

COLLEGE OF THE ARTS

SCHOOL OF FASHION FACULTY HANDBOOK

SHANNON RODGERS AND JERRY SILVERMAN
SCHOOL OF FASHION DESIGN AND MERCHANDISING

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Signed:  Director – KSU SCHOOL OF FASHION


Signed:
Dean – College of the Arts

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SCHOOL OF FASHION: MISSION, VISION, VALUES, PHILOSOPHY, & EDUCATIONAL OPPORTUNITIES

The Kent State University's School of Fashion is a research-led teaching institution fostering excellence through pedagogical and industrial research into processes, products, services, systems, and their impacts. It is a diverse community of staff, students, and faculty with over 500 active links to the fashion industry, ranging from niche, to small to medium, to multinational businesses.

Our **Mission** is to transform lives through creative fashion education in pursuit of a sustainable world.

Our **Vision** is to empower an ecosystem of socially responsible and inventive fashion thinkers.

Our **Values** are authenticity; curiosity, creativity, and innovation; equity and community.

Authenticity. We empower people to find their voice and their true creativity. To unlock real potential, we encourage people to practice and celebrate their own strengths and passions.

Curiosity, creativity, and innovation are the lifeblood of our school. By giving people the chance to experiment and play, we build skill sets which are fundamental to creating excellence in fashion and shaping the future of the industry.

Equity and Community. People and the environment are central to the decisions we make. We respect all beliefs, backgrounds, capabilities, and cultures. We see ourselves as an agent of positive change, and to make this possible, we aim to connect people and places to address challenges facing us all.

PHILOSOPHY

Our entrepreneurial founders, Shannon Rodgers and Jerry Silverman brought to life the value of fashion education that intentionally went beyond geographical *and* intellectual fashion boundaries. They crafted a relation between business and design; cultivated learning and research through international travel; invested in the decorative arts and historic costume in pursuit of a better understanding of excellence and consciously sought to create opportunities for the wider community. They were joyously interesting people who imbued a spirit of partnership, of adventure, of commitment, curiosity, and creativity. Their intelligence was built by founding the fashion house *Jerry Silverman, Inc* and 20+ years of international trading with its headquarters in New York City's Seventh Avenue; creating and selling a series of successful high-end ready-to-wear women's clothing labels; consulting with, dressed, and inspired by movie stars, royalty, First Ladies and fashionistas across the world.

KSU's School of Fashion stands on the shoulders of these 20th Century American fashion greats. KSU's School of Fashion believes and is grounded in real-world industry experience. It is enriched by the history,

material culture, markets, and modern technology of fashion design and fashion merchandising. It is committed to an unrelenting pursuit of excellence; developing people, programs, and initiatives that promote the continued success of the U.S. fashion industry and the next generation of fashion thinkers across a spectrum of creative employment.

The School of Fashion speaks to a deep practical understanding of the economic, environmental, and social value of a fashion industry education. This quality includes the creation of economic well-being, the incubation of innovation, the development of entrepreneurial activities, and the fostering of sustainable networks across the country and the world.

EDUCATIONAL OPPORTUNITIES: UNDERGRADUATE AND GRADUATE PROGRAM OFFERINGS

The School's unique characteristics of selective admission, an industry-based curriculum, and a close alliance with the Kent State University Museum (KSU Museum) serves students, faculty and staff at Kent State University as well as the culturally rich communities of Northeastern Ohio and across the globe.

At the Baccalaureate level, the School offers the B.A. and B.F.A., Fashion Design and the B.S., Fashion Merchandising. The School also participates in the Combined B.S., Fashion Merchandising/M.B.A. Program where students can earn up to 12 credits in graduate level coursework toward a M.B.A while earning the B.S., Fashion Merchandising.

At the Graduate level, the School offers Master of Fashion Industry Studies (MFIS), a 30-credit, initial masters-level degree for the academic advancement of students who want to a) engage in advanced-practitioner research in fashion, b) expand their own knowledge base and expertise in a specific topic area, c) advance their professional career, d) expand their entrepreneurial opportunities, and/or e) begin developing credentials for an entry-level appointment in academia.

Selective admission to the School is limited to those students who have demonstrated at the secondary level their ability to meet the rigorous requirements of the four-year curriculum. The faculty of the School, drawn from leading fashion schools, major universities, and the fashion industry, strongly support the basic premise of a liberal arts education; that is, to develop in student's intellectual flexibility, curiosity, creativity and a life-long love of learning. A strong and viable liberal arts program forms the foundation for the professional industry-based components in design and merchandising. Of critical importance is the School's commitment to maintaining currency in fashion technology.

Throughout the programs, the merchandising and design curricula emphasize professional standards of achievement. Lectures and seminars by visiting fashion professionals supplement the course offerings, while study away programs and tours throughout the United States and abroad, and internships in the fashion industry offer students a broad perspective and experience in international education. Underlying the philosophy of the School is a commitment to honor its founders by becoming a world-class center of fashion education.

Integral to the unique fashion education afforded by KSU Fashion is the KSU Museum and a special library that serve as rare inspiration and excellent material research facilities for students, faculty, industry leaders and scholars. Fashion Students and Faculty have access to the 28,000 collections objects of historic dress, fashion, textiles and

decorative arts, related scholarly research, and traveling exhibitions from other distinguished collections. The late Shannon Rodgers and Jerry Silverman also established the KSU Museum in 1982 with a gift of 4,000 costumes and 1,000 decorative arts from their outstanding, personal collections. Thanks to continued donations and acquisitions over the decades, KSU Museum is known internationally for the quality and depth of its holdings.

SECTION I

MATTERS OF SCHOOL GOVERNANCE AND RELATED PROCEDURES

This handbook (hereinafter "Handbook") contains the operational policies and procedures for the Shannon Rodgers and Jerry Silverman School of Fashion Design and Merchandising (hereinafter "School") within the College of The Arts (hereinafter "College"). The policies and procedures contained in this Handbook shall not conflict with any School, University, Administrative and Operational Policy of Kent State University, any applicable Collective Bargaining Agreement, or any federal, state, and local law.

STRUCTURE AND ORGANIZATION OF THE SCHOOL

ADMINISTRATIVE POSITIONS

1) DIRECTOR, SCHOOL OF FASHION

The Director of the School of Fashion (hereinafter "Director") holds the Peg's Foundation Endowed Leadership Chair and is responsible for:

- a) Thinking Bigger: develop strategies for the advancement and growth of the School and its programs
- b) Fostering Innovation: mobilizing new product and service offerings across the School's business (Teaching and Learning, Research, Service, and Impact). Provide leadership for all academic programs and professional activities housed in the School in a manner that is consistent with the mission of the University, the College, and the School and is mindful of the quality and breadth of programs supported by the University, the College, and the School.
- c) Developing Community and Public Engagement: advance and uphold KSU Fashion's core values; manage and engage with the College of the Arts, Kent State University, and the fashion community regionally, nationally, and internationally.
- d) Enhancement of the School's purpose and proposition(s); brand awareness; brand development.
- e) Administration Management for the effective operational management of the School. A breakdown of the tasks is found in the Appendix ([insert hyperlink](#))

NON-ACADEMIC ADMINISTRATIVE STAFF

The School's non-academic staff includes all classified and unclassified staff positions within the School including but not limited to, academic advisor(s), computer analyst(s), IT manager(s), administrative assistant(s), secretarial staff, etc. Each position has specific duties as defined in the applicable position description.

SCHOOL LEADERSHIP GROUP

The School of Fashion adopts a senior leadership team model where five distinctive coordinators work closely together supported by administrative and clerical staff. Its purpose is to offer a framework for consistent development of the quality of higher education on offer by our School. It is to evaluate practice(s) in relation to the School's vision, values, and objectives, and enable effective communications. It is to pre-empt and-or resolve conflicts of interest. It is to offer a critical pathway to elevating excellence in all areas of business: a mechanism for helping the Director to analyze the performance of the School's vision.

Faculty members have load equivalency to "coordinate" various things in the School. This committee meets separately from the FAC; however, does not and is not intended to replace the FAC and it will keep the FAC updated on issues and discussions.

The Senior Leadership Group is chaired by the Director of the School and its members include:

- Undergraduate Programs Coordinator
- Graduate Programs Coordinator
- Study Away Programs Coordinator
- Creative Practice Coordinator
- Research Coordinator

At times, the School of Fashion may benefit from the role of an Associate Director to assist the School Director and they too would form an integral part of the School Leadership Group.

■ UNDERGRADUATE PROGRAMS COORDINATOR

The Undergraduate Programs Coordinator is responsible for the management, quality assurance, and enhancement of the undergraduate program(s). They are responsible for implementing and upholding KSU policies and procedures for undergraduate studies. It is an administrative assignment of workload and is appointed by the Director after consultation with the Faculty Advisory Committee (hereinafter "FAC"). The appointment is for a three (3) year term and is renewable. The Director will establish the 3-year rotation schedule and will announce to the faculty when the 3-year term will expire. The Undergraduate Program Coordinator is reviewed annually by the Director and may be terminated at their sole discretion.

- Serving as chair of the department Curriculum Committee in alternate years.

- Serving as liaison to program counselors in the various Colleges and Schools.
- Serving as the departmental representative on the College Curriculum Committee (“CCC”).
- Serving as chair of the Student Academic Complaint Committee.

Performing other duties and tasks as assigned or delegated by the Director, including knowing and following all KSU procedures in all areas of operation.

As one of the Senior Leadership Team members, the Undergraduate Coordinator works directly with the Director and the School’s undergraduate faculty to facilitate and determine the vision and mission for the undergraduate program(s).

The Undergraduate Programs Coordinator works with the following:

The UG divisional lead is responsible for assisting the UG Coordinator with the management, quality assurance, and enhancement of the undergraduate program(s). It is an administrative assignment of workload and is appointed by the Director.

The UG Divisional Lead appointment is for a two (2) year term and is renewable. The division lead is reviewed annually by the Director and may be terminated at their sole discretion. There is a Divisional Lead for Fashion Design and one for Fashion Merchandising.

THE INDUSTRY LIAISON / INTERNSHIP DIRECTOR (hereinafter “ILID”) plans and directs all operational and administrative activities related to connecting the School of Fashion students with supplemental experiential educational opportunities including internships, co-ops, job shadowing, international business experiences, BFA Critiques, and mentoring programs. The ILID is responsible for communicating and assisting both the UG Coordinator and Graduate Coordinator with management, quality assurance, and enhancement of the School’s engagement with Industry for Teaching and Learning. The ILID assists the Director with the management of the School’s Advisory Board. They report directly to and are accountable to the School Director. The ILID is appointed by the Director and is a full-time position, reviewed annually by the Director.

INDUSTRY LIAISON / INTERNSHIP MANAGER (hereinafter “ILIM”) plans and directs all operational and administrative activities related to connecting School of Fashion students with supplemental experiential educational opportunities including internships, co-ops, job shadowing, international business experiences, and mentoring programs. The ILIM reports directly to and is accountable to the Internship Director and Director, School of Fashion Design and Merchandising. The ILIM is appointed by the Director and is a full-time position, reviewed annually by the Internship Director and Director.

■ **GRADUATE STUDIES COORDINATOR**

The **Graduate Studies Coordinator** is responsible for the management, enhancement, and recruitment for the graduate program(s), implementing and upholding KSU policies and procedures for graduate studies and supporting marketing activities. It is an administrative assignment of workload and is appointed by the Director after

consultation with the FAC. The appointment is for a three (3) year term and is renewable. The Director will establish the 3-year rotation schedule and will announce to the faculty when the 3-year term will expire. The Graduate Studies Coordinator must be a full member of the Graduate Faculty holding the rank of Associate Professor or Professor. The Graduate Studies Coordinator is reviewed annually by the Director and may be terminated at their sole discretion.

As one of the Senior Leadership Group members, the Graduate Studies Coordinator works directly with the Director and School graduate faculty to facilitate and determine the vision and mission for the graduate program(s).

■ STUDY AWAY COORDINATOR

The Study Away Coordinator is responsible for the management, enhancement, and recruitment of the Study Away suite of programs, implementing and upholding KSU policies and procedures for an international learning experience(s), coordinating the relation between School and OGE, and supporting marketing activities. It is an administrative assignment of workload and is appointed by the Director. The appointment is for a three (3) year term and is renewable. The Director will establish the 3-year rotation schedule and will announce to the faculty when the 3-year term will expire. The Study Away Coordinator is reviewed annually by the Director and may be released from the role at their sole discretion.

As one of the Senior Leadership Group members, the Study Away Coordinator works directly with the Director, OGE and the School's faculty to facilitate and determine the vision and mission for the SA program(s).

Study Away Coordinator works with the following people and roles:

- NYC FASHION PROGRAM DIRECTOR
- FLORENCE FASHION PROGRAM COORDINATOR

NEW YORK CITY FASHION PROGRAM DIRECTOR (hereinafter "NYC Program Director") is the onsite manager and principal administrator for the School's New York City Fashion, while adhering to the policies and procedures of Kent State University. The NYC Program Director reports directly to and is accountable to the Director, School of Fashion. The NYC Fashion Program Director is appointed by the Director and is considered a full-time administrative position, reviewed annually by the Director.

FLORENCE PROGRAM ON-SITE COORDINATOR (hereinafter "KSUF Coordinator") is an administrative assignment that is assigned to a local part-time member teaching for the School at the Kent State University Florence (KSUF) Campus on an "as-needed basis." The role is appointed by the Director after consultation with the FAC. The appointment is for a three (3) year term and is renewable. The KSUF Coordinator is reviewed annually by the Director and may be terminated in consultation with the KSUF Director.

■ **INDUSTRY COORDINATOR**

The Industry Coordinator is responsible for the creation, development, and management of knowledge exchange with the fashion industry and beyond. They are to implement and uphold KSU policies and procedures for industry-facing project experience(s). It is a collaborative role with an administrative assignment of workload and is appointed by the Director. The appointment is for a three (3) year term and is renewable. The Director will establish the 3-year rotation schedule and will announce to the faculty when the 3-year term will expire. The Industry Coordinator is reviewed annually by the Director and may be released from the role at their sole discretion.

As one of the Senior Leadership Group members, the Industry Coordinator works directly with the Director and the School's faculty to facilitate and determine the strategy and annual goals for industry engaged practice(s).

TECHSTYLELAB FACULTY DIRECTOR is the onsite manager and principal administrator for the School's TechStyleLAB while adhering to the policies and procedures of Kent State University. The TechStyleLAB faculty director reports directly to and is accountable to the Director, School of Fashion. It is an administrative assignment of workload and is appointed by the Director. The appointment is for a three (3) year term and is renewable. The Director will establish the 3-year rotation schedule and will announce to the faculty when the 3-year term will expire. The TechStyleLAB faculty director is reviewed annually by the Director and may be released from the role at their sole discretion.

TECHSTYLELAB FACULTY ASSOCIATE DIRECTOR collaborates with and assists the onsite manager and principal administrator for the School's TechStyleLAB while adhering to the policies and procedures of Kent State University. The TechStyleLAB associate director reports directly to and is accountable to the Director, School of Fashion. It is an administrative assignment of workload and is appointed by the Director. The appointment is for a three (3) year term and is renewable. The Director will establish the 3-year rotation schedule and will announce to the faculty when the 3-year term will expire. The TechStyleLAB associate director is reviewed annually by the Director and may be released from the role at their sole discretion.

■ **RESEARCH COORDINATOR**

The Research Coordinator is responsible for the development and proactive management of a research strategy for the School, helping to further its capacity to secure external research funding with the TT community. They are to implement and uphold KSU policies and procedures for research project(s). It is a collaborative role with an administrative assignment of workload and is appointed by the Director. The appointment is for a three (3) year term and is renewable. The Director will establish the 3-year rotation schedule and will announce to the faculty when the 3-year term will expire. The Research Coordinator is reviewed annually by the Director and may be released from the role at their sole discretion.

As one of the Senior Leadership Group members, the Research Coordinator works directly with the Director and the School's faculty to facilitate and determine the strategy and annual goals for the School's Research.

■ AD-HOC FACULTY ADMINISTRATIVE ASSIGNMENTS

School Standing 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 disciplines within the School and will consider the expertise and interests necessary for the effective functioning of specific committees.

Faculty Advisory Committee (FAC)

The Faculty Advisory Committee (hereinafter "FAC") is structured and operates as described in the applicable [*Collective Bargaining Agreement*](#) (CBA). The FAC includes all eligible members of the tenure track faculty. Prior to the start of each academic year and fall semester, the Tenure Track CBA provides that the tenured and tenure-track faculty of the School shall decide whether and to what extent full-time non-tenure-track (FTNTT) faculty shall be represented on the FAC.

The FAC is convened 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 one (1) tenured faculty member to serve as the School's representative to the College Advisory Committee (hereinafter "CAC").

Curriculum Committee (CC)

The School Curriculum Committee (hereinafter "CC") is Chaired by the Undergraduate Coordinator. It considers all curricular proposals, including Workshop and Special Topic courses or academic issues such as blanket substitutions. Any faculty member or the faculty as a whole may propose items for discussion. Proposals are approved by the CC, who then make recommendations to FAC. Then FAC shall make recommendations to the Director and, upon their approval, forwarded to the College Curriculum Committee (hereinafter "CCC") for consideration. The chair of the School's CC is the de facto representative of the CCC.

Diversity, Equity, Inclusion, and Anti-Racism Committee (DEI&AC)

The DEI&A Committee (hereinafter "DEI&AC") is chaired by a lead with administrative experience, with support from two co-chairs. Its charge is to further the School of Fashion's commitment to fostering and enhancing diversity, equity, and inclusion across all areas of School business: teaching, learning, creative practice, research, and service.

Its membership includes a minimum of four full-time faculty members which can be NTT or TT, 1 part-time instructor, 1 staff member, 1 academic advisor, and 3 students (one from each undergrad and graduate level). Members will serve a 2-year term with one rotating off each, providing continuity of at least three members from year-to-year.

Graduate Studies Committee (GSC)

The Graduate Studies Committee (hereinafter “GSC”) is Chaired by the Graduate Coordinator. It considers graduate admission and evaluating and recommending individuals for graduate assistant appointments. It also monitors the progress and academic performance of graduate students in the School. It reviews proposals for new graduate courses, changes in course content and related curricular matters, and conducts periodic reviews of the School’s graduate program as a whole. In matters of curriculum, the GSC makes its recommendations to the School’s Curriculum Committee, who then make recommendations to the FAC. Its membership includes a minimum of three faculty members elected from those possessing Graduate Faculty Status and experience of thesis supervision as an advisor in the School. Members will serve a 2-year term with one rotating off each, providing continuity of at least two members from year-to-year. The chair of the School’s GSC is the de facto representative of the GCC.

Ad-Hoc Reappointment, Tenure, and Promotion (RTP) Committee

The policies and procedures which govern the School’s Ad Hoc Reappointment, Tenure and Promotion (hereinafter “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 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.

Student Academic Complaint Committee

The Student Academic Complaint Committee is appointed by the FAC. The Undergraduate Program Coordinator serves as the Chair of the Student Academic Complaint Committee. 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.

In the event that a member of the Student Academic Complaint Committee is the subject of or may otherwise be involved with a student complaint, the FAC will select a replacement from the full-time tenured and tenure-track faculty. If the Assistant to the Director is the subject of or may otherwise be involved with a student complaint, the Director will appoint a member of the Student Academic Complaint Committee to chair the committee and the FAC will appoint an additional member to the committee from the full-time tenured and tenure-track faculty.

Ad-Hoc Committees and Assignments

The Director may establish, charge, and appoint the membership of ad-hoc committees and other necessary assignments as required for the operations of 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 and assignments.

The following are examples of the School's various Ad-Hoc Committees and Assignments. This list is illustrative and not considered all-inclusive.

- FDM Scholarship Committee
- Faculty and Staff Recognition and Awards Committee
- FDM BFA Committee
- FDM Research Committee

SECTION II

TEACHING ASSIGNMENTS AND WORKLOAD INCLUDING WORKLOAD EQUIVALENCIES AND RELATED PROCEDURES

■ FULL-TIME FACULTY APPOINTMENTS AND RANKS

- Full-time faculty appointments and ranks are covered under the respective Tenure-Track and Non-Tenure-Track *Collective Bargaining Agreements* (CBAs).
- Tenure-Track Faculty (TT) Appointments and Ranks
- Normally, an earned doctoral degree or terminal degree in a related discipline is required for all faculty appointments to a tenure-track position in the School. Appointments are subject to annual reappointment during the probationary period until tenure is granted.
- The following are faculty ranks for the TT appointments Assistant Professor, Associate Professor, and Professor. Definitions can be found in Tenure-Track CBA and Section III of this Handbook.

NON-TENURE-TRACK FACULTY (FTNTT) APPOINTMENTS AND RANKS

Full-time non-tenure-track (FTNTT) appointments and definition of FTNTT ranks and categories are covered under the Non-Tenure-Track *Collective Bargaining Agreement* (See, Section III of this Handbook).

■ PART-TIME FACULTY APPOINTMENTS

When the School cannot meet its teaching needs from the ranks of its full-time tenure-track (TT) faculty, full-time non-tenure track (FTNTT) faculty, and/or graduate students, part-time faculty appointments will be made from an established pool of qualified applicants not currently on regular appointment at the University.

Normally, for all part-time faculty candidates who will be assigned to teach at an off-campus location, such as Florence, New York, and regional campus facility, their credentials (i.e., vita, resume, and/or portfolio) are to be reviewed by the FAC with recommendations going forth to the Director. At the point of hiring part-time instructors, they should be informed that they are required to use the syllabus and textbook developed for the course at the Kent Campus. Any deviation must be approved by the School's Curriculum Committee in advance.

▪ OTHER FACULTY APPOINTMENTS

Research Associate and Research Assistant Appointments

- These appointments 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 ranks, do not vote on School committees and do not participate in School governance.

Adjunct and Part-Time 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. Adjunct faculty members do not vote on School Committees and do not participate in School governance.

▪ GRADUATE FACULTY STATUS

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).

▪ RECRUITMENT OF FULL-TIME FACULTY

The School supports the goals of equal opportunity and affirmative action in recruiting and in making appointments to the faculty. Search Committees are appointed by the Director after consultation with the FAC and faculty members in the specific area or discipline conducting the search for candidates. Search Committees may include a student member selected by the faculty members serving on the search committee as deemed appropriate and at its discretion. Following the search, the search committee recommends to the Director that two (2) or 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. The search committee may recommend its choice of candidates to the Director. Committee recommendations are advisory to the Director who makes a recommendation to the Dean. If the Dean concurs with the Director, a recommendation is forwarded to the Office of the Provost. If the Director's recommendation is different than that of the search committee and the faculty, the Director shall inform the Dean of all recommendations and the reasons for the disagreement.

FACULTY ROLES, RESPONSIBILITIES, AND OPERATING POLICIES AND PROCEDURES

1. Faculty Roles and Responsibilities

- a. Each faculty member is expected to contribute to the School, Campus, College and the University according to the terms and conditions of their letter of appointment. Some faculty members make their primary contribution in teaching (non-tenure track) while others emphasize research and/or creative activity (tenure-track). High quality teaching and scholarly activity are expected of all faculty members. Service to the School, Campus, College, and the University is also expected of each faculty member.
- b. Faculty members are expected to provide students with a syllabus which includes the subject matter to be covered in a course, a listing of assignments and/or reports, approximate dates of examinations, grading standards, attendance requirements, and other pertinent details of the conduct of the class. A Student Survey of Instruction (hereinafter "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 (See, Section V of this Handbook). Faculty seeking RTP are required to proactively engage in at least one peer review of teaching during each year under review. Supervision and direction of undergraduate research projects and honors theses is part of the teaching function - <https://www.kent.edu/Array/teaching-learning-and-curriculum-studies-handbook/reappointment-tenure-and-promotion>
- c. Scholarly research and creative practice activity are expected of all tenure-track 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 involved in research and/or creative activity and the graduate program are expected to present evidence of their endeavors as witnessed by publication, proposals submitted for extramural funding, performances, and juried exhibitions, and dissemination of research and/or creative activity in various venues as appropriate to the discipline. Activity in professional organizations is highly valued. Refer to Section III: Reappointment, Tenure, and Promotion for more detail.
- d. Service to the University is an expectation of each faculty member. Under normal circumstances, untenured tenure track faculty should have limited committee responsibilities and assignments that are commensurate with the expectations of new tenure track faculty who are working toward tenure. School, Campus, College, and University committee or task force membership is expected as a normal part of a faculty member's contributions. All tenured and tenure-track faculty are expected to rotate through high service commitment positions. Special or outstanding service above and beyond that which is typical may be considered during the review of a faculty member, but service alone will not reduce the expectations of quality teaching and scholarly activity.
- e. 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.

2) Faculty Workload

All full-time tenured and tenure-track faculty of the School are expected to carry a maximum workload of twenty-four (24) credit hours per regular academic year. Full-time non-tenure-track faculty members are expected to carry a maximum workload of thirty (30) credit hours per regular academic year (See, University Policy Register [3342-6-18](#)). Workload assignments typically include a combination of teaching, research, and service assignments, which are determined in conjunction with the school Director based on outcomes from review of the Annual Faculty Activity Report, which must be submitted by all tenured faculty prior to the end of each spring semester of the academic year, (see CBA). 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 tenured and tenure-track faculty and which total more than thirty (30) credit hours for full-time non-tenure-track faculty) will be made only in unusual circumstances. Such assignments require the agreement of the faculty member and the approval of the Director and the Dean.

Workload assignments related to teaching will be conducted as follows in KSU School of Fashion: for FDM-Core combined lecture and lab courses, faculty assigned to teach both the lecture and a lab section will be assigned 4 workload hours. These courses include Fashion Visuals (FDM 10023/10024), Fashion Fabrics (FDM 10033/10034), and Introduction to Fashion Technology (FDM 10053/10054). For all other FDM courses, faculty will be assigned one workload hour for each 1 credit hour of coursework, i.e., a 3-credit course is equivalent to 3 workload hours.

Teaching assignments will be determined by the Director, with the assistance of the Undergraduate Program Coordinator and the Graduate Coordinator with the understanding that not all faculty members contribute to the School in the same manner. A faculty member whose primary responsibilities are undergraduate teaching and undergraduate programs may teach and serve in a greater diversity of courses than a faculty member who is also a member of the graduate faculty. Most of the School's full-time faculty members will be either a full or associate member of the graduate faculty. Workload balance will be determined based on these respective roles, and modified, if needed, to respond to past performance or projected need.

3) Administrative Workload Equivalents

Beyond teaching workload assignments, all full-time faculty members have the opportunity to be assigned responsibilities within the department that will serve as workload equivalents. Workload equivalents may be, but are not limited to activities such as, administrative activities, being a program coordinator, individual research/grant activities that contribute to the mission of the unit, special departmental assignments considered essential to the academic mission of the School, or committee work that extends beyond the normal faculty expectation. Continuation of workload equivalent opportunities and responsibilities will be dependent upon the success of the outcomes. Faculty members may, in consultation with the Director, choose to forego a workload equivalent and be assigned only teaching workload hours. Refer to Table 1 below for more detail. For descriptions of duties for listed assignments, please refer to Section 1 of the Handbook.

Activities associated with assigned workload equivalencies will be reported with outcomes in the Annual Faculty Activity Report and will be reviewed annually by the Director, in consultation with the faculty member. The coordinators will report their activities to the FAC at School retreats each year.

Table 1. Administrative Workload Equivalents

Title / Name of Assignment	Credit Equivalent
Undergraduate Coordinator	6
Graduate Studies Coordinator	3-6
Industry Liaison Internship Director	6
NYC Program Director	up to 15
Study-Away Coordinator	up to 6
Divisional Program Leads	up to 3
Industry Coordinator	3
Research Coordinator	3
TechStyleLAB Faculty Director	3
TechStyleLAB Associate Faculty Director	1-3
Fashion Show Faculty Director	up to 3
School of Fashion Store Faculty Director	up to 3
Knit-Lab Faculty Director	up to 3
Special Projects*	variable

*assigned by the Director on an ad-hoc basis related to (but not limited to) course development or review, program development, student competitions, etc.

The FAC shall advise the Director on issues related to teaching assignments, class schedules, and the appropriate application of workload equivalencies. The Director shall provide each faculty member with a statement of his/her workload prior to the start of each academic semester.

4) Teaching Assignments and Class Schedules

Faculty members are assigned to teach specific courses by the Director. 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 a review by the FAC which will make a recommendation to the Director.

Scheduling of classes is the responsibility of the Undergraduate Program Coordinator with approval of 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. Curricular needs, faculty expertise, and faculty preference are considered. Consideration is also given to the number of preparations (different courses).

5) 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 dictated by budgetary constraints and curricular needs. TT and then FTNTT faculty have priority for summer assignments before part-time faculty can be hired. Programmatic need and special expertise can override this order of priority. Courses can be offered on an enrollment-contingency basis; however, if an enrollment target is not met for a specific course, the TT CBA requires that the course be cancelled. For graduate thesis summer credits, the request must be submitted in advance and aligned with the CBA.

Faculty members may elect not to accept a summer teaching assignment. See section <https://www.kent.edu/facultyhandbook/department-sociology-handbook/summer-teaching-assignments> <https://www.kent.edu/facultyhandbook/tt-summer-assignments-collective-bargaining-agreement-article-ix-section-4-summer>

6) Other Faculty Duties

Faculty members are expected to schedule and attend at least five (5) office hours per week (See, University Policy Register 3342-6-18.101). If a student, for a legitimate reason, is unable to meet during the faculty member's scheduled office hours, the faculty member is expected to make appointments to meet with the student at an alternate time.

In order to assist in student success, faculty members should maintain current knowledge of University, College, and School programs and requirements and consult with the advising team, as needed.

Faculty members are expected to participate in recruitment programs, graduation ceremonies and other activities which are appropriate to their role as a faculty member in the School.

7) Faculty Leaves of Absence

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

Approved University faculty leaves of absence include but are not limited to:

- Faculty Professional Improvement Leaves (Sabbaticals).
- Research leaves.
- Medical, Military, Temporary Disability.
- Approved Leaves of absence without pay.
- Research/Creative Activity appointments.

8) Faculty Professional Improvement Leaves (Sabbaticals)

ELIGIBILITY

As per the University Policy 6-12, the university permits a tenured faculty member who has completed at least seven years of full-time service to the university and has the rank of assistant professor or higher to be freed of instructional or official responsibilities and granted a faculty professional improvement leave for purposes of:

1. Upgrading professional skills
2. Acquiring new skills; or
3. Intellectual and professional development that will be of benefit to the individual and to the university.

PROCEDURE

Upload a 1-2 page document (pdf format) that covers the following information to FlashFolio by the deadline.

Section I: Proposal Guidelines

- Clearly state the goals of the professional development activity.
- Explain in detail how the professional development activity will benefit the individual and the university.
- Discuss how your activity aligns with the wider community.
- Describe how you plan to integrate the knowledge and skills gained in this professional development activity into your work, teaching or practice.
- Provide an action plan and/or timeline appropriate to this request
- Provide a brief description of your professional background as it relates to this project. Do NOT include your vita or resume.

Section II: Communication of Results

- Discuss ways you will communicate the results of your professional development activity to others in the University, colleagues, or students. For example, are your intentions to publish the results or disseminate through presentations or professional meetings?

Faculty members who submit FPIL proposals are to provide an updated curriculum vita as a WORD PDF file uploaded directly to FlashFolio.

In order for a faculty member's application to be successful, the following conditions must be met:

- The purpose of the leave must be judged acceptable; and
- The department or other budgetary unit must be able to support the programmatic and staffing needs of the unit in the absence of the faculty member who is granted the professional improvement leave.

9) Faculty Absence and Travel Policy

Faculty members who will be absent from campus for professional reasons must submit a "Faculty Absence Authorization/Expenditure Estimate" form with 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 will be reimbursed when approved prior to travel according to the University's travel policies and are subject to the availability of School funds. In general, greater amounts of support will be granted to meeting participants (i.e. those presenting a paper or Chairing a session) than to faculty members who simply attend professional meetings.

10) Faculty Sick Leave

The Director is responsible for keeping complete records of faculty sick leave; however, faculty members are also required to submit the appropriate sick leave form(s) to the Director. Sick leave forms should be completed and submitted to the Director within forty-eight (48) hours after an absence.

11) 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 and the Dean. Each academic year, each 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).

12) 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).

13) 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.

14) 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).

15) Sanctions

A sanction is a documented corrective action in response to a faculty member's unsatisfactory performance of his/her duties and responsibilities as a member of the faculty (See, "Sanctions for Cause" in the *Collective Bargaining Agreement*).

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

REAPPOINTMENT, TENURE, AND PROMOTION OF TENURE TRACK (TT) FACULTY

Many factors and criteria, both subjective and objective, are considered in recommending a faculty member for reappointment, tenure, and promotion including differentials in assignments.

For the purposes of this policy, "scholarship" is broadly defined to include research, scholarly and creative work. "Teaching" is broadly defined to include classroom instruction, curriculum development, course design and revision, research supervision, and mentoring among other related activities. "Service" is broadly defined to include administrative service to the university, professional service to the faculty member's discipline, and the provision of professional expertise to public and private entities beyond the university (University Policy Register, section 06-15, section A). In addition, consideration of the candidate's personal integrity and professional behavior will be a factor, with the expectation that the Fashion School faculty observe ethical standards in all aspects of the academic profession.

1) Reappointment

In general, successful annual reappointment reviews for non-tenured TT faculty in the will show evidence of progress toward the requirements for tenure on three measurable criteria: research and/or creative scholarship, teaching, and service to the institution and the profession. In addition to these, consideration is given to personal integrity and professional behavior as recognized by the University community and as demonstrated in all aspects of scholarship, teaching, and service. Specific concerns expressed by the RT&P review committee and/or the director during annual reviews must be addressed by the candidate in subsequent reviews.

a. Research and/or Creative scholarship (See Table 1. Evaluation Components for Research/Creative scholarship)

To attain a rating of "very good", candidates should be professionally active as researchers or creative scholars, indicated by publications and/or exhibitions each year, with a clear research focus emerging over time. As an external indicator of this activity, candidates will have begun to establish a strong positive professional reputation, with publications, presentations, and exhibitions at the regional, and increasingly, national and international levels which shows promise for making a significant impact on the field (or discipline) during the pre-tenure years. Ratings of "excellent" are awarded only exceptionally at this stage, since reputation is still being built.

b. Teaching (See Table 2. Evaluation Components for Teaching)

In order to be reappointed, candidates should attain a minimum rating of “good” in teaching by the end of the third year, recognizing that strong teaching takes time to develop. Candidates should demonstrate an aspiration to achieve “very good” ratings, even as differentials of assignment across The School mean that some assignments typically involve formats in which it is more difficult to achieve strongly positive results. Teaching quality will be evidenced in official teaching evaluation forms (SSIs), reports by peer reviewers based on observed classroom instruction, and/or other activity related to pedagogy, such as supervision of student research, advising, and curricular/course development.

c. Service (See Table 3. Components of Evaluating Service)

In order to be reappointed, candidates will have demonstrated active and cooperative service at one or more of the following levels: the program, division, school, college, university, and profession. This service and collegiality will increase as the experience grows.

Special Note for Reappointment

The third-year review is particularly important: during this review, evidence for all three categories must rate minimally as “good,” with the understanding that a “very good” will be required for tenure. If at any time any criterion is assessed below the level of “good”, the candidate will, in consultation with the school director, devise plans for improvement and/or development, in order to attain levels of at least “very good.”

2) Tenure

Because tenure review is required in the next-to-last year of the probationary period, while the promotional review is not mandated, tenure and promotion reviews require separate decisions.

The granting of tenure is a decision that plays a crucial role in determining the quality of university faculty and the national and international status of the University. The general policies and procedures governing tenure are described in University Policy and the Collective Bargaining Agreement. The awarding of tenure must be based on convincing documented evidence that the faculty member has achieved a body of scholarship that has had an impact on his/her discipline, demonstrated proficiency as a teacher, and has provided effective service. The candidate is expected to continue and sustain, over the long term, a program of high-quality scholarship, teaching, and service relevant to the mission of the candidate’s academic unit(s) and to the mission of the University. Since this decision could result in life-long employment at this institution, it involves more than a mere survey of the candidate’s minimum quantifiable activities (University Policy and Procedures Regarding Faculty Tenure, section D, 28 November, 2001).

Tenure considerations are based on documented achievements while a faculty member at this institution yet can include evaluation of accomplishments prior to appointment at Kent State University to examine consistency, as well as grant proposals submitted but not funded, proposals pending, creative works and

papers “in review” or 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.

Indicators of a faculty member’s research and creative scholarship record include the quality and quantity of exhibitions and/or published work. All faculty members in the School are expected to produce records that reflect their scholarly focus, and the attributes of a candidate faculty member’s scholarly activity may vary across sub-disciplines within the fashion field.

For Kent Campus TT faculty members to receive a positive recommendation for tenure, candidates must attain at least the level of “very good” in scholarship and/or creative scholarship on the indicators noted in the section titled “Criteria and Evaluation for Promotion and Tenure”. Teaching must also, at the minimum, be rated “very good” and service as “meets expectations.”

3) Promotion

Promotion in rank shall be viewed as recognition of a faculty member's sustained and distinguished scholarship, teaching, and service. Promotion considerations are based on documented achievements while a faculty member at this institution yet can include evaluation of accomplishments prior to appointment at Kent State University to examine consistency, as well as grant proposals submitted but not funded, proposals pending, creative works and papers “in review” or 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.

a. Promotion to Associate Professor

On the Kent campus, promotion to Associate Professor is recognition of a candidate for having established a career which has a research focus promising sustained development and which has begun to achieve national and/or international distinction deserving of an “excellent” or “very good” rating. We recognize that not all TT faculty members will engage in every research activity, but the distinction in scholarship will be evidenced by publications in refereed journals or with recognized presses; by exhibitions in prominent institutions, in distinguished company, or by a selection of noteworthy individuals; by theses and projects directed; grants received; and/or by election to office in the relevant disciplinary/professional organization(s), and/or by appointment to boards or jury panels at the regional, national or international level as well as teaching evaluations and service to the University.

Promotion is recognition based on a candidate’s accomplishments completed during the review period. For promotion from Assistant to Associate Professor, the faculty member must meet the criteria for an “excellent” rating in either “teaching” or “scholarship” with at least a “very good” rating in the other category. “Service” must at least meet the School expectation.

b. Promotion to Professor

On the Kent campus, promotion to Professor is recognition of a candidate for having brought his/her career to national or international prominence, with a demonstrated record of sustained scholarship and increased distinction in the discipline/field based on recognition by peers. Promotion to Professor recognizes the highest level of university achievement and national/international prominence. Evidence for this prominence includes a record of sustained scholarship and increased impact on the field.

To achieve recognition for promotion to Full Professor, the candidate's research/creative scholarship impact will be rated by peers as "excellent." In addition to an "excellent" rating in research/creative scholarship, to achieve recognition for promotion to Full Professor, the candidate should also attain either an "excellent" rating in teaching or a rating of "exceeds expectations" in service. The candidate will have made effective use of their professional and academic competence in service to the program, division, school, college, university, community, and/or profession.

4) Components of Evaluation

Scholarship, teaching, and service are essential and critical components of University activity. The originality, quality, impact and value of the work must be assessed. Moreover, the candidate must provide the Ad Hoc RTP Committee with ample descriptive evidence of his/her scholarship, teaching, and service. A faculty member's specific area of specialization as well as differentials in workload assignments may be a factor in the scope and time required for scholarship and the resulting publications/outcomes.

○ Research/Creative Scholarship

All faculty members in the School are expected to produce records of scholarship that reflect their disciplinary foci and the attributes of an individual faculty member's scholarly activity may vary across sub-disciplines. Indicators of a faculty member's scholarship record include both quality and quantity of exhibitions and/or published work. In addition to scholarly publications, creative scholarship, and funded research, other scholarly activities including but not limited to presenting at refereed professional meetings, presenting papers before learned societies, etc. should be considered.

To achieve "excellent" in the category of scholarship at the time a faculty member stands for promotion, they should have established a scholarship program that demonstrates an impact upon his/her discipline. Components of evaluation for the activity of scholarship are categorized and outlined below.

- a. **Recognition.** A TT faculty member's scholarly reputation is a reflection of the quality, extent, and creativity of his/her research output and is, therefore, an issue that is carefully evaluated for advancement. To be recommended for advancement, a candidate must provide evidence that his/her work has had an impact on the discipline. Recognition by professional peers includes, for example, receipts of awards, citations or research, inclusion of images of work in publications, reviews of work in publications, invited lectures, and special honors on any type, including editorship of journals, invitation to service on boards and juries at an international or national level, curating of significant exhibitions, inclusion of work in significant public or private collections, and commissioned work.
- b. **Publications.** Evaluation of a publication record will include an assessment of quality and impact on the field, as well as of quantity. Publication in journals having stringent reviewing policies is more valued than publication in journals that are less rigorous in their editorial control. The contribution made by publishing a book-scholarly/professional/textbook is judged, in general, on the amount of new content. Research on teaching, pedagogy, student performance, and classroom instruction are included in this area.
- c. **Exhibitions.** Evaluation of the record of exhibitions will include an assessment of quality and impact on the field. Exhibition in venues having a stringent jury process is more valued than exhibition in venues that are less rigorous in their jury process. Consideration is given to documented showing of original work in solo, invited group/mixed or juried exhibitions and competitions. Significance of the exhibition may be considered in relation to prestige of the sponsoring organization, venue, curator, juror, and/or inclusiveness/scope e.g., international, national, regional, or local.
- d. **Grants.** Evaluation of the record of grants will include an assessment of quality and amount of grants received. Potential for external funding is limited in the fashion field, therefore, grant proposals submitted but not funded, and/or proposals pending may be considered for positive assessment. However, while valuable, grants do not replace the importance of research dissemination.

- e. **Presentations.** Presentation of papers of original research/creative work will be evaluated according to the significance of the venue and sponsoring organization with greater weight given to refereed presentations or peer-invited presentations to scholarly audiences.
- f. **Related Activities.** TT faculty members are expected to be active participants in the field. Some evidence of outside professional activity is necessary for advancement. Examples of such activity would be curating an exhibition, non-refereed publications based on scholarly work, etc.

Expectations in scholarship for promotion to Full Professor are higher than for promotion to Associate Professor.

Table 1. EVALUATION COMPONENTS FOR RESEARCH/CREATIVE SCHOLARSHIP

Scholarship Rating	Research or Creative Scholarship is defined by:	Typical Accomplishments Corresponding to the Assessment
Excellent	Associate Professor: Promising record with emerging national/international recognition Full Professor: Sustained record with national/international recognition	Demonstrated significant record of peer-reviewed publications and/or exhibitions. Presentations at professional meetings with rigorous peer review criteria. Invitations to give presentations/lectures/exhibitions. Review of works featured in national/international journals. Recognition by professional organizations at regional/national/international level. Recognition of scholarly impact by peers in the profession.
Very Good	Defined emphasis and emerging national recognition	Demonstrated consistent record of peer-reviewed publications and/or exhibitions. Presentations at professional meetings with peer review criteria.
Good	Developing focus and active engagement	Some Publications and/or exhibitions. Some Presentations at professional meetings/seminars.
Fair	Unfocused direction and limited engagement	Occasional publications/exhibitions or meeting presentations.
Poor	Undefined research program or creative practice	Few or no publications, presentations, exhibitions, or professional recognition.

○ Teaching

The mission of KSU School of Fashion is “To inspire students to become creative and resourceful fashion leaders.” Criteria for the evaluation of the teaching can include development and revision of courses, peer evaluations of teaching performance, student feedback, and other relevant documentation.

Other documentation information such as written comments from students, colleagues within and beyond the School, College or University administrators shall be considered when available. Peer reviews and summaries of Student Surveys of Instruction (including all student comments) must be submitted as part of a candidate’s file for reappointment, tenure and promotion. For tenure-track faculty, the FAC, in consultation with the Director, assigns two (2) faculty members to visit the classes of each probationary faculty member and/or candidate for promotion and generally evaluate the faculty member’s teaching performance.

Copies of representative syllabi, tests/examinations, and other relevant teaching materials (such as project descriptions and rubrics, lesson plans) should also be available for review. Faculty members are expected to mentor students when appropriate. Evaluation of teaching will account for differences in missions and expectations.

- a. **Classroom Instruction.** Performance of the TT faculty member in the classroom is an important part of teaching evaluation and includes such characteristics as preparedness, coherence, innovation, interest-level, organization, interpersonal communication, etc. The quality of course content and student learning experience are also critically important.
- b. **Curriculum Development**, and Course Design and Revision. Indicators of active engagement in curriculum development, design, and revision including development of a brand-new course, revision of existing course, updating the overall curriculum to maintain currency in appropriate new concepts, and methods. Course revision is defined as making a substantial modification to a course such as developing several new laboratories, addition of distance learning options, formally proposing to change course content/format, etc. Teaching related grants also indicate innovation and engagement in curriculum development. Course or curriculum revision is defined as making a substantial modification in a course or curriculum.
- c. **Research Supervision.** The supervision of undergraduate and graduate student research is an integral part of the responsibility of TT faculty members and properly serves as an important area in consideration for advancement. Graduate TT faculty members are responsible for the educational and professional development of graduate students and are expected to be actively engaged in this endeavor. The level and quality of supervision and service on committees are also important factors in evaluation of this aspect of teaching.
- d. **Other Indicators.** These could include supervision of teaching assistants, assuring a professional and creative learning environment in the studio or classroom, but activity is not limited to the aforementioned.

Expectations in teaching for promotion to Full Professor are higher than for promotion to Associate Professor.

Table 2. EVALUATION COMPONENTS FOR TEACHING

Scholarship Rating	Definition	Typical Activities Corresponding to the Assessment
Excellent	Innovative teacher, provides leadership in instructional development and maintains high achievement on course evaluation and peer reviews	<p>Actively participates in curricular development/revisions.</p> <p>Demonstrates evidence of excellent student evaluations and peer review. Demonstrates instructional creativity and effort. Establishes excellent record of graduate and/or undergraduate students in research and/or creative scholarship. <i>Receives recognition of educational impact by peers in the institution and profession.</i></p>
Very Good	Innovative teacher; maintains very good course evaluations and peer reviews	<p>Develops/revises curriculum, establishes good student evaluations and peer review. Demonstrate a good record of fostering graduate and/or undergraduate students in research and/or creative scholarship.</p>
Good	Effective teacher; maintains good course evaluations and peer reviews	<p>Develops/revises curriculum, establishes mixed (moderate to good) student evaluations and peer review.</p> <p>Develops moderate level of fostering graduate and undergraduate research projects and/or creative activity.</p>
Fair	Substandard teacher; meets minimal expectations; below average course evaluations and peer reviews	<p>Establishes below-average student evaluations and peer review; has limited supervision of student research, limited participation in curriculum development and/or revision.</p>

Scholarship Rating	Definition	Typical Activities Corresponding to the Assessment
Poor	Substandard, ineffective teacher; unacceptable course evaluations and peer reviews	Establishes below-average student and peer perceptions. Receives as a pattern of complaints. Have not engaged in curriculum development or research supervision

○ **Service**

A probationary faculty member's and/or candidate's promotion's contributions as a University citizen may include service to the School, the Campus, the College, the University, and the Profession as appropriate to his/her status. The merits of University and Professional service should be evaluated as to (1) whether or not the candidate chaired the committee listed and (2) the importance of the service to the mission of the unit served. Less tangible components of service include active participation in School events such as faculty and graduate student recruitment, meetings, and seminars, etc.

As a component of service, faculty members are expected to hold membership in professional societies, attend and participate in conferences and seminars, insofar as such activities enhance their professional competency. Organizing conferences, seminars, and workshops; reviewing for journals; holding office in a professional organization; serving on professional committees; serving on exhibition juries or as juror; editing or writing for a popular publication or newsletter, etc. will be recognized as impactful service.

Other components of service are also considered (including [public outreach and public and professional service](#)) in decisions and may differ in their importance among faculty members depending on each faculty member's duties and responsibilities within the School. Service activities – to the program, division, school, college, university, [community](#), and/or profession – will have increased in significance and visibility over the review period and will have been carried out with recognized effectiveness and cooperation.

Being an active and useful citizen of the School, Campus, College, University, and Profession is expected and valued; however, service of any magnitude cannot be considered more important than a candidate's Research/Creative Scholarship and instructional responsibilities.

Expectations in service for promotion to Professor are higher than for promotion to Associate Professor.

Table 3. COMPONENTS OF EVALUATING SERVICE

Service	Typical Activities Corresponding to the Assessment
Exceeds Expectations	Plays significant role (including some leadership) in the division, school, college, university and national/international professional organizations, as evidenced by collegial engagement with committee work and related functions including public outreach.
Meets Expectations	Has some participation in the division, school, college, university, and national/international professional organizations, as evidenced by collegial engagement with committee work and related functions including minimal public outreach.
Does Not Meet Expectations	Does not engage in division, school, college, university committee work or functions, or does not participate in a collegial manner

RENEWAL OF APPOINTMENT, THIRD-YEAR FULL PERFORMANCE REVIEW, AND PROMOTION OF FULL-TIME NON-TENURE TRACK (FTNTT) FACULTY.

Please check the appropriate important documents on the faculty affairs website <https://www.kent.edu/facultyaffairs/important-documents-forms>. Document checklists to help you identify what to submit for each review and timelines are included here in the *FTNTT Faculty Three-Year Review and Annual Appointment, Spring 2021* and *FTNTT Faculty Promotion Guide 2020-2021*.

1. Renewal of Appointment

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

2. Third-Year Full Performance Review

The third-year full performance review of (FTNTT) faculty is governed by the applicable Collective Bargaining Agreement. Each academic year, guidelines for the third-year full performance review for FTNTT faculty at the Kent and Regional Campus are distributed by the Office of the Provost. The third-year full performance review concludes with the College or, if applicable, the division of the Regional Campuses' level of review and determination. The period of performance to be reviewed is the three (3) full academic years of appointments including that portion of the third appointment which is subject to evaluation and assessment at the time of the review.

For the third-year full performance review, FTNTT faculty members are reviewed by the School's Ad Hoc RTP Committee (See, Section I of this Handbook).

1. Renewal Evaluation Criteria

The School's Ad Hoc RTP Committee shall consider the following areas of FTNTT faculty performance when conducting the third-year full performance review and making recommendations on renewal of appointment.

a. Teaching

For FTNTT faculty during the third-year full performance review, the FAC, in consultation with the Director, assigns two (2) faculty members to visit the classes of each FTNTT faculty member who are subject to review and generally evaluate the faculty member's teaching performance. One of the faculty members assigned to visit the classes must be a member of the Ad Hoc RTP Committee. Peer evaluations are strongly encouraged during the first two years of the third-year full performance review cycle.

Criteria for the evaluation of teaching can include development and revision of courses, peer evaluations of teaching performance, student feedback, and other relevant documentation.

Course revision is defined as making a substantial modification to a course such as developing several new laboratories, addition of distance learning options, formally proposing to change course content/format, etc.

Other information such as written comments from students, colleagues within and beyond the School, College or University administrators shall be considered when available. Peer reviews and summaries of Student Surveys of Instruction (including all student comments) must be submitted as part of a candidate's file for third-year full performance review. Copies of representative syllabi, examinations, and other relevant teaching material should also be available for review. Evaluation of teaching will account for differences in missions and expectations across campuses.

b. Service

A FTNTT faculty member's contributions as a University citizen may include service to the School, the Campus, the College, and the University as appropriate to his/her FTNTT status. The merits of University service should be evaluated as to (1) whether or not the individual chaired the committee listed and (2) the importance of the service to the mission of the unit served. Less tangible components of Service include active participation in School events such as faculty and graduate student recruitment, School meetings, and seminars, etc. Being an active and useful citizen of the School, Campus, College and University is expected and valued; however, service of any magnitude cannot be considered more important than a FTNTT's instructional responsibilities.

Other components of service are also considered (including public outreach and public and professional service) in third-year full performance review decisions and may differ in their importance among faculty members depending on each faculty member's duties and responsibilities within the School.

2. Overall Evaluation and Third-Year Full Performance Review Renewal Decision

The overall third-year full performance review evaluation of a FTNTT faculty member and individual for renewal of appointment must include consideration of the faculty member's personal integrity and professional behavior in accordance with the Faculty Code of Ethics and the University Policy Register.

The FTNTT renewal decision made at the School level will be in accordance with the *Collective Bargaining Agreement*. Provisions for appeal of a negative renewal decision at the School level are covered within the aforementioned *Collective Bargaining Agreement*.

3. Promotion

Promotions for full-time non-tenure track (FTNTT) faculty are governed by the applicable Collective Bargaining Agreement and are made annually. FTNTT faculty members can only apply for promotion during the Full Performance Review period, once they have completed two three-year terms, as documented in the CBA.

Promotion Evaluation Criteria

Many factors and criteria, both subjective and objective, are considered in recommending a faculty member for advancement in academic rank. The School's Ad Hoc RTP Committee shall consider the following areas of faculty performance when making recommendations on promotion.

A. Teaching

For FTNTT faculty, the FAC, in consultation with the Director, assigns two (2) faculty members to visit the classes of each probationary faculty member and/or candidate for promotion and generally evaluate the faculty member's teaching performance.

Criteria for the evaluation of the teaching can include development and revision of courses, peer evaluations of teaching performance, student feedback, developing creative teaching activities, and other relevant documentation.

Course revision is defined as making a substantial modification to a course such as developing several new laboratories, addition of distance learning options, formally proposing to change course content/format, etc.

Other information such as written comments from students, colleagues within and beyond the School, College or University administrators shall be considered when available. Peer reviews and summaries of

Student Surveys of Instruction (including all student comments) must be submitted as part of an individual's file for promotion.

Copies of representative syllabi, examinations, and other relevant teaching material should also be available for review.

B. Professional Development

Professional development can be an important component of evaluating promotion of FTNTT faculty's University activity. The originality, quality, impact and value of the work must be assessed.

A FTNTT faculty member's professional development may include industry participation (including professional workshop, shadowing, and consulting), Invited presentations/performance, professional practice (including freelance, consulting, and writing), and juried/peer reviewed creative activity.

C. Service

A FTNTT faculty member's contributions as a University citizen may include service to the School, the Campus, the College, and the University as appropriate to his/her FTNTT status. The merits of University service should be evaluated as to (1) whether or not the individual chaired the committee listed and (2) the importance of the service to the mission of the unit served. Less tangible components of Service include active participation in School events such as faculty and graduate student recruitment, School meetings, and seminars, etc. Other components of Service that can be evaluated for FTNTT promotion include service to professional organization, University committee roles, presentations in or out of the University, and Student organization advising.

Being an active and useful citizen of the School, Campus, College and University is expected and valued; however, service of any magnitude cannot be considered more important than a FTNTT's instructional responsibilities.

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

Expectations in Service for promotion to Associate Professor or Professor are higher than for promotions to Associate Lecturer or Senior Lecturer.

SECTION IV

CRITERIA, PERFORMANCE EXPECTATIONS AND DEPARTMENT/SCHOOL PROCEDURES RELATING TO MERIT AWARDS

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

As determined by the Collective Bargaining Agreement, the University establishes additional salary increment pools in specified years to recognize documented Merit in achievement, performance, and contribution. Three broadly-defined areas of demonstrated Merit, consistent with the mission of the School are recognized: (1) documented meritorious performance in research and/or creative activities; (2) documented meritorious performance in teaching; and (3) documented meritorious service (CBA 2019, Article XII. Section 4. pp 58-60).

KSU School of Fashion determined that the following percentage of the merit award pool shall be used to support awards in each of three (3) categories; 50% for Research / Creative Practice, 30% for Teaching, and 20% for Service. If any category has no qualified candidate(s), the available funding of that category is to be distributed between the other categories in the categories' pre-assigned ratio.

When the Dean notifies the Director of the amount of money allocated to the School from the College of the Arts salary increment pool, the Director will divide the amount into the designated categories as specified in the Collective Bargaining Agreement in effect at the time, reserving 10% for appeals. If there are no appeals, the reserved amount will be divided in weighted percentage to the applicants. Appeals are limited to a maximum of the 10% reserved.

In years when the Merit Awards are available, the FAC will establish, in accordance with the guidelines issued by the Office of the Provost, the departmental application process, evaluative criteria, and method for distribution of the awards approximately one month prior to the university deadlines.

1. Minimum Levels of Performance

To be eligible for a Merit Award within KSU School of Fashion, a faculty member must exceed the minimum threshold performance levels in the area under which the application is being considered. The following represents the School's understanding of threshold performance. A minimum average score of "3" must be achieved in each category in order to receive funding in one of three categories.

All Tenure Track faculty are required to review, and score submitted materials for Merit Awards. For all three categories, the following scale must be used: (use integers only – no decimals)

a score of 5 (excellent)

a score of 4 (very good)

a score of 3 (average)

a score of 2 (fair)

a score of 1 (poor)

a score of 0 (no/inadequate activity or no documentation submitted)

a) Research and/or Creative Activity

All tenure track faculty members in the School are expected to produce records of scholarship that reflect their disciplinary foci and the attributes of an individual faculty member's scholarly activity may vary across sub-disciplines. Indicators of a faculty member's scholarship record include both quality and quantity of exhibitions and/or published work. In addition to scholarly publications, creative scholarship, and funded research, other scholarly activities including but not limited to presenting at refereed professional meetings, presenting papers before learned societies, etc. should be considered.

Scholarship Rating	Research or Creative Scholarship is defined by:	Typical Accomplishments Corresponding to the Assessment
Excellent (5)	Record with-emerging national/international recognition	Demonstrated significant record of peer-reviewed publications and/or exhibitions. Presentations at professional meetings with rigorous peer review criteria. Invitations to give presentations/lectures/exhibitions. Review of works featured in national/international journals. Recognition by professional organizations at regional/national/international level. Recognition of scholarly impact by peers in the profession.
Very Good (4)	Defined emphasis and emerging national recognition commensurate with rank.	Demonstrated consistent record of peer-reviewed publications and/or exhibitions. Presentations at professional meetings with peer review criteria.
Average (3)	Developing focus and active engagement	Some Publications and/or exhibitions. Some Presentations at professional meetings/seminars. .
Fair (2)	Unfocused direction and limited engagement	Occasional publications/exhibitions or meeting presentations.

Scholarship Rating	Research or Creative Scholarship is defined by:	Typical Accomplishments Corresponding to the Assessment
Poor (1)	Undefined research program or creative practice	Few or no publications, presentations, exhibitions, or professional recognition.

b) Teaching

The mission of KSU School of Fashion is “to transform lives through creative fashion education in pursuit of a sustainable world”. Criteria for the evaluation of the teaching can include development and revision of courses, peer evaluations of teaching performance, student feedback, and other relevant documentation.

Scholarship Rating	Definition	Typical Activities Corresponding to the Assessment
Excellent (5)	Innovative teacher, provides leadership in instructional development and maintains high achievement on course evaluation and peer reviews	Actively participates in curricular development/revisions. Demonstrates evidence of excellent student evaluations and peer review. Demonstrates instructional creativity and effort. Establishes excellent record of graduate and/or undergraduate students in research and/or creative scholarship. Receives recognition of educational impact by peers in the institution and profession.
Very Good (4)	Innovative teacher; maintains very good course evaluations and peer reviews	Develops/revises curriculum, establishes good student evaluations and peer review. Demonstrate good record of fostering graduate and/or undergraduate students in research and/or creative scholarship.
Average (3)	Effective teacher; maintains good course evaluations and peer reviews	Develops/revises curriculum, establishes mixed (moderate to good) student evaluations and peer review. Develops moderate level of fostering graduate and undergraduate research projects and/or creative activity.

Scholarship Rating	Definition	Typical Activities Corresponding to the Assessment
Fair (2)	Substandard teacher; meets minimal expectations; below average course evaluations and peer reviews	Establishes below-average student evaluations and peer review; has limited supervision of student research, limited participation in curriculum development and/or revision.
Poor (1)	Substandard, ineffective teacher; unacceptable course evaluations and peer reviews	Establishes below-average student and peer perceptions, Receives as a pattern of complaints. Have not engaged in curriculum development or research supervision

c) Service

The merits of University and Professional service should be evaluated on the committee(s) chaired, their role and the importance of the service to the mission of the unit served. Less tangible components of service include active participation in School events such as faculty and graduate student recruitment, seminars, meetings and seminars, etc.

Service	Typical Activities Corresponding to the Assessment
Excellent (5)	Plays significant role (including some leadership) in the division, school, college, university and national/international professional organizations, as evidenced by collegial engagement with committee work and related functions including public outreach.
Very Good (4)	Plays a role (including some leadership) in the division, school, college, university and national/international professional organizations, as evidenced by collegial engagement with committee work and related functions including public outreach.
Average (3)	Has some participation in the division, school, college, university, and national/international professional organizations, as evidenced by collegial engagement with committee work and related functions including minimal public outreach.
Fair	Has little participation in the division, school, college, university, and national/international professional organizations, as evidenced by collegial

Service	Typical Activities Corresponding to the Assessment
(2)	engagement with committee work and related functions including minimal public outreach.
Poor (1)	Does not engage in division, school, college, university committee work or functions, or does not participate in a collegial manner

■ **MATERIALS NEED TO BE SUBMITTED FOR REVIEW**

Research and/or Creative Activity

- The completed chart for listing research/creative activities
- An outline of related activities in a table format.
- An optional narrative, not to exceed 3 typed pages, single--spaced, on 8 1/2" x 11" paper, with one-inch margins, in 12-point font.

Teaching

- The completed chart (template document attached) for listing teaching activities
- A summary of all the SSI ratings on numbers 6 - 17 of the SSI instruments. The summary will list the summed rating of 6 - 17 for each class taught. Applicants must determine the median of all the ratings for all the courses and present it in tabular form.
- A copy of the standard University Student Survey of Instruction (SSI) for each course taught during the review period.
- An optional narrative, not to exceed 3 typed pages, single--spaced, on 8 1/2" x 11" paper, with one-inch margins, in 12-point font.

Service

- The completed chart for listing service activities
- A table listing all service activities sorted by School, College, and University level categories.
- An optional narrative, not to exceed 3 typed pages, single--spaced, on 8 1/2" x 11" paper, with one-inch margins, in 12-point font.

Applicants may submit additional supporting materials as reference for any of the categories.

d) Distribution of Awards

The Director will follow the guidelines for distributing Merit Awards as outlined in the CBA and any procedural guidelines as published by the Office of the Provost.

SECTION V

OTHER DEPARTMENT/SCHOOL GUIDELINES

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 may be invited to participate in various School committees and those ad hoc committees where students' viewpoints may be 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.

A. Advising and Mentorship

Faculty are encouraged to mentor and counsel undergraduate and graduate students on items such as individual investigations, student competitions, undergraduate and graduate research, and career counseling. Student advising at the graduate level is conducted by the student's "thesis advisor" and the student's thesis or dissertation committee members. All academic questions and concerns should be directed to the School of Fashion academic advisors.

B. Student Academic Misconduct

The University's Administrative policy regarding appropriate General student conduct and misconduct including student cheating and plagiarism is included in the University Policy Register (3-01.8) and University Policy Register (4-02.2).

C. Student Grievances and Academic Complaints

The University's policies and procedures which govern student grievances and student academic complaints as well as grade appeals are included in the University Policy Register (4-02.3).

D. Transfer Credit Procedure

General questions regarding transferring or transfer credit for other subject areas should be referred to the School of Fashion academic advisors. The Undergraduate Program Coordinator is responsible for the evaluation of undergraduate fashion course transfer credit, who may consult with a faculty member who teaches the specific course or courses at issue.

Graduate transfer credit is evaluated according to the process described in the current Guide to Graduate Education. Both masters and doctoral transfer credit may be accepted if the criteria are met and the petition for transfer credit is approved by the student's advisor, at the School (graduate program coordinator or Director), and the College level.

E. 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, banner ID, 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.

F. Student Evaluations

All courses are evaluated each semester, including summer sessions, using the approved University Student Survey of Instruction (SSI). The SSI should be conducted during the last week of class, prior to the start of finals week. At no time should the faculty member being reviewed be present in the room during the survey. SSIs are not available to individual faculty members until after grades are submitted to the Registrar. SSIs and the results are available for faculty review through FlashSurvey.

G. Student Accessibility Services

University Policy 3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If a student has a documented disability and requires accommodations, they are requested to contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Student's must first verify their eligibility for these through Student Accessibility Services.

CURRICULAR POLICIES AND PROCEDURES

A. Curricular Consistency and Course Development

In addition to the Kent campus, the School also offers courses at off-site locations, such as Florence, Paris, and New York.

Courses offered on any campus need to be reviewed and approved by the School Curriculum Committee and Faculty Advisory Committee (FAC) with recommendations going forth to the Director. As such, it is essential that the same learning material and content is provided across campuses whenever the same course is offered in multiple locations. The course syllabus, textbook, and grading criteria need to be consistent. Faculty teaching such courses is expected to communicate regularly throughout the semester to facilitate consistency.

Course offerings and subsequent scheduling is complex and involves serving students with courses they both need and want as well as meeting faculty desires to teach both required and elective classes. In all of this, the School recognizes the tenure track faculty as charged with the responsibility of planning the overall curriculum and maintaining the relationship amongst required and elective courses to the curriculum. The tenure track faculty are responsible through the Kent campus School Curriculum Committee and FAC to advise the Director on class schedules as well as on which faculty is qualified for teaching courses, workshops, study tours, and other special topics courses.

Curricular changes may be proposed by any faculty member for consideration by the School Curriculum Committee. The proposal must be submitted to the committee at least five (5) working days prior to a vote by the FAC through the course management system provided by Curriculum Services. If the recommendation from either committee 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 Curriculum Committee for consideration.

For any new course proposal that is submitted for a special topic, study tour, or any other subject, the proposal must be accompanied by a complete course syllabus with intended learning outcomes, fees to students (if any), and other appropriate documentation deemed necessary.

For planning purposes, the FAC requires that issues concerning any course offerings be communicated in a timely manner, preferably one year in advance. Whenever possible, the next academic year's course offerings need to be scheduled at one time so that faculty and students alike are able to plan ahead.

B. Final Examinations

Final examinations in all courses must be offered at the time and date specified in the University's schedule of final examinations (University Policy Register 3-01.4). 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.

C. Grades

Faculty members are required to inform students regularly 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 Catalog, including but not limited to the deadline for the timely submission of grades published by the University Registrar. Failure of faculty members to provide grades in compliance with University Policy will be taken into consideration in reappointment, promotion, tenure, and merit decisions.

All faculty members must comply with University Policies which govern the privacy of student education records, including but not limited to the FERPA Guidelines. 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.

D. Retention of Student Course Materials

Materials used in computing grades (i.e., exams, papers, reports, etc.) should be retained by the faculty member after final grades are submitted in accordance with the University stated records retention guidelines. Students have a right to inspect the written work performed during a course and discuss the grade with the faculty member. All student records must comply with the FERPA Guidelines provided by the University.

D. Audits

Students may audit without credit any course subject to space availability and departmental approval. An audited course is not counted as part of the course load, but students must go through registration procedures and pay the

normal registration fees. For more information, please refer to the University Registrar's Office for the audit grade option and guidelines.

E. Incomplete Grades

Per University grading policy, instructors may issue the administrative mark of incomplete (IN) for any student who, due to extenuating circumstances, is unable to complete the required work between the course withdrawal deadline and the end of classes.

To be eligible to request an incomplete mark for a course, undergraduate students must be earning a minimum D grade, and graduate students must be earning a minimum C grade, in the course at the time of the request. Appropriate documentation is required to support the extenuating circumstance.

The student or university-approved designee must request the IN mark from the instructor of the course, and it is the responsibility of the student to arrange to make up the incomplete work. If the instructor approves the request, the instructor must initiate the request by submitting an Incomplete Mark Contract workflow to the department chair/school director prior to the grading deadline. This electronic workflow includes justification for awarding the Incomplete, describes the work to be completed for the course and specifies the grade to be assigned if the work is not completed (default grade). The Incomplete Mark Contract is sent electronically to the student.

F. Other Resources

Mental Health: The Kent State of Wellness includes a comprehensive approach to increase awareness of mental health issues, provide outreach programs, and support access to individual services when needed. Support and resources are available to faculty staff, and students. Mental Health resources specifically for students can also be accessed through the Step Up & Speak Out University's efforts.

COVID- 19: Kent State University has developed a web page that addresses new developments related to COVID-19. As new policies and procedures are developed, they will be posted to the University website.

The Center for Sexual and Relationship Violence Support Services (SRVSS): All Kent State University employees are required to notify the Title IX Coordinator or a Deputy Coordinator of any instance of sexual harassment or misconduct, and in the case of sexual assault, to the police. The SRVSS office provides support, training and resources for faculty, staff and students. You can find more information for your role as a responsible employee and how to report an instance with the SRVSS office [here](#).

Diversity, Equity and Inclusion (DEI): Kent State and the School of Fashion are dedicated to recognizing challenges based on differing backgrounds and situations. The DEI office offers diversity training and workshops and support services for faculty, staff and students.

Recreation Services: The Department of Recreational Services is committed to enhancing the health and wellness of the community we serve through exceptional programs, learning opportunities, services and facilities. Our staff of

programmers, administrators and more than 200 student employees provide engaging and meaningful experiences that help people be their best selves.

FACULTY GRIEVANCE AND APPEAL PROCEDURES

A. 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, as well as the Dean, in seeking informal resolution of a dispute or complaint.

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.

B. Formal Procedure

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

HANDBOOK MODIFICATION, AMENDMENT AND REVISION

The implementation, modification, amendment, and revision of this Handbook are governed by the applicable Collective Bargaining Agreement. 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 FAC. When a proposed modification or amendment involves a major change in School policy or procedure, 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 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.

APPENDICES

Detailed Duties and Responsibilities of the School Leadership Team members

1. School Director administrative duties and responsibilities shall include but are not limited to the following:

- a. Identify the strategic and operational resource needs of the school's business, and recommend priorities for addressing these needs to the Dean of the College (hereinafter "Dean");
- b. Develop and carry out administrative and educational policies in the School, with appropriate consultation.
- c. Oversee the development of teaching and classroom schedules and an enrollment plan for the School and Advise the Dean on all issues related to recruitment, academic advising, attribution, and retention of qualified and able students in the School.
- d. Accountability and reporting directly to the Dean of the College; recording, maintaining, and implementing the KSU, COTA and School policies and procedures stated in this Handbook through consultation with the School faculty and the School's various committees
- e. Ensure School compliance with University, Administrative and Operational Policies, rules, regulations, and any applicable Collective Bargaining Agreement.
- f. Administering the School budget by allocating funds to the academic programs in the School and monitoring and reviewing the expenditures of these funds
- g. Managing personnel administration and appropriate professional development for the School, including the hiring or severance of all faculty and staff and all personnel actions related to the reappointment, tenure, and promotion of faculty in the School in consultation with the Faculty Advisory Committee (hereinafter "FAC").
- h. Appointment of new faculty; non-reappointment and dismissal
- i. Handling issues concerning tenure and promotion
- j. Allocate academic staff
- k. Conduct evaluations related to salaries and merit increases
- l. Appoint and direct the nonacademic staff of the School
- m. Assign workload to faculty members, with appropriate consultation.
- n. Make recommendations on Graduate Faculty status.

- o. Represent the School and, when requested and deemed appropriate by the Dean and/or Provost, serve as an official spokesperson for the School with other universities, academic/professional agencies, and honorary and accrediting bodies.
- p. Providing leadership for and commitment to DEI&A in the School.
- q. Working with the Co-Chair of the School's external Advisory Board to direct their activities, convey their insight and implement initiatives. lead and align the member's role, remit, and duration of service with the School's mission, vision and values.
- r. Strategy Development: developing and maintaining contacts and relationships with professional organizations and industry leaders in the profession.
- s. Develop investment plans and engage when appropriate, in external fundraising activities in support of the University, the College, and the School.
- t. Accept ad hoc assignments related to School, College, and University matters as deemed appropriate by the Provost and Senior Vice President of Academic Affairs.
- u. Prepare Annual Mission Report and other University and College generated reports.
- v. Serve as building curator of Rockwell Hall.
- w. Work with all levels of KSU leadership to respond to student academic complaints.
- x. Perform other tasks and duties as assigned, all of which cannot be cataloged and may include but not be limited to the following: the progress of graduates, maintaining relationships with 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.

2. The Undergraduate Program Coordinator

The Undergraduate Program Coordinator duties and responsibilities shall include but are not limited to the following:

- a. Serving as quality assurance and enhancement faculty lead for Divisional Program Leads, and the Industry Liaison and Industry Management functions for undergraduate studies.
- b. Accountability for contributing to the School's strategic planning with responsibility for supporting its delivery

- c. Fostering collaborative working for Quality Assurance with the Divisional Leads for each undergraduate degree program. Approving course substitutions, individual investigations, and transfer or transient credit.
- d. Support the development of teaching and classroom schedules and an enrollment plan for the School
- e. Faculty lead for the assignment of instructors to courses.
- f. Devising and implementing the schedule of undergraduate classes, in consultation with the Director and faculty.
- g. Chief Faculty Liaison for the Academic Advising team in FDM.
- h. Serving as a mentor to early-career faculty for teaching and learning-related issues.
- i. Serving as chair of the School UG Curriculum Committee in alternate years
- j. Serving as chair of the Student Academic Grade Appeal Committee
- k. Serve as liaison to program counselors KSU
- l. Serve as the departmental representative on the College Curriculum Committee ("CCC")
- m. Performing other duties and tasks as assigned or delegated by the Director, including knowing and following all KSU procedures in all areas of operation.
- n. To prepare a report of activities and contribute to the annual School Report for the Fashion Advisory Board

DIVISION LEAD - FASHION DESIGN

- Providing leadership and support for the Fashion Design curriculum development for quality assurance and assessment at the Unit, College, University, and external accreditation bodies.
- Support faculty who are teaching multiple sections of courses and core courses within the school
- Serving as a mentor to support part-time, faculty, and multi-section course instructors for teaching and learning related issues
- Providing leadership and support for the department accreditation and assessment reporting requirements, including the annual reporting system, Taskstream.
- To support and facilitate DEI&A developments in the curriculum and student affairs
- Facilitating and coordinating the upkeep and maintenance of the Studio and Lab spaces and equipment, including an awareness of the Study Away provisions
- To prepare a report of activities and contribute to an annual School Report for the Fashion Advisory Board

DIVISION LEAD - FASHION MERCHANDISING

- Provide leadership and support for the Fashion Merchandising curriculum development for quality assurance and assessment at the Unit, College, University, and external accreditation bodies.
- Support faculty who are teaching multiple sections of courses and core courses within the school
- Serving as a direct support for Fashion Merchandising students in terms of academic support.
- Serving as a mentor to support part-time faculty and multi-section course instructors for teaching and learning related issues
- Provide leadership and support for the department accreditation and assessment reporting requirements, including the annual reporting system, Taskstream
- To support and facilitate the DEI&A developments in curriculum and student affairs
- Facilitating and coordinating the upkeep and maintenance of the Studio and Lab spaces and equipment, including an awareness of the Study Away provisions
- To prepare a report of activities and contribute to an annual School Report for the Fashion Advisory Board

3. Graduate Programs Coordinator

Graduate Studies Coordinator's duties and responsibilities shall include but are not limited to the following:

- a. Overseeing the development of the School's graduate program(s) and supervisions of honors thesis projects.
- b. Overseeing and coordinating admissions into the School's graduate program(s).
- c. Accountability for contributing to the School's strategic planning with responsibility for supporting its delivery, specifically the development of strategic goals and objectives for Graduate Studies to meet the School's priorities.
- d. Forecasting and developing graduate education budget including graduate assistantships, summer graduate faculty workload, summer graduate faculty instructional costs to name a few.
- e. Recommending to the Director, with the advice of the GSC, the awarding of graduate assistantships and teaching fellowships.
- f. Serving as School liaison to the College Graduate Coordinating Council, the Division of Research and Graduate Studies, and working in conjunction with the College Dean in charge of Graduate Affairs.
- g. Serving as the College representative to the Honors College as Policy committee member.
- h. Overseeing performance evaluations of graduate assistants assigned to teaching and/or research appointments.
- i. Implementing the current policies of the School's graduate program(s) and the current policies of the College.
- j. Maintaining and processing graduate student records and informing students of their standing and progress toward degrees.
- k. Initiating and coordinating changes and improvements in graduate curricula, requirements, and program(s).
- l. Serving as the chair of the departmental Curriculum Committee in alternate years.
- m. Chairing meetings of the Graduate Faculty.
- n. Working with the Industry Liaison Director to increase the network for placement of students in jobs and internships within the industry.
- o. Approving course substitutions, individual investigations, and transfer or transient credit.

- p. Serving as an advisor for the School's Graduate Student Council.
- q. Approving individual investigations and special topics courses at the graduate level.
- r. Performing other duties and tasks as assigned or delegated by the Director, including knowing and following all KSU procedures in all areas of operation.
- s. To prepare a report of activities and contribute to the annual School Report for the Fashion Advisory Board

4. Study Away Coordinator

Study Away Coordinator duties and responsibilities shall include but are not limited to the following:

- a. Working with the Director for the management, enhancement, and recruitment for the Study Away suite of programs, implementing and upholding KSU policies and procedures for international learning experience(s), coordinating the relation between School and OGE, and supporting marketing activities.
- b. Working with the Director and School faculty to facilitate and determine optimized operational procedures for all Study Away Programs.
- c. Providing leadership and support for the study away assessment reporting requirements
- d. Providing leadership and support for the department accreditation and assessment reporting requirements.
- e. Recruitment planning for all Study Away Programs in consultation with all Study Away program leaders.
- f. Scheduling Study Away classes as requested by the School Curriculum Committee.
- g. Assist in securing and hiring approved part-time faculty for all Study Away programs and in consultation with the Director, School Curriculum Committee, and FAC.
- h. Facilitating the completion of necessary forms, processes, and record-keeping including Office of Global Education, Deposit Agreements, Student Visas, and KSUF forms.
- i. Budget development, presentation, and approval for the Study Away Programs, not including New York City Fashion.
- j. Facilitating and coordinating the upkeep and maintenance of the Studio and Lab spaces and equipment.
- k. Facilitating the "team leader" coordination each semester for courses with multiple sections.
- l. Performing other tasks and duties as assigned or delegated by the Director, including knowing and following all KSU procedures in all areas of operation.

- m. Regular semester communication reporting to FAC and wider School community

5. The Research Coordinator

The Research Coordinator duties and responsibilities shall include but are not limited to the following:

- a) Working with the Director for the creation, management and enhancement of a Research Strategy, implementing and upholding KSU policies and procedures for international and national benchmarking, coordinating the relation between faculty research in the School, across KSU, and the wider communities.
- b) Coordinate the creative practice relations between faculty in the School, across KSU, and the professional networks (new and emerging)
- c) Providing leadership and support for the Research reporting requirements
- d) Budget development and presentation of research (culture, environment, practice, and projects).
- e) Develop with faculty a communications strategy with regular marketing activities and appropriate content and project management. This is to be done in conjunction with the School Director, the Marketing Associate and the Director of Communications and Marketing for the College.
- f) Facilitating the development of new content for new and existing UG and Grad projects, programs.

6 The Industry Coordinator

The Industry Coordinator duties and responsibilities shall include but are not limited to the following:

- n. Working with the Director for the creation, management and enhancement of an Industry Strategy, implementing and upholding KSU policies and procedures for international and national benchmarking,
- o. Coordinate the industry relations between faculty in the School, across KSU, and the professional networks (new and emerging)
- p. Providing leadership and support for strategic Industry partnership reporting requirements
- q. Budget development and presentation of industry practice (culture, environment, practice, and projects).
- r. Develop with faculty a communications strategy with regular marketing activities and appropriate content and project management. This is to be done in conjunction with the School Director, the Marketing Associate and the Director of Communications and Marketing for the College.
- s. Facilitating the development of new content for new and existing UG and Grad projects, programs.

7. The Industry Liaison/Internship Director

The Industry Liaison/Internship Director's duties and responsibilities shall include but are not limited to the following:

- a. Assisting the Director with the management and delivery of the School of Fashion Advisory Board
- b. Support undergrad and graduate degree programs on their industry engagement. /advise students with career and internships goals.
- c. Develop and strengthen industry connections for students, faculty, and School of Fashion.
- d. Support and approve the registration processes of FDM45192 and FDM45292 Internship Courses and provide direct oversight for students enrolled in internship experiences in consultation with Fashion Faculty.
- e. Establish goals, objectives, and strategies to develop and strengthen industry connections for students, faculty, and School of Fashion to develop and implement foundational programs and services that connect students and business experiences (internships, shadowing, mentoring programs, etc.).
- f. Develop linkages in conjunction with KSU Career Services, external organizations, professional associations and community groups throughout the region to support program development.
- g. Oversee the promotion, marketing, and communication on all aspects of the program by strategically planning the development and distribution of various materials. This is to be done in conjunction with the School Director, the Marketing Associate and the Director of Communications and Marketing for the College.
- h. Develop, coordinate, and deliver special event programming related to industry programs and projects with students, faculty, and industry.
- i. Provide direct oversight for students enrolled in internship experiences in consultation with the School of Fashion Faculty.
- j. Develop, compose, and update Internship pages to the KSU School of Fashion website.
- k. Support advancement opportunities for students, faculty, and KSU School of Fashion.
- l. Perform other duties and tasks as assigned or delegated by the Director, including knowing and following all KSU procedures in all areas of operation.

8. The Industry Liaison/Internship Manager's duties and responsibilities shall include but are not limited to the following:

- t. Support/advise students with career and internship goals.
- u. Develop and strengthen industry connections for students, faculty, and KSU School of Fashion.
- v. Support the approval and registration processes of FDM45192 and FDM45292 Internship Courses.
- w. Participate in linkages in conjunction with KSU Career Services, external organizations, professional associations, and community groups throughout the region to support program development.
- x. Distribute the promotion, marketing, and communication on all aspects of the program through various media/materials. This is to be done in conjunction with the School Director, the Marketing Associate and the Director of Communications and Marketing for the College.
- y. Develop, coordinate and deliver special event programming related to industry programs and projects with students, faculty, and industry.
- z. Update and manage database and internship pages to KSU School of Fashion website.
- aa. Perform other duties and tasks as assigned or delegated by the Director, including knowing and following all KSU procedures in all areas of operation.

9. The NYC Fashion Program Director's duties and responsibilities shall include but are not limited to the following:

- i. Direct the administrative and instructional aspects of the New York City Fashion as an academic study away program/facility to support the Fashion Design and Merchandising curricula as well as academic and industry outreach programs.
- ii. Manage the New York City Fashion Program budget in conjunction with the Director of the KSU School of Fashion, by providing accurate monthly spreadsheet reports to the Director, accurate and timely execution of paperwork for part-time faculty and staff hires and managing approved expenditure of funds to operate New York City Fashion.
- iii. Build and facilitate relationships with alumni and industry partners.
- iv. Partner with faculty and staff at Main Campus and other Study Away programs.
- v. Coordinate and implement recruitment, marketing, and development activities for New York City Fashion to meet target goals for Spring, Fall, and Summer academic sessions and outreach of the New York City Fashion in conjunction with the Outreach Program Manager.
- vi. Perform related duties as assigned.

- vii. Assist in securing and hiring approved part-time faculty for New York City Fashion in consultation with the Director and FAC.
- viii. Reviewing New York City Fashion part-time faculty performance in the classroom.
- ix. Overseeing the hiring and evaluation of staff assigned to New York City Fashion.
- x. Working with the Director and the Undergraduate Studies Coordinator to schedule and cancel classes based upon student demand and other issues identified for New York City Fashion.
- xi. Working with the Industry Liaison Director to Increase the network for placement of students in jobs and internships within the industry.
- xii. Performing other tasks and duties related to New York City Fashion as assigned by the Director, including knowing and following all KSU procedures in all areas of operation.
- xiii. Assisting faculty to recruit industry professionals as guest speakers and part-time instructors.

10. The KSU Florence (KSUF) Coordinator's duties and responsibilities shall include but are not limited to the following:

- a. Planning and coordinating KSUF Fashion programs, in consultation with the School Director and KSUF Director.
- b. Assist in securing and hiring approved part-time faculty for the KSUF campus in consultation with the Director, Study Away Coordinator, School Curriculum Committee, and FAC.
- c. Assisting the Study Away Coordinator in preparing the schedule of fashion design and merchandising courses to be offered at the Kent State University Florence Campus.
- d. Providing School and industry-specific academic support for students attending the KSUF campus.
- e. Developing and maintaining a sense of the overall curriculum in the School as a means to support student inquiries and concerns specific to the KSUF experience.
- f. Supporting communications and understanding of the textiles and fashion knowledge as a means to connect School students to the Italian fashion industries.
- g. Maintaining open communication with the School's Faculty to facilitate similar academic equality and content between the Kent and KSUF facilities.
- h. Serving as a facilitator, as needed, to connect KSUF part-time faculty with students.
- i. Performing other duties and tasks as assigned or delegated by the Director or FSUF Director, including knowing and following all KSU procedures in all areas of operation.