outreach initiatives, student organization supervision, student mentorship and/or other activities.

Evidence of significant accomplishments in both Performance and Professional Development is required. Contributions in the area of University Citizenship are neither required nor expected unless they are part of the Faculty member's workload assignments/responsibilities. When they exist, accomplishments/ contributions in the area of University Service can be counted towards the FTNTT faculty member's overall record of accomplishments.

F. Review Process

The RTP Committee of the School will be composed of three (3) NTT faculty members and two (2) tenure-track Faculty members. Each NTT faculty member is discussed by the committee which votes on a recommendation for renewal of the faculty member's appointment or promotion. The Director independently assesses the accomplishments of each NTT faculty member and forwards to the Dean their recommendation and the committee's recommendation. The Director informs the NTT faculty member of the Ad Hoc RTP Committee's deliberations and provides the faculty member a copy of the

recommendation that the Director sends to the Dean. NTT faculty members whose appointments will not be renewed must be notified by the timelines established in the applicable *Collective Bargaining Agreement (CBA)* whether lack of adequate satisfaction with performance or the absence of anticipated continuing programmatic need or budgeted resources to support the position is the reason.

SECTION IV: MERIT

Merit Awards are established pursuant to the tenure track Collective Bargaining Agreement (Article XII, Section 4). Procedures and timelines for determining awards for any given year shall be conducted in accordance with guidelines issued by the Office of the Provost.

During years that the university allocates funds for merit, tenure track faculty members shall receive notice from the School Director of the requirements for the documentation of requests for merit and the due date for the submission of this documentation. In accordance with the Collective Bargaining Agreement, three broadly defined areas of demonstrated meritorious faculty excellence, are to be recognized through Faculty merit awards: (1) Teaching, including student advisement and efforts in support of student recruitment and retention activities of the unit/campus, college, and/or University; (2) demonstrated productivity and substantiated achievement in the Research/Creativity; and 3) Service to the unit, college, University, and or academic profession. The percentage of the salary pool awarded to the School will be distributed with 35% toward research/creativity, 35% toward teaching, and 30% toward Service.

Faculty may apply in any of the three categories. Each faculty member who applies for merit must provide a current vita and summary evidence of their performance for consideration. Unlike promotion and tenure files, actual documentation for merit need not be submitted unless the summary is unclear or is questioned. Works considered “in press” can be included in the evaluation. Faculty are responsible for submitting their documentation materials, in accordance with School guidelines (established by the FAC), to the School Director by the due date.

The FAC is the representative body charged with recommending to the Director the criteria and procedures for merit evaluations. There is no fixed number or percentage of faculty who should receive awards.

A. PROCEDURES

1. Every qualified faculty member (TT CBA Article XII, Section 4) who wishes to apply for merit in Teaching, Research/Creativity, and/or Service should fill out the appropriate sections of the Excel Summarization Tool (See Appendix II: Merit Summary). The Excel Summary Tool is a list of activities for Teaching, Research/Creativity, and Service that allows faculty to list the types of activities that they have been engaged in for the predetermined merit period. Faculty must turn in the Excel Summary Tool with updated vitae that is highlighted/annotated to demonstrate the activities listed on the Excel Summary Tool. The Excel Summary Tool and the vitae will be reviewed by the ad hoc FAC and faculty will be categorized using a ranking system. Per the CBA, the ad hoc FAC, “and any other Faculty applying for an award who wish to participate in the evaluation” will be permitted to score for merit.

For the category of teaching, each candidate will provide the following documents to support effectiveness of teaching in conjunction with the merit excel sheet:

- A. A 1-2 page contextual statement that clearly articulates the candidate’s teaching philosophy and duties, clinical roles and expertise, and relevant professional development and service.
- B. A reflection of no more than one paragraph each highlighting how two of the following standards were met (two paragraphs total):
 - a) Effective teachers have high expectations of all students and employ a variety of teaching strategies to promote student success/outcomes.

- b) Effective teachers contribute to positive academic outcomes of all students by providing substantive and varied feedback to promote learning.
 - c) Effective teachers use diverse resources to plan and structure engaging learning opportunities and evaluate learning via multiple sources.
 - d) Effective teachers apply content knowledge to real-life applications within the discipline to connect theory to practice.
 - e) Effective teachers collaborate with others to facilitate student success and improve teaching effectiveness.
- C. Teaching artifacts supporting the two standards that were met. Examples of artifacts may include, but are not limited to, examinations, student feedback documents, rubrics, lesson plans/course activities, assignments, and other relevant means of demonstrating best standards in teaching. Note that SSIs are not considered appropriate artifacts.
2. Faculty must turn in the Excel Summary Tool with updated vitae that is highlighted/annotated to demonstrate the activities listed on the Excel Summary Tool. The Excel Summary Tool, teaching documentation (see above), and the vitae will be reviewed by the ad hoc FAC and faculty will be categorized using a ranking system. Per the CBA, the ad hoc FAC, “and any other Faculty applying for an award who wish to participate in the evaluation” will be permitted to score for merit.
 3. Each ad hoc FAC member will rate the applicant’s file in the appropriate category on a 0-2 point scale whereby 0=not meritorious, 1=meritorious, and 2=outstanding meritorious. Meritorious performance is defined as performance that exceeds the norm. The rating of 0 will be associated with work that meets minimal expectations in a category but is not considered as having reached a meritorious threshold. A rating of 1 will be associated with work that is considered to have reached a meritorious threshold. A rating of 2 will be associated with work that is considered to have greatly exceeded expectations in a category and would be considered as being outstanding. If a faculty member who applies for merit is also participating in the rankings, the scores from the other ad hoc FAC members will be averaged and used as that member’s additional score. This procedure prohibits any faculty member from rating themselves. Ratings for Teaching, Research/Creativity, and Service will be sent to the designated School support staff member who will compile the ratings.
 4. The ad hoc FAC will meet and discuss the ratings of the pool. Faculty names will be removed from the ratings by the School support staff member who compiled the ratings. The merit pool will be divided based on the established percentages (see above) and then that portion of the merit pool will be distributed based on the total number of points awarded by the FAC and their sum divided into the pool to determine the individual point value. The individual point value will then be multiplied by the average rating each faculty member received from the ad hoc FAC. Those faculty who earned an average of less than 1.0 will not be considered meritorious and will not be eligible for merit. The FAC will make recommendations regarding allocations to the School Director who will then make the final decisions related to these allocations.
 5. Faculty members have the right to request reconsideration of the preliminary determination made by the Director. Such requests will be made in writing and considered by the ad hoc FAC, who will, on the merits of the request, make a recommendation to the School Director. Final determinations will then be made by the School Director and transmitted to the Dean.

SECTION V: OTHER ACADEMIC UNIT GUIDELINES

A. Students

Students, both undergraduate and graduate, are of primary concern to all faculty members, and students' academic needs are of primary importance to the School. Students participate in various School committees including the Search and Curriculum committees and committees that deal with student grievances and academic complaints, and those ad hoc committees where students' viewpoints are useful and appropriate. Student appointments to committees are made by the Director in consultation with the FAC and the faculty members involved in and affected by a specific committee's work.

B. Advising

All faculty members are required to advise undergraduate and graduate students on academic matters. General advising at the undergraduate level is coordinated by the Director of the Vacca Office of Student Services. Individual faculty members are responsible for providing academic advising to undergraduate students in their program areas who are assigned to them and to other undergraduate students who seek such advice. Student advising at the graduate level is conducted by the student's assigned graduate advisor and the student's master's project/thesis/dissertation committee members.

C. Student Academic Misconduct

The University's **Administrative policy regarding student cheating and plagiarism** is included in the University Policy Register. (*See*, University Policy Register 3342-3-01.8)

D. Student Grievances and Academic Complaints

The University's policies and procedures which govern student grievances and student academic complaints are included in the University Policy Register. (*See*, University Policy Register 3342-4-02.102, 3342-02-3 and 3342-8-01.4)

E. Transfer Credit Procedure

The Vacca Office of Student Services is responsible for the evaluation of undergraduate transfer credit and may consult with a faculty member who teaches the specific course or courses at issue. Questions of transfer credit for other subject areas should be referred to the College office.

Graduate transfer credit is evaluated according to the process described in the current Graduate School Catalog. Both masters and doctoral transfer credit may be accepted if the criteria are met and the student's advisor, the Program Coordinator or Graduate Coordinator, and the Dean approve the transfer credit.

F. Privacy of Student Records

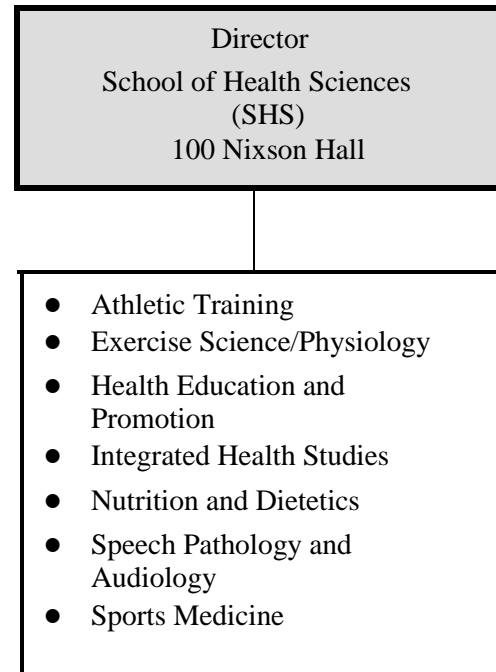
The Director is responsible for ensuring that all members of the School comply with all laws and University Policies which govern the privacy of student education records, including but not limited to the Family Educational Rights and Privacy Act (FERPA). These regulations require, among other things, that faculty members keep thorough academic records and forbid the posting of grades by name, social security number or any other system which might identify a student with their education record. For further information, contact the University's Office of Legal Affairs.

G. Student Evaluations

All courses are evaluated each semester, including summer sessions, using the approved Student Survey of Instruction (SSI). Faculty members are informed of the time period for the evaluations as well as the opportunity to add their own, personalized questions for evaluation. Any optional questions added by an individual faculty member are for their personal use and may be included or excluded from reappointment, promotion, tenure, merit, or any other university process. The students then will be provided with access to the online evaluations and instructions for completing the evaluations.

SSIs are not available to individual faculty members until after grades are submitted to the Registrar. SSIs and the results are maintained by the School office and are available for faculty review. SSIs for Regional Campus faculty are administered and maintained by the campus at which the course is taught.

APPENDIX I: SCHOOL ORGANIZATIONAL CHART



APPENDIX II: MERIT SUMMARY SPREADSHEET

Name

THE MERIT PERIOD IS FROM THROUGH

Instructions: Please fill out the Excel Summary Sheet below. You may add comments to each of the items to explain specific meritorious endeavors.

Make sure to include a vitae with the Summary Sheet with your endeavors either highlighted or using track changes on the vitae. If you wish to include a one-page summary statement with your Excel Summary Sheet and Vitae you may do so.

Please enter the quantity of occurrences for each category. If you have specific comments about specific entries, please include within the comment cell.

RESEARCH/CREATIVITY	Occurrence		Comments
Accepted presentation to be given at a professional conference			
Presentation-International/National professional conference			
Presentation-Regional professional conference			
Presentation-State professional conference			
Invited Presentation-International/National professional conference			
Invited Presentation-Regional professional conference			
Invited Presentation-State professional conference			
Article submitted and in review to peer-reviewed journal			
Article published or accepted for publication in a peer-reviewed journal			
Article published in non-peer reviewed journal			
Published invited journal article or proceedings article			
Published book review			
Published monograph			
Wrote textbook, colleague-oriented book or popular press book			
Revised textbook			
Wrote textbook/book chapter			
Revised textbook chapter			
Edited textbook			

Edited colleague-oriented book			
Leading/organizing student research team			
Leading/organizing community partnership to achieve scholarly goal			
Compiled technical report			
Large (\$100,000+) External Grant or Contract (PI or Co-PI)-Funded			
Large (\$100,000+) External Grant or Contract (PI or Co-PI)-Submitted but not funded			
Medium (\$99,000-\$20,000) External Grant or Contract (PI or Co-PI)-Funded			
Medium (\$99,000-\$20,000) External Grant or Contract (PI or Co-PI)-Submitted but not funded			
Small (\$20,000 - \$3500) External Grant or Contract (PI or Co-PI)-Funded			
Small (\$20,000 - \$3500) External Grant or Contract (PI or Co-PI) - Submitted but not funded			
Start-up External Grant (< \$3500) Funded			
Competitive Internal Grant. Funded			
Nominated/received a Research Recognition Award			
Other (Please specify any research activity not identified that you believe is deserving of evaluation for merit; include the number of points the activity is worth.)			
TEACHING	Occurrence		Comments
Developed new undergraduate course (including special topics)			
Developed new graduate course (including special topics)			
Prepared new course (either graduate and undergraduate)			
Completed major revisions of course (i.e., incorporated new technology)			
Incorporated service learning component (i.e., engaged students in community service)			
Taught writing-intensive course			
Directed or co-directed doctoral dissertation to completion			
Directed thesis/masters project			
Served on dissertation committee			
Served on masters thesis, non-thesis or masters project committee			
Served on honor/senior level student thesis committees			
Served as graduate faculty representative on dissertation committee			
Served on doctoral comprehensive exam			
Heavy undergraduate advising			
Heavy graduate advising			

Nominated for a Teaching or Advising Award (i.e., Moulton Scholar)			
Received a teaching Award			
Large (\$100,000+) External Teaching Grant or Contract (PI or Co-PI)-Funded			
Large (\$100,000+) External Teaching Grant or Contract (PI or Co-PI)-Submitted but not funded			
Medium (\$99,000-\$20,000) External Teaching Grant or Contract (PI or Co-PI)-Funded			
Medium (\$99,000-\$20,000) External Teaching Grant or Contract (PI or Co-PI)-Submitted but not funded			
Small (\$3,500 -\$20,000) External Teaching Grant or Contract (PI or Co-PI)-Funded			
Small (\$3,500 -\$20,000) External Teaching Grant or Contract (PI or Co-PI)-Submitted but not funded			
Start-up (<\$3500) External Teaching Grant (PI or Co-PI). Funded			
Start-up External Teaching Grant (< \$3500) Submitted but not Funded			
Competitive Internal Teaching Grant. Funded			
Competitive Internal Teaching Grant. Submitted but not Funded			
Other (Please specify any activity not identified that you believe is deserving of evaluation for merit.			

Fall and Spring semesters, for each course taught, indicate course numbers, semesters, enrollment, GA support and other notes.														
Course #	Semester	Enroll.	GA Support	Other	Course #	Semester	Enroll.	GA Support	Other	Course #	Semester	Enroll.	GA Support	Other
Course #	Semester	Enroll.	GA Support	Other	Course #	Semester	Enroll.	GA Support	Other	Course #	Semester	Enroll.	GA Support	Other
Course #	Semester	Enroll.	GA Support	Other	Course #	Semester	Enroll.	GA Support	Other	Course #	Semester	Enroll.	GA Support	Other

SERVICE	Occurrence		Comments
Reviewed textbook			
Reviewed colleague-oriented book			
Editor of a journal			
Edited special issue of a journal			
Member of an editorial board			
Reviewed manuscript for journal or national educational data base			
Chaired/organized a symposia or professional focus group			
Reviewer for professional conference proposals			
Reviewer for extramural grant proposals			
Reviewer for intramural grant proposals			
Served on community board			
Consultant for community, organization, or industry			
Gave community presentation or workshop			
Appeared on TV or radio in relation to one's discipline			
Published popular press article			
Officer National professional association			
Officer State-Regional professional association			
Board Member national professional association			
College Advisory Council representative			
Provost's promotion and tenure committee			
Faculty Advisory Committee			
College Curriculum/Undergraduate/Graduate Council representative			
Member of University Teaching Council			
Chair of University Teaching Council			
Served on University Research Council			
Faculty Senate Representative			
Student group advisor			
Chaired school committees (search, curriculum, etc.) - please list			
Other School, College or University level committee membership (IRB, URCC) - some meet every year or semester			
Served in program's efforts toward accreditation			
Participated in program building (student recruitment activities, presentations at high schools, etc.			

Wrote accreditation self-study and took lead in accreditation site visit			
Coordinated Schools/program area’s special events			
Coordinated Schools/program area’s special events			
Nominated or received award/honor for service (University/Community/Professional)			
Other (Please specify any activity not identified that you believe is deserving of evaluation for merit.			