

College of Education, Health and Human Services Handbook

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Chapter I: Mission

A. UNIVERSITY PREAMBLE, MISSION STATEMENT, AND STRATEGIC INITIATIVES

Preamble

From its roots as one of Ohio's original four-corner universities, Kent State University celebrates 100-years of teaching and research excellence to serve the public good – service which will continue into its second century and beyond. Kent State aspires to distinguish itself as a magnet for high-achieving students. Kent State is a traditional, selective, residential public research university; it is also a multi-campus university, with open access on its Regional Campuses to serve local communities in Northeast Ohio.

Mission Statement

The mission of Kent State University is to discover, create, apply and share knowledge, as well as to foster ethical and humanitarian values in the service of Ohio and the global community. As an eight-campus educational system, Kent State offers a broad array of academic programs to engage students in diverse learning environments that educate them to think critically and to expand their intellectual horizons while attaining the knowledge and skills necessary for responsible citizenship and productive careers.

Kent State is a supportive and inclusive learning community devoted to teaching excellence and academic freedom. By discovering and sharing knowledge in a broad array of graduate and undergraduate programs, Kent State University meets the dynamic needs of a global society.

Vision

Kent State University will change lives by encouraging outstanding teaching and innovative learning opportunities, by cultivating excellence in all we do, and by seeking greater access and affordability for our students. Kent State shall expand its dynamic leadership through recognized scholarship and path-breaking research, through increased levels of external support leading to new discoveries and economic development, and through partnerships with other institutions and organizations in the pursuit of academic excellence. To further these common goals, faculty, staff and students, as well as our alumni and community supporters, shall serve as collaborative partners in advancing Kent State's status as a model for 21st century public higher education.

Core Values

Kent State is a supportive and inclusive learning community devoted to teaching excellence, first-tier scholarship and academic freedom. Together, these core values are at the center of all that we do across the eight campuses of Kent State University. To fulfill our mission, we value:

- Student success through diverse and stimulating learning environments that provide opportunities for every student to reach her or his potential.
- Access to instructional, intellectual and cultural resources for a broad constituency.
- Collaborations and partnerships with other institutions, organizations and communities to bring together diverse talents, experiences and resources.
- Discovery, creativity and innovation in scholarship and research that advance the frontiers of knowledge.
- Higher education as a powerful force for personal, social and global change.
- Academic freedom as the foundation necessary for critical inquiry in a democratic society.
- Integrity in all of our actions and communications.
- Our identity as a comprehensive, multi-campus, public research university with a distinctive heritage and commitment to service.
- Diverse backgrounds, cultures, lifestyles and ideas.
- Fiscal responsibility in decision making to support access to an affordable college education.

Strategic Goals

Key objectives define the direction of Kent State University. Our strategic goals and principles are to:

- Focus on those we serve, especially our students;
- Advance innovation and excellence in teaching to support student success;
- Promote excellence in research and creative endeavors;
- Engage with the world beyond our campuses;
- Build and sustain relationships and economic development opportunities with our alumni, communities and businesses that foster success for them and for Ohio; and
- Secure our financial future through efficient management, increased levels of external funding and building a strong endowment.

B. COLLEGE OF EDUCATION, HEALTH AND HUMAN SERVICES MISSION AND VISION

Statement of Mission

The College of Education, Health and Human Services creates and advances knowledge as it educates professionals who enhance health and well-being and enable learning across the lifespan.

The strategic plan for the College of Education, Health and Human Services will include seven goals, which in many cases are related. We will stay focused on these goals as our top priorities and they will drive resource allocations in the future. These goals include providing a high quality educational experience to our students, increasing research and scholarship, increasing diversity, increasing international activities, increasing enrollments in selected areas, increasing efficiency and accountability, and operating as one college.

Chapter II: Structure and Organization

A. INTRODUCTION

The College of Education, Health and Human Services (EHHS) provides a wide array of programs at the baccalaureate, master's, educational specialist, and doctoral degree level. The Dean of the College of Education, Health and Human Services reports to the senior vice president for Academic Affairs and Provost and is responsible for the overall development, coordination, and supervision of programs and for achieving and maintaining necessary articulation between the college and other university units. Specifically, the Dean has oversight responsibility for instructional, research, and service functions of the College of Education, Health and Human Services; general administration; budgetary accountability; faculty and student recruitment and development; and representing the College of Education, Health and Human Services both within and outside the university, including state and national professional activities. The Dean also serves as the official Certification Officer for the Ohio Department of Education.

The College of Education, Health and Human Services is organized to provide programs through four schools: Foundations, Leadership and Administration (FLA), Health Sciences (HS), Lifespan Development and Educational Sciences (LDES), Teaching, Learning and Curriculum Studies (TLC).

B. ADMINISTRATIVE STRUCTURE

The administration of the college is the shared responsibility of the Dean, Associate Dean of Administrative Affairs and Graduate Education, Associate Dean of Student Services and Undergraduate Education and Director of Teacher Education, and School Directors who are assisted by Program Area Coordinators.

1. **Dean**

The Dean serves as the college's chief academic and administrative officer, responsible for programmatic leadership, financial management, personnel administration, and planning and development. The Dean reports to the senior vice president for Academic Affairs and provost.

2. **Associate and Assistant Deans**

The Associate Dean for Administrative Affairs and Graduate Education oversees The Office of Graduate Student Services, distance education, data management, graduate program coordinators, research advisory council, the Research and Evaluation Bureau, and administrative support. The Associate Dean reports to the Dean of the College of Education, Health and Human Services.

The Associate Dean of Student Services and Undergraduate Education and Director of Teacher Education oversees undergraduate advising and licensure, undergraduate program coordinators, teacher education, partnerships with schools and agencies, and clinical field experiences. The Associate Dean reports to the Dean of the College of Education, Health and Human Services.

The Assistant Dean for Assessment and Accreditation oversees assessment, continuous improvement, program review, accreditation, and assists with strategic planning activities. The Assistant Dean reports to the Dean of the College of Education, Health and Human Services.

3. **School Directors**

The College of Education, Health and Human Services is organized into four schools that include all graduate and undergraduate academic programs. Every faculty member and student has a primary affiliation with one of the Schools: Foundations, Leadership and Administration (FLA), Health Sciences (HS), Lifespan Development and Educational Sciences (LDES), Teaching, Learning and Curriculum Studies (TLC). The School Director serves as the chief executive officer of the School and coordinates administrative, instructional, research and service activities of the School. The School Director represents the interests of the college to the school and interests of the school to the college to improve communication, visibility, and the quality of relationships within the collegial community. The School Director reports to the Dean on administrative matters and advises the Dean on all personnel matters, including regional campus faculty. Persons filling the role of School Director are recruited, selected, and evaluated through procedures consistent with the guidelines defined in the *Collective Bargaining Agreement* (Article IV, Section 7).

The School Director assumes both management and leadership responsibilities in support of the interests of the college and school faculties. The School Director is expected to be well informed on matters related to all programs contained in the unit, including national trends and accreditation standards. The School Director is expected to provide leadership in maintaining the highest standards of quality within all programs and to support efforts to seek both external recognition and funding for the development and maintenance of excellent programs. The School Director is expected to maintain conditions that foster excellence and scholarship within the faculty through appropriate allocation of resources and monitoring of their use. The School Director is expected to meet regularly with the Faculty Advisory Committee, representing the school faculty, for advice on all matters affecting faculty in the school. In addition, the School Director is expected to meet with the Program Area Coordinators regularly to receive input and share information pertinent to

specific program faculties. Regular meetings with the clerical staff are expected for communication and shared decision making purposes.

The School Director serves a term of four years with summative review occurring in the third year to determine continuation. The School Director serves at the pleasure of the Dean who has made the appointment with the support of the school faculty. Therefore, in both the selection and review processes, the individual must be assessed against the expectations of both the Dean and the faculty. The School Director is expected to effectively provide administrative leadership to the school as well as to the college through participation on the leadership team of Deans and Directors.

4. Program Area Coordinators

The faculty of each academic program in the college is responsible for maintaining standards of high quality commensurate with the goal of excellence in all graduate and undergraduate programs. Faculty members in each program are employed by the university for their expertise on curricular matters and, therefore, are best equipped to design, implement, and evaluate academic programs. Faculty members are also the best source of academic advisement for students completing their programs.

Faculty members are responsible for academic standards and student affairs for their programs. They are expected to be well informed on matters of state and national accreditation standards, trends in their field of specialization, information regarding supply and demand, and particular issues or problems related to academic and student matters in their area. Further, faculty members are expected to relate effectively to other faculties within their school and the college. It is expected that faculty members will generate information about their programs for dissemination to colleagues and prospective students, will seek visibility and recognition for the quality of their program, and will pursue needed external funding to support their innovative efforts and scholarship. It is also important that each program faculty be well informed on school and college issues and provide input to decision making processes where the program faculty has identified needs or a particular position. This role is viewed as good citizenship in the College of Education, Health and Human Services as well as beneficial to the quality of the program.

To facilitate the fulfillment of the program faculty's responsibilities, a program coordinator is identified. It is the responsibility of the Program Area Coordinator to provide academic leadership by convening the faculty regularly to discuss important curricular issues, to evaluate programs, to plan academic and student affairs, and to meet with advisory groups of students and practicing professionals. The Program Area Coordinator also will convene the faculty at the request of the School

Director, Faculty Advisory Committee (FAC), College Advisory Council (CAC), or Dean for specific purposes. The possible agendas of program faculty meetings include the scheduling of classes, which can be facilitated to avoid conflicts for students; the examination of proposed structural and curricular changes; the assembly of content for program marketing; recruitment and student development plans; substantial student issues or concerns; and the formulation of suggestions to the school or college faculties for consideration.

A number of programs are closely related and benefit from close articulation of course offerings, use of instructors, and shared resources. Thus, Program Area Coordinators represent program faculties regularly to the Director and to the Deans on appropriate occasions. The role of the coordinator is to represent faculty members with primary appointment in the program area to the school faculty, to the college administration and/or faculty, and to professional agencies as needed. Coordinators are expected to seek out faculty views and consult with faculty on all essential decisions affecting the faculties and programs of the area. They articulate such information as scheduling and utilization of resources across programs and to the School Director.

Program Area Coordinators serve both the School Director and the program area faculty; therefore, both are involved in the selection and evaluation processes. Program area faculty members recommend acceptable candidates (generally at least 2, but not more than 4) from within the program area for the position of coordinator, from which the Director selects and appoints one for a term of two years. At any time that significant dissatisfaction is expressed on the part of either the faculty or the Director, a decision may be made to seek a new coordinator for that program area.

Program Area Coordinators must maintain good communication with faculty members and consult with them formally on curricular matters before making recommendations to the School Director, other administrators, or councils/committees of the college. The responsibilities for instructional assignments and workloads of individual faculty members are the responsibility of the Director who will seek the advice of the program coordinator. Responsibility for the review and development of program curricula, guidelines for student advisement, monitoring of program quality, preparation of annual reports and accreditation review documents, recruitment of students, and follow-up of graduates are to be shared responsibilities within the faculty. It is the role of the program coordinator to provide academic leadership to the faculty and to oversee the completion of tasks so that high standards of quality are maintained.

Because programs and program areas vary significantly in terms of size, scope, and complexity, the demands of the Program Area Coordinator's role will vary. Specific expectations and responsibilities of the individual are agreed upon by the Director and program faculty. Load assignment for the responsibilities agreed upon in the specific job description of a coordinator is negotiated with and established by the Director with the approval of the Dean. Similarly, opportunities for additional employment beyond the normal nine months, additional travel to professional meetings, and additional support for professional development activities are provided through the Director's and the Dean's budgets to the extent that resources available permit.

5. Administrative Directors and Coordinators

The title of administrative Director or Coordinator is used to designate a College of Education, Health and Human Services administrator with direct administrative, supervisory, and/or budgetary responsibilities for a particular administrative or service office. These responsibilities may be within a school or across schools. The Dean must approve all position descriptions for administrative Directors and Coordinators who are members of the Administrative Council. The council is an advisory and information-sharing body that is chaired by the Dean, and meets as needed to address administrative matters (generally once a month during the academic year).

(The basic organizational structure for governance and administrative matters is shown in Figures 1-2 which follow at the end of this chapter.)

C. UNDERGRADUATE EDUCATION

The Associate Dean for Student Services and Undergraduate Education and Director of Teacher Education is responsible for administration of the undergraduate programs in the College of Education, Health and Human Services. See Section II-B-2 for responsibilities of the Associate Dean for Student Services and Undergraduate Education and Director of Teacher Education.

There are major committees and advisory bodies (further described in the section on college committees) that are concerned specifically with undergraduate issues, policies, and procedures:

1. Teacher Education Coordinators
2. Clinical Field Experience Advisory Committee
3. Undergraduate Program Coordinators
4. Curriculum Committee

D. GRADUATE EDUCATION

The Associate Dean for Administrative Affairs and Graduate Education is responsible for administration of the programs and research activities of the College. High quality programs are offered at the master's, specialist, and doctoral levels. Graduate programs are offered in areas of education for persons seeking employment in schools, institutions of postsecondary education, and educational and human service agencies outside the context of school or higher education, e.g., health, mental health, business).

There are major committees and advisory bodies (further described in the section on college committees) concerned specifically with graduate issues, policies, and procedures:

1. Research Advisory Council
2. Graduate Program Coordinators
3. Assessment Committee
4. Curriculum Committee

E. COLLEGE OF EDUCATION, HEALTH AND HUMAN SERVICES COMMITTEES AND COUNCILS

Committees and councils representing various constituencies assist in developing and implementing policies and in governing the College. The role of such bodies is defined by the *Collective Bargaining Agreement (CBA)* as serving in a consultative and/or advisory capacity to the Dean. (Committee members should note committee operation procedures specified in Chapter III, B and C.)

1. Leadership Team

The Deans and Directors comprise the leadership team of the college. The leadership team generally meets regularly (about every two weeks) and upon the call of the Dean to share information, identify needs, engage in problem solving, and plan effective methods of implementing policies to achieve defined goals. In addition to typical administrative matters related to the allocation of resources, budget management, personnel issues, planning and evaluating, this group examines and recommends the utilization of space.

2. Administrative Council

This Council facilitates communication and problem solving among units and provides counsel to the Dean on matters affecting the administrative operations of the College. The Council is composed of the Dean, and the Directors and associate/assistant Directors of the bureaus and administrative services units of the college.

3. College Advisory Council (CAC)

This college-wide advisory council is composed of up to three representatives from each of the school's FACs plus a regional campus representative. The Council members advise the Dean on policy operations, long-range planning, and evaluation.

The CAC reviews the criteria and guidelines for faculty evaluation in schools and makes recommendations to the Dean on faculty members standing for reappointment, tenure, or promotion.

The CAC advises the Dean on requests for and allocation of resources and on prioritizing resource needs within the college as well as other budgetary matters (see III-E on Allocation and Reallocation of Resources). The Council represents faculty on policy matters including, but not limited to, review of the college mission and special emphases in the context of the University Strategic Plan, as well as the development of improved procedures and long-range planning.

The Council acts on behalf of the faculty in advising the Dean. The purpose of this consultative role is to assist the college administrative leader to develop and maintain a healthy climate for the college and to develop and maintain high standards in all areas of operation. The most intensive activities of the Council, aside from review of faculty members for reappointment, tenure, and promotion, are to advise the Dean on faculty, program, and school requests for resources. (For further CAC tasks, see Chapter III-E regarding CAC role in allocation of resources.)

To accomplish its tasks, the CAC may establish ad hoc committees to study issues or develop plans, to formulate recommendations for action by the CAC or Deans, Directors, and/or to conduct surveys or discussions to collect faculty opinions. As required by the Collective Bargaining Agreement, the CAC elects a representative to the Faculty Advisory Council to the senior vice president for Academic Affairs and provost.

Faculty members elected to the CAC are expected to seek input from school members, to be accessible, to be good listeners and observers, and to inform colleagues of issues being considered by the committee. CAC members are expected to maintain confidentiality on personnel matters and to convey information on CAC agenda items of importance to the faculty.

The CAC is composed of up to three elected preferably tenured faculty members from each of the School Faculty Advisory Committees (FAC) who serve two-year rotating terms. The regional campus representative is secured through the Executive Dean of Regional Campuses.

4. Faculty Advisory Committee (FAC)

These elected school advisory committees represent full-time school members in school governance. The FAC is an advisory body to the School Director on academic matters central to the School's mission and include, but are not limited to, the following: (a) reappointment, tenure, and promotion; (b) non-reappointment and dismissal; (c) allocation of academic staff, program

development and discontinuance; (d) evaluations relating to salaries and merit increases; (e) budget priorities and guidelines; (f) issues related to teaching assignments and class schedules; (g) research and other leaves; (h) updating and maintaining the academic unit handbooks; (i) issues related to student advising and retention; (j) insuring that instructional standards are followed; and (k) insuring that other duties of faculty members are met (*see Collective Bargaining Agreement, Article IV, Section 3*).

If at any time at least one-half of the members of the FAC request a meeting, such a meeting will be held. Members may also call meetings and set agendas for them, and Chair meetings of the FAC, but it is understood that no business of the school may be transacted or represented as having been transacted at such meetings, although matters of concern to the faculty may be discussed and added to the agenda of the next regular meeting of the FAC. Whenever a peer review involving sanctions for cause under Article VI of the *Collective Bargaining Agreement* is being carried out, the School Director will temporarily turn over Chairing of the school FAC meeting to an elected faculty representative.

Each School FAC elects up to three preferably tenured full-time FAC members to serve two-year terms on the College Advisory Council. These elections are staggered so that only one or two CAC member is elected each academic year.

Full-time faculty members of each school elect school members to the FAC. The School Director is an ex-officio nonvoting member who consults with members of the FAC, calls and chairs meetings.

5. Promotion, Tenure, and the Reappointment Committees (School)

Promotion, Tenure, and Reappointment Committees are ad hoc committees of the school that recommend to School Director on matters regarding promotion, tenure, and reappointment. These committees comprise the voting, advisement, and recommendatory bodies to the School Director regarding promotion, tenure, and reappointment. In addition, all tenured faculty are invited to comment on anyone being considered for tenure and promotion.

These committees are composed of tenured full professors and FAC members who are tenured and at or above the rank of the applicant. Members are excluded from deliberations when they, their spouses, significant other, or a relative is under consideration, or when a candidate for promotion to a rank higher than their own is considered.

6. Curriculum Committee

The Curriculum Committee recommends changes in program design, implementation, evaluation, and courses. The Associate Dean for Student Services and Undergraduate Education and Associate Dean for Administrative

Affairs and Graduate Education serve as ex-officio members, represent the Dean, and serve as co-Chairs of the committee. The Director of Advising and the Director of the Office of Graduate Student Services also serves as ex-officio members.

Membership consists of elected members, two from each school and one representative from Regional Campuses each serving a three-year term. Terms are staggered so that no more than one representative from a school is elected in any one year.

7. Technology Advisory Council

This Council advises the Dean on all technology matters in the college. The council meets as needed to develop technology plans, support research and implementation of cutting edge technologies for teaching, learning and the management of information, review requests by faculty, administrators, and staff concerning technology, support external funding request for technology applications consistent with the college mission, and evaluate the status of technology implementation in the college.

Membership consists of two faculty members from each school elected for rotating, two-year teams, and one staff representative elected for a one year term

8. Research Advisory Council

This Council reports to the Associate Dean for Administrative Affairs and Graduate Education. The purpose of the council is to encourage research and scholarly activity as well as externally funded activity within the college. The Council is advisory to the Research and Evaluation Bureau relative to opportunities of the Bureau and to the connections possible among faculty, students and the Bureau. The Council consists of two faculty members elected for two year terms from each school such that one half of the council is replaced annually. Members may serve a maximum of two successive terms. In addition to the above Associate Dean, ex officio members include a Director from the Research and Evaluation Bureau and the Grants Coordinator.

9. Clinical Experience Advisory Committee (CEAC)

The mission of the CEAC is to establish and review policies and procedures with regard to teacher education (field experiences, student teaching, and practica): including eligibility, placement, continuation, assessment, credit provided, advising etc. The committee is co-chaired by the Associate Dean for Undergraduate Education and the Director of Clinical Experiences. Membership consists of faculty from teacher education programs and placement officials of the ten largest placement sites.

10. **Teacher Education Coordinators Committee**
This committee advises the Associate Dean of Student Services and Undergraduate Education on policies, procedures, and curriculum in teacher education. The committee establishes and reviews policies and procedures relevant to teacher education and provides a forum for discussion of curricular issues. Membership consists of the coordinators of teacher education programs across the university.
11. **Undergraduate Program Coordinators**
This body plays an advisory role to the Associate Dean for Student Services and Undergraduate Education on policies and procedures related to undergraduate education in EHHS. As such, it will be a forum for discussion of ideas and a means of communication among the various programs.
12. **Graduate Program Coordinators.** This body plays an advisory role to the Associate Dean for Administrative Affairs and Graduate Education on policies and procedures related to graduate education in EHHS. As such, it will be a forum for discussion of ideas and a means of communication among the various programs.
13. **Diversity Committee:** The Diversity Committee reports to the Dean of the college and has the mission of implementing the diversity goals within the Kent State Strategic Diversity Plan: to promote diversity recruitment of students, staff, administrators and faculty; to promote effective equitable recruitment practices; to develop a welcoming environment to all; to provide leadership on issues of diversity; to develop a system that encourages progress for all; to be sensitive and skilled in working in diverse environments and with diverse people. The committee has a minimum of two members from each school, as well as at least one member of the classified and non-classified staff, and a graduate and undergraduate student.
14. **Assessment Committee:** The College of Education, Health and Human Services and Professional Education Assessment Committee works under the direction of the Assistant Dean for Assessment and Accreditation. The charge of the committee is to conceptualize and monitor the assessment processes of the college including AQIP and other accreditation requirements. Committee membership includes two public representatives, a representative from each school, and a teacher education program outside the college. Ex-officio members include the Assistant Dean for Assessment and Accreditation and the Data Manager.
15. **Graduate Appeals Committee:** The Graduate Appeals Committee hears the appeals of graduate students who have been dismissed from the program, college, and university. The Associate Dean for Administrative Affairs and Graduate Education convenes the committee as necessary throughout the

academic year. The committee consists of 3 faculty members who make recommendations to the Associate Dean.

16. **Undergraduate Appeals Committee:** The Undergraduate Appeals Committee hears the appeals of undergraduate students. The Associate Dean of Student Services and Undergraduate Education convenes the committee as necessary throughout the academic year. The committee consists of 3 faculty members who make recommendations to the Associate Dean.

17. **Honors and Awards Committee:**

F. EXTERNAL ADVISORY COMMITTEES

The Dean and administrative staff members of the College of Education, Health and Human Services seek input regarding the quality of its programs and direction from students, practicing professionals, community citizens, and alumni. Appropriate councils advise the administrators on the direction and quality of programs, matters of recruitment and retention, and services rendered to the profession and communities through the College of Education, Health and Human Services. The councils supplement the input obtained by faculty members through program and college advisory groups. The additional councils include the following:

1. **The Kent Educational Excellence Partnership (KEEP).** KEEP initiates its activities as a partnership with local schools districts working in order to create high quality professional development and significant school renewal to improve teaching and learning for all children. In so doing, KEEP commits the partnership to pursuing the goals of scholarly inquiry and programs of research; school and university-based faculty development; high quality professional preparation; equity, diversity, and cultural competence. It is the mission of KEEP to fulfill each individual school's mission by working together to develop high quality, engaged teachers and learners.
2. **Dean's Student Advisory Councils.** The Dean's Graduate and Undergraduate Advisory Councils each consist of approximately a dozen students who are recommended by faculty and selected by the Program Area Coordinators. These students serve as liaisons between the student body and the administration of the College and also lend a student voice to important administrative decisions. Members of the Undergraduate Advisory Council additionally serve as ambassadors of the College to admitted undergraduate students during recruitment events.
3. **Office of Diversity Outreach & Development's Advisory Board.** The Office of Diversity Outreach & Development Advisory Board was established to offer assistance in the office expansion within the areas of outreach efforts, connection to community and overall function in meeting its

mission and yearly goals. Members of the DOD Advisory Board for the serve two year terms on the board that meets eight times per year (a mixture of subcommittee and full board). Current members of the board in conjunction with the staff of DOD and school directors, select their replacements towards the end of their term to provide for a smooth transition between members.

4. **The School and Program Advisory Boards.** The College of Education, Health and Human Services is diverse. In order to maintain ties to alumni and key constituency groups, the College has supported the development of several advisory boards at the program and school level. The dean's office provides support for these groups, but they have each been developed in separate ways in order to best meet the needs of the particular program or school. These boards aim to provide service to their respective schools and programs, to provide advice on current trends and needs in their fields, to support efforts to raise funds, and to provide networking opportunities.

G. MAJOR COLLEGE SERVICE UNITS

1. **The Office of Professional Development and Outreach.** This office provides the educational community high quality professional development opportunities in the form of credit workshops, off-campus courses through cohort programs, and conferences. The office also supports the graduate workshops offered by the International Baccalaureate Organization.
2. **Vacca Office of Student Services (VOSS).** The VOSS provides support for undergraduate students, faculty, and administrators in the College of Education, Health and Human Services. Responsibilities include establishing individual academic records for all undergraduate students, monitoring student progress toward graduation, recommending and interpreting college policies and procedures, referring to other services within the university, and assisting students and faculty in resolving specific academic problems. Academic advisors based in the office provide individualized academic advising for current and prospective students and work closely with faculty advisors to communicate college and program requirements to students. Advisors meet with incoming freshmen through graduating seniors on a regular basis, as required by University Advising, assisting them in developing their academic plans, maintaining their file, making necessary referrals, and ensuring that they are progressing toward graduation. Staff members maintain close contact with the personnel from the four schools and from the offices of Admissions, Registrar, Bursar, Financial Aid, Student Success Programs, Academic Success Center, Career Services, Residence Services, and , and the Ohio Department of Education in order to facilitate an accurate flow of information and to establish efficient procedures. The office also maintains a computerized student database for assisting faculty advisers and providing accurate information for internal and external reports. The office of clinical services within the VOSS is responsible for all student

teaching and field placements for professional education programs. The VOSS is also responsible for reviewing the files for all students who are applying to the Ohio Department of Education for licensure and reviewing requests for out of state licensure verification.

3. **Office of Graduate Student Services.** This office is a full student service office, which provides support for students' progress throughout their graduate programs (masters, educational specialist, doctoral) for the four schools in the college. The staff manages and maintains graduate files, forms, and information about programs. The Office serves all prospective and current graduate students in the College.
4. **Research and Evaluation Bureau (REB).** The Bureau provides research, evaluation, and data lab services to faculty and graduate students as well as external clients. These services are supported by the college for EHHS faculty conducting unfunded research and for dissertation and thesis level graduate students. The Bureau also serves as a vital resource for comprehensive, multi-methods evaluation research for local, national, and international stakeholders in the areas of education, health, and human services. These services are provided on a contractual basis. Faculty may receive an unlimited number of hours of Bureau services for unfunded research, and qualifying graduate students receive 40 hours of consultation services and an additional 40 hours of data lab services. In addition, the Bureau operates a statistics lab where faculty and graduate students at any level in their coursework may work on research and survey projects and receive trouble-shooting assistance.

Research consultation services include consultation in research and statistical design, consultation in survey development, hard-copy and online survey development, implementation of online surveys, and quantitative database development, analysis, and output interpretation utilizing SPSS. Data functions include data entry, transcriptions, database development, and the development of data collection instruments, forms, and technology-based reporting functions. Grant writing services include development of evaluation designs for proposals submitted by faculty and external clients with the understanding that the Bureau will serve as the external evaluator should the award be received.

The Bureau is led by two directors who work collaboratively: a director of college client services and a director of external client services. Both directors and the multidisciplinary professional staff have extensive expertise in evaluation, measurement, research methodologies, and grant acquisition. The Bureau directors report directly to the Associate Dean of Administrative Affairs and Graduate Education. Graduate and undergraduate students employed by the Bureau benefit from receiving intensive hands-on training in applied research methodology.

5. **Counseling and Human Development Center (CHDC).** The Center is the practicum training and research agency for graduate programs in Clinical Mental Health Counseling, School Counseling, School Psychology, and the doctoral program in Counseling and Human Development Services. Graduate student trainees provide university and community clients with personal, career, and couple and family counseling under faculty supervision. The training function of the CHDC is enhanced by a sophisticated video recording and playback system for supervision and observation. The center works closely with other similar service providers at the University including the Psychology Clinic and the University Psychological Services by promoting referrals. Similarly, close cooperation with a variety of service providers in the community is maintained. The Director reports directly to the Director of the School of Lifespan Development and Educational Sciences.

6. **The Human Development Center (HDC).** The Human Development Center provides specialized research resources to faculty. Specific research resources include: (a) rendering consultation for proposal development and grant writing; (b) providing faculty and students with issues pertaining to research design, data collection, and statistical analysis; (d) establishing a collection of materials to facilitate research (e.g., journals, handbooks, test & measurement inventories), and (e) sponsoring research-related workshops, conferences, and distinguished lecture series. The HDC also provides graduate and undergraduate students the opportunity to participate in interdisciplinary research and community service projects. Projects sponsored by the Human Development Center focus on all stages of the life span. The Director reports directly to the Director of the School of Lifespan Development and Educational Sciences.

7. **Instructional Resources Center (IRC).** The IRC is dedicated to stimulating and supporting the creative and effective use of technology by undergraduate students, graduate students, administrative offices and faculty. Infusion of technology into instruction, professional development through electronic research, and enhanced administrative functions through computer use are promoted and supported. The IRC is committed to serving the college community through equipment preparation, delivery and maintenance; access to high-end development tools, ongoing training programs and the upkeep of the college-wide computer network. The Coordinator reports directly to the Director of the School of Lifespan Development and Educational Sciences.

8. **Office of Diversity Outreach and Development (DOD).** The DOD is focused on creating an inclusive and diverse learning environment within the College of Education, Health and Human Services. The DOD provides high impact outreach services and resources, which stimulate an increase in the recruitment and retention of underrepresented student populations into the college's various majors and programs.

H. CENTERS FOR RESEARCH AND SERVICES

1. **Reading and Writing Development Center.** The center is a diagnostic/instructional facility for the professional education and development of graduate students in Reading and Language Arts programs. In supporting the training of such specialists, the center provides diagnostic evaluations and instruction for referred school-aged students and adults. As part of its service to such clients, the center provides support to schools and to the community.

In addition to these functions, the center engages in research and service activities associated with the obtaining of grants for external funding by schools. Finally, the center provides workshops and other forms of consultation to schools in the areas of reading, writing, and the language arts. The Center Director reports to the Director of the School of Teaching, Learning and Curriculum Studies who has oversight responsibilities for the center.

2. **The Gerald H. Read Center for International and Intercultural Education.** The center is a support service for College of Education, Health and Human Services faculty, students, and programs. The center provides assistance and secures resources to help facilitate the international, global, and multicultural program priorities in the college. The center seeks to identify and promote faculty exchanges, research and scholarship, and student study and research in overseas and culturally diverse settings.

The center helps to coordinate support services programs and projects for international students in the College of Education, Health and Human Services. It encourages international students' participation in and contributions to the life of the college as well. Through cooperation with the Read Chair, the center promotes the integration of visiting international scholars into the life of the college.

Further, the center serves as a clearinghouse for hosting international visitors to the college and collaborates with schools, faculties and other agencies and institutions in organizing itineraries and guest presentations. The center seeks to promote international and intercultural interests with other organizations and agencies, including sponsorship of educational study programs abroad. The student teaching abroad program is coordinated through the efforts of the Read Center and the Office of Professional Development and Outreach.

A group of faculty members and administrators closely associated with the center assume responsibility for coordinating programs, events, and activities in geographical regions. This group forms an advisory body to the center. The Center Director reports to the Dean.

3. **Child Development Center (CDC).** This center was established in 1972 as a child development laboratory for the professional preparation of early childhood personnel, research in child development and early education, and service to university and community families. The center offers programs for approximately 190 children from infancy through kindergarten. Family support services are an integral part of the program.

The first goal of the center is to serve as a Professional Development School for the college. Collaboration between the Child Development Center and the College of Education, Health and Human Services is focused on early childhood curriculum development, teacher education, and research which informs and improves practice. The second goal is to disseminate information and conduct inservice education workshops and seminars relative to child development and best practices in Early Childhood Education. Third, the center focuses on family support services including parenting education, counseling services, and information and referral. The center is the responsibility of the Director of the CDC and the Early Childhood Education faculty and reports to the Director of the School of Teaching, Learning and Curriculum Studies.

4. **The Center for Innovation in Transition and Employment (CITE).** Kent State University has a long history in the development of interdisciplinary programs in transition. Coursework and field-based programs across SPED, REHAB, and CTTE provide for developing new and experienced teachers, coordinators, and leadership personnel. The center Director reports to the Director of the School of Lifespan Development and Educational Sciences. Faculty and staff in the College of Education, Health and Human Services have obtained funding for a variety of personnel preparation and research and demonstration projects for the translation of innovative practices into education and transition service delivery. These projects and programs serve as a regional transition resource for youth and families, policy makers, and professionals. The mission of our interdisciplinary research and training programs in transition is: to support the efforts of people with disabilities to realize quality lives.

To achieve our mission, our transition programs have four major goals:

- i. The preparation and development of qualified leaders and practitioners in the fields of Special Education, Rehabilitation Counseling, and Career and Technical Teacher Education who are versed at interdisciplinary communication and strategies.
- ii. The development of the state-of-the-art models and practices for inclusion of youth and adults with disabilities into education, employment, and community life.

- iii. The development of collaborative relationships with IHES, LEAS, SEAS, and adult service agencies to integrate research and training in transition service delivery.
 - iv. Advocacy for the development of federal, state, and local rules, regulations, and laws foster contributions and participation by youth with disabilities.
5. **Nutrition Outreach Program.** The Kent State Nutrition Outreach Program focuses on nutrition education and community outreach on the Kent campus. The Nutrition Outreach Program is located in the School of Health Sciences. The mission of the Nutrition Outreach Program is to provide university-based, community-centered nutrition and wellness education. It is a non-profit center that provides professional nutrition education to Kent State students and employees, and community members of Portage County. The Nutrition Outreach Program provides individual, family and/or group nutrition education on weight control, cardiovascular disease/hypertension, digestive disorders, diabetes, eating disorders, general nutrition/wellness, pediatric nutrition, childhood obesity, sports nutrition, vegetarian, food allergies and food safety. The program also provides service learning opportunities for undergraduate students as well as serves as an internship site for graduate students.
 6. **Speech and Hearing Clinic.** The Kent State University Speech and Hearing Clinic is a teaching clinic dedicated to providing quality service to Kent State students, faculty, staff, and the general public. Through the Speech and Hearing Clinic, we offer diagnostic evaluations and therapy to children and adults for a wide range of speech and language disorders including, but not limited to: articulation, language, voice, stuttering, and aphasia. We offer complete hearing evaluations for people of all ages as well as fit, distribute, and repair hearing aids. Other services offered include: auditory procession evaluations and therapy, ABR (Auditory Brainstem Response audiometry) and aural rehabilitation classes for the hearing impaired. The Clinic Coordinators report to the Program Coordinator of Speech Pathology and Audiology.
 7. **English Language Proficiency Clinic.** The ELPC is a specialized speech and language clinic associated with the Kent State University Speech and Hearing Clinic. We work with non-native English speakers to improve oral English skills, including: perception and pronunciation of the sounds of English; rhythm and intonation in patterns of English; and associated speech production skills in lecturing and presentations. Our clients include graduate teaching assistants from many departments and schools at Kent State, other Kent State graduate students, visiting scholars, and non-native English speakers from the surrounding community.
 8. **Center for Tourism and Hospitality Development (CTHD).** The mission of the CTHD is to support the advancement of the tourism and hospitality

academic programs at Kent State University, to expand knowledge through research, and to facilitate faculty development. The center Director reports to the Director of the School of Foundations, Leadership and Administration.

9. **Center for Disability Studies.** The Center for Disability Studies is an interdisciplinary research and service delivery institute whose mission is to understand the experiences and concerns of Americans with disabilities and to promote educational and employment opportunities in inclusive community settings. Projects of the center span a wide range of disability populations, geographic locales, and issues facing people with disabilities as they seek full participation in every aspect of society. The majority of funding for center projects comes from the United States Department of Education. The Center Director reports to the Director of the School of Lifespan Development and Educational Sciences.

I. REGIONAL CAMPUSES PROGRAM AND FACULTY

Regional campus faculty members hold their appointments specifically in the regional campus system. However, they are also members of their respective schools in the college and are represented on college and school committees. Regional campus faculty are represented on key School and College committees such as CAC, FAC, search committees, promotion and tenure committees, curricular and school policy and program development committees. If they have attained graduate faculty status, they may serve on graduate committees.

Chapter III: Policies Governing Operation of the College

A. SPACE ALLOCATION

Working within the parameters for allocation of classroom space specified by the university, the Deans and School Directors are responsible for allocating space in the college buildings. The building curator assistants will maintain an accurate record of allocations.

Decisions are based upon the following principles and goals: (1) highest priority will be given to providing tenure-track faculty and non-tenure track faculty with unshared office space; (2) graduate assistants and part-time faculty, will generally be required to share space; (3) special projects, funded and unfunded, will be assigned space after faculty are assigned offices, with priority going to those with funding; and (4) each faculty member will be assigned only one office. Retired faculty will be granted office space as available.

B. COLLEGE MEETINGS

Meetings of college committees shall be held at regularly scheduled intervals. The agenda for each meeting shall be distributed in advance of the meeting. Each committee shall designate a person to be responsible for taking, maintaining, and distributing copies of approved minutes of committee meetings to members. The voting policy and quorum requirements for each committee shall be established and communicated to committee members.

C. EVALUATION OF PERFORMANCE

As a professional college, the faculty shares a commitment to continuous evaluation of performance. Therefore, all administrators, faculty, and staff will be evaluated following university guidelines on specific criteria clearly related to effective performance in carrying out the responsibilities included in their job descriptions. The evaluation process will be both objective and subjective, allowing for the exercise of professional judgment in the interpretation of data collected.

Reviews of individual performance should be communicated to the person evaluated both verbally and in writing and placed in the individual's personnel file. Grievance procedures apply to all evaluation processes.

(See [Chapter IV-D](#), for faculty evaluation policies; and for grievances, see University policy and Collective Bargaining Agreement.)

D. ALLOCATION AND REALLOCATION OF RESOURCES

Resources annually allocated to the College of Education, Health and Human Services will be distributed in accordance with the goals and priorities and spending plan. The College Advisory Council (CAC) will serve as a recommending body relative to the budget and spending plan presented by the Dean. In the review of progress and achievements each year, reallocation may be

planned for the subsequent year(s) to develop the capabilities of addressing agreed-upon goals or improving work conditions. Resources may be shifted from areas of low productivity and low priority to address needs in areas more congruent with the mission and priorities of the college. All income and personnel employed by the college are, first of all, resources for the entire college; as such, they may be reallocated to meet needs identified and regarded as high priorities by the college faculty. The CAC serves as the principal group deliberating on needs and resources of the college, advising the Dean regarding allocation and reallocation of resources. In essence, the CAC serves as a budget and personnel committee, which may receive requests or appeals for shifts in college support at any time.

E. PROCEDURES FOR CHANGING POLICIES

Any school, program committee, or other committee may propose changes in the policies of the college. Such proposals should be presented to the appropriate college committee, e.g., the Graduate or Undergraduate Council or the College Advisory Council.

Proposals for major changes in policy shall not be voted upon during the meeting in which they are presented. The number of votes required and those who may vote shall be specified by the committee taking the action. It is assumed that the committee will seek input from affected groups and consult with the appropriate administrative officers and review the University Policy Register prior to formal passage of policy change.

F. FORMATIVE ADMINISTRATIVE EVALUATION PROCEDURES

The purpose and procedures discussed in this section are designed to supplement, but not replace, formal periodic evaluations of administrative performance as provided in the University Policy.

1. **Purpose.** Effective organizations require leadership to implement and maintain programs and insure that goals and objectives are accomplished at a high level of quality. Any commitment to this end necessitates evaluation to ascertain performance and to lend direction to the future. Outlined below is a plan for evaluation of those who hold positions involving a high degree of administrative performance. Evaluation for appointment purposes is governed, in most instances, by the Collective Bargaining Agreement. This formative evaluation is intended to be used for:
 - a. Assistance to the administrator in building on strengths and in addressing weaknesses.
 - b. The establishment of shared goals of professional development among the administrator, his/her supervisor and people served.

- c. The establishment of a record outlining the effectiveness of administrative performance.
2. **Evaluation of Administrators and Administrative Staff.** Those persons holding positions with job descriptions involving significant aspects of governance or administrative service college-wide will be evaluated regularly. These positions and a schedule of formative college-wide evaluations follow:
 - a. The Dean and School Directors will be evaluated on the university scheduled evaluation cycle using procedures established by the university.
 - b. Associate Deans shall be evaluated every four years from the 1st year of their appointment. The process used will closely mirror the process used to evaluate the Dean,
3. **Persons Providing Evaluation Data.**
 - a. Dean, School Directors (determined by review committee and university policy)
 - b. Associate and Assistant Deans
 - All Faculty
 - Clerical Staff of office served
 - Directors and "companion" Deans
 - Administrators reporting

Chapter IV: Faculty Policies

A. RECRUITMENT AND SELECTION POLICIES

University Policies 6-40 and 6-47 provide general requirements for appointment and employment of faculty. This policy is implemented by the college as follows:

1. **Tenure-Track Positions.** Recruitment responsibility for new tenure-track faculty members at the Assistant Professor level or higher will rest with an ad hoc search committee.
 - a. *Search Committee Membership.* A search committee will include at least three faculty members, two of whom will be from the appropriate program area and at least two shall be in tenure-track positions. The committee should usually include a student representative and/or an alumni/community representative. In addition, the program coordinator or designee will Chair the committee. The program coordinator and the School Director in consultation with the FAC will recommend committee membership to the Dean who is responsible for approving the committee.
 - b. *Responsibilities of Search Committee.* After the membership is approved by the Dean, the committee will prepare a job description to meet the requirements of the position. The job description must be reviewed and approved by the School Director and Dean before recruitment begins. The committee will then initiate recruitment observing affirmative action procedures (*see University Policies 6-01, 6-02, and 6-03*), and will receive and screen applications. The committee will request suggestions regarding criteria for the position as well as nominations from the school faculty. The committee will be responsible for ensuring the confidentiality of its records and its proceedings.

A list of acceptable candidates (usually three) will be developed by the committee and Director and submitted to the Dean with supporting documentation and rationale for the selected candidates. Documentation of efforts to recruit minority professionals must be submitted to the Dean. The Director, in consultation with the committee, will request permission from the Dean to invite a smaller number of candidates (generally two to three) to campus for interviews. Students, faculty, and administrators will be provided the opportunity to meet with the candidates and to give feedback to the search committee.

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

- c. *Offering of Position.* The Dean may offer a position only after clearance by the Affirmative Action Office and the Provost.

(Also see University Policy: Employment of a Near Relative [6-32] 3342-6-32, Chapter 6, page 81.)

2. **Part-Time and Temporary Positions.** When a temporary, part-time person is to be employed for a period of a year or less, appointment will be made from a pool of fully qualified persons approved by the faculty for such purposes. Such recruitment shall be in accord with university policy insuring equal opportunity for each qualified applicant.

As openings occur for part-time or temporary faculty, the School Director will consult with the program coordinator to assist with selections based on reviews of credentials, professional experience, budget, and time factors.

3. **Non-tenure-track (NTT) faculty** are those who have a fulltime appointment (15 credit load each semester). Review and reappointment follows university guidelines contained in the NTT *Collective Bargaining Agreement*. Pools of candidates are solicited for such positions via advertising and personal contact. The interviewing process is completed at the school level with final approval of the position and final approval of the candidate by the Dean. The School Director may offer a position only after clearance by the Dean and the Affirmative Action Office.
4. **Adjunct Faculty.** Recommendations for adjunct faculty rank are made upon a candidate's ability to provide research, teaching and/or supervising services to the program and/or school. Adjunct faculty who are associate members of the graduate faculty are eligible for one-year appointments. Those who are full members of the graduate faculty may receive appointments of up to three years; however, the university requires that adjunct appointments be processed annually. Initial appointments are recommended by program faculty to the Faculty Advisory Committee of the school and the School Director. Adjunct and part-time faculty are subject to systematic assessment of performance and are required to participate in faculty development activities.

B. POLICY STATEMENT ON SECONDARY FACULTY APPOINTMENTS IN THE COLLEGE OF EDUCATION, HEALTH AND HUMAN SERVICES

Faculty members in the College of Education, Health and Human Services may seek to affiliate with faculties in more than one program by nature of their scholarly work. Each faculty member will have a primary appointment in a school that includes identification with one program area. In addition, the faculty member may seek approval for a secondary appointment in another program based upon instructional responsibilities, collegiality with faculty members related to advanced training and research, or integral involvement in collaborative funded projects to be sustained over a period of time. Secondary faculty appointments must be approved by the two program faculties, the School Director(s) involved, and the Dean.

Secondary affiliation with a program assumes that the faculty member wishes to invest time and energy in program development and activities. Therefore, it is expected that the faculty member will participate with relative regularity in appropriate program meetings and be available for negotiated teaching and advising responsibilities. If there is more than one School Director involved with the primary and secondary affiliations, the Director of the primary school is responsible for negotiation with the Director of the secondary school for teaching and advisement responsibilities on an annual basis. In addition if required, the Director of the primary school must also solicit and use evaluative feedback from the Director of the secondary school in all evaluations of the individual faculty member's performance for merit, promotion and tenure, or other purposes.

[approved by CAC 3/10/93]

C. TERMS OF EMPLOYMENT: DUTIES, EXPECTATION, ASSIGNMENT

1. **Tenure-track.** (See *Collective Bargaining Agreement*.)
2. **Non-tenure track (NTT; See above and bargaining agreement)**
3. **Adjunct, Temporary, and Joint Faculty.** Functions of adjunct, temporary, and joint faculty are determined according to the degree of investment and involvement expected compared with persons who are in full-time, tenure-track positions.

The involvement of joint faculty is determined annually based on negotiation among the School Director, the FAC, and involved faculty member(s), subject to approval by the Dean and the Senior Vice President for Academic Affairs and Provost. (See *University Policy 6-47*.)

Assignment to a program area is negotiated for a faculty position prior to its approval to be filled. Subsequent changes in assignment must be negotiated among affected program coordinators, faculties, and the School Director(s). The Dean must give final approval to the change.

Teaching assignments are made by the School Director, upon recommendation of program coordinators in consultation with individual faculty members. The Director is responsible for seeing that loads for an entire academic year at a time are equitably distributed and planned in collaboration with the faculty members.

(See University policy: Outside Enterprises [6-43] 3342-6-43, Chapter 6, page 96.)

D. WORKLOAD POLICY

Workload expectations for college faculty members follow those established in University Policy (University Register at 3343-6-52) and Article IX of the *Collective Bargaining Agreement*.

Tenure-track faculty members are required to have a workload that is equivalent to 24 credit hours of teaching per academic year. More detail on workload assignments is provided in the respective school handbooks.

Full-time NTT faculty members are responsible for 15 credit hours of teaching per semester. The School Director may offer 3 credit load per semester for other duties that contribute to the school/college. These responsibilities might include program coordination, supervision of practicum/internship/field experience, significant committee work, work on grants, and special assignments.

Because of the different nature of work among the schools and because of different faculty contributions, variation in load assignment is allowed. The School Director is required to report faculty loads equivalent to 24 formal credits to the Dean for review and approval.

During the fall semester, the School Director will meet with each full-time faculty member individually to discuss the annual workload summary report and future goals. The report and meeting will be used in planning future workload equivalences.

The intersession and summer are not a part of the regular academic year. Such employment is not a right, and no member of the faculty is required to accept such employment. However, where possible, academic units will endeavor to distribute opportunities to work equally among faculty. Summer expectations for program coordinators will generally vary from the equivalent of one to three credit hours and will be based on the amount of work that the coordinator will be asked to do for their program during the summer. The summer workload for coordinators will result from negotiations between the School Director and the Program Coordinator.

(See Article IX, Section 4 of the Collective Bargaining Agreement and the summer workload policy in this Handbook for a full statement on summer workload. Also see University policy: Faculty Teaching Load [6-52] 3342-6-52, Chapter 6, page 103.)

E. OVERLOAD POLICY

While faculty overloads are generally discouraged, it is recognized that circumstances sometimes dictate that courses be taught on an overload basis. The overload form must be completed and approved prior to the commencement of the overload teaching. A rationale for overload form is available for this purpose and is to be completed by the school. The approval of the School Director, Dean, and Provost must be secured.

F. EVALUATION OF FACULTY TEACHING PERFORMANCE

Teaching is a highly valued activity within the college, as it is within the university. Several assumptions and policies related to the evaluation of teaching are outlined below. Teaching is a multifaceted construct within the College of Education, Health and Human Service. In addition to the delivery of formal coursework, teaching includes such activities as directing or supervising practica, internships, and field experiences; directing individual investigations, theses, and dissertations; and informal mentoring activities. Individual faculty members' teaching assignments may include some or all of these types of teaching in varying proportions. In the evaluation of teaching, no one type is viewed as more important than another; rather, all are essential to realization of the college's mission of teaching excellence.

Achieving excellence in teaching is assumed to be a developmental process. That is, as faculty grow as professionals, it is expected that their teaching ability will grow concomitantly. Factors contributing to this growth process include self-reflection and peer support, as well as additional scholarship and experience. College policies for the evaluation of teaching are designed to foster faculty growth as well as to provide for summative data about teaching effectiveness. Moreover, college policies reflect the belief that the evaluation of teaching should be systematic and comprehensive, aimed at developing a portrait of an individual faculty member as a teacher within the context of his or her programmatic, school, and collegial responsibilities.

Continual, informal evaluation of teaching is expected of each faculty member within the college, and the college recognizes its responsibility to support faculty growth in teaching. At certain points in a faculty member's career (i.e., reappointment, tenure, promotion), the evaluation procedure must become more formal, aimed at documenting and communicating information about instructional effectiveness. It is expected that this information will be developed through careful reflection about data gathered from multiple sources. Such sources include, but are not limited to: (a) a personal statement, in which the faculty member describes his or her instructional responsibilities within programmatic, school, and collegial contexts; outlines his or her goals as a teacher; and evaluates success at achieving these goals; (b) information about student evaluations of teaching, with raw data available in the candidate's supporting documentation

which must include quantitative and qualitative summaries from the required University evaluations and may include summaries of faculty-developed evaluations, unsolicited comments from students, information about students' professional achievements, and/or the faculty member's comments about student evaluations; and (c) peer evaluations of teaching, based on observations and/or analyses of documents, such as syllabi, descriptions of course requirements, or examinations. Schools may develop procedures to implement these policies.

G. MERIT PAY

Annual salary increments for regular full-time Faculty are established by negotiation between the university and the Kent State Chapter, AAUP. Whether and in what proportion merit awards are to be part of an increment package are determined by these negotiations. The process for distributing merit awards is outlined in the Collective Bargaining Agreement, with more detail in each school handbook.

H. PROFESSIONAL ETHICS

1. Academic freedom is necessary to the mission of the faculty of a university, since it is eminently in the interest of society that, without fear of retribution, the professor shall be free to conduct research and make public its results and to teach his/her subject in the classroom. Professional responsibility is a logical correlative of this freedom.
 - a. *Responsibility to Students:* Faculty members have a responsibility to impart knowledge, obtain permission to use student material, give appropriate credit for student contributions in publications, pursue suspected cases of cheating and plagiarism, and not disclose confidential information about their students except as required by law.
 - b. *Responsibility to the University:* Faculty members must make it clear when outside the university that they are not representatives of the university, inform administrative staff before speaking out publicly on matters of conscience, and propose alterations of policy through governance channels.
 - c. *Responsibility to the Profession:* Faculty members should seek and state the truth in their discipline, remain current in their field, guard their freedom to inquire, comment on colleagues' work when requested by duly constituted agencies, avoid personal attacks on colleagues or disciplines, and neither practice nor condone plagiarism.
(Condensation of University policy 3342-6-05.)

I. GRIEVANCES AND APPEALS

Grievances concerning the terms and conditions of employment are governed by the *Collective Bargaining Agreement*, Article VII. Disputes involving academic

judgments affecting a faculty member's employment status in the areas of granting or denial of tenure, promotion, academic freedom, professional ethics, or sanctions for cause may be appealed, through Section 2 of that Article.

(See also University policies on promotion, tenure, ethics, etc.)

J. FACULTY PROFESSIONAL DEVELOPMENT

Each faculty member, in consultation with the School Director, shall prepare a personal development plan each year. This plan will be submitted in May to the Director with the faculty member's annual report.

(See College Annual Planning Reports, Collective Bargaining Agreement (Article XVIII), and University policy regarding faculty professional improvement leave 3342-6-12.)

K. NON-TEACHING RESPONSIBILITIES

Full-time faculty members are expected to provide academic advisement to students assigned to them as adviser. Minimal standards for advising require reasonable weekly office hours (minimum of 5 hours across more than one day) and opportunities for regular contact with advisees; distribution of information regarding program requirements and options; applicant screening processes; scheduling information; and guidance to the student in the preparation for their careers. Advisers are expected to monitor the progress of advisees and to provide input to screening committees.

In addition to teaching and advising, tenure-track or tenured professors are expected to provide nonacademic services to the college through participation on committees, providing leadership, or carrying out special projects or activities. Load reductions or awards for meritorious service occur only when the amount and quality of service is judged to be significantly more than the norm. School Directors are responsible for monitoring service needs and activities, and for making decisions regarding load adjustments requested.

L. GRANTS

Extramural funding opportunities such as grants, contracts and foundation support are very important to the college mission and priorities. The College of Education, Health and Human Service, has been quite successful in its receipt of these funds and has established this as a priority area. The college efforts in this area are assisted and supported by the Graduate College of the University. Other sections of this handbook, deals with the general policy and services offered to faculty regarding both funded and nonfunded research. The following sections deal with overload assignments while on funded projects, load, cost-share, and transmittal documents.

Grant Overload. When an individual receives part or all of his/her load from extramural funding sources, i.e. grants, specific rules govern the load which that person is permitted to carry. Individuals funded at a 100% load will not be able to assume any other university responsibilities, e.g. overload. Federal regulations require documented "effort certification" which assures that time on grant projects is equal to that funded. Effort which is greater than 100% is not possible. Summer grant effort needs to be based on the institutional base salary for the preceding academic year according to grant regulations. When loads are developed in the summer which combine grant funding and course hours or workshops or both, the faculty member, in conjunction with the School Director, needs to work out the appropriate funding formula with the Office of the Dean in order to ensure compliance with grant regulations.

Load, Cost-Share and Extramural Funding. A faculty member's load credit for grant activity will be determined through negotiation with the appropriate School Director.

Transmittal and Other Documentation. All grant proposals must be submitted through the university sponsored COEUS system. As part of that process, the School Director, Dean and Vice President for Research (or their designees) must approve the submission of the proposal.

M. TEACHING OF OFF-CAMPUS COURSES AND WORKSHOPS

These guidelines are to be followed to determine assignments of faculty to teach off-campus courses or workshops that may be on regional campuses or other locations.

1. No more than one additional assignment either in a workshop or off-campus course should be contracted for during a given semester. The additional assignment should be reported with semester load and approved by the Director.
2. Such additional assignments are not to exceed the equivalent of a two- or three-hour course.
3. Given the time and workload constraints during the five-week summer session, faculty teaching a full summer load may not assume additional teaching assignments during that time.
4. Workshops and off-campus courses are regularly taught by college faculty members. Where it is necessary or desirable to employ persons other than Kent State faculty members, the courses and workshops are reviewed and approved by the Program Area Coordinator for appropriateness of content and instructor credentials. New workshops are reviewed and approved by School Curriculum Committees. New instructors' credentials are reviewed and approved by Program Coordinators, School Directors and the Associate Dean of Administrative Affairs and Graduate Education. The instructor is then appointed as a temporary associate graduate faculty member and becomes the instructor of record for the workshop. A

workshop budget is expected to include no more than the equivalent of one full-time instructor for the workshop. Any exceptions must be approved by the appropriate School Director and Dean of the college.

5. Deviations from these guidelines may be allowed for substantial reasons when approved in advance by the appropriate School Director and Dean of the college.

N. SUMMER EMPLOYMENT

Every effort will be made to accommodate faculty preference for the kind of load and the amount of load assigned for the summer. However, summer employment is contingent on school and program needs.

Teaching load will be limited to a maximum of 12 hours for the 3 summer sessions. This does not include intersession.

(For further information, refer to statements on summer employment in the Collective Bargaining Agreement.)

O. EMPLOYMENT OUTSIDE THE UNIVERSITY

Outside employment by faculty members is governed by University Policy (Outside Enterprises 6-43), which provides in part, that a faculty member may accept consultation appointments or other outside employment providing there is recognition of the individual's responsibilities to the university and the activity furthers the aims of the university. Members of school(s) are expected to schedule commitments for outside employment at times that do not conflict with regularly scheduled classes or other school or collegiate responsibilities, including committee assignments.

Before accepting outside remunerative employment of a continuing nature, faculty members must obtain the approval in writing from the School Director, Dean, and Provost. In the event of abuse, outside activity will be reviewed. However, in the event of disagreement about the effect of an outside activity, it is expected that there will be consultation among the involved parties.

It is inappropriate to engage in teaching or similar activities at neighboring institutions or other external organizations, i.e. extension, or off-campus teaching, or external degree programs, etc., if such activity conflicts with the faculty member's primary responsibilities to the university. The usual upper limit for outside activity is one day a week or its equivalent.

(See University policy: Outside Enterprises [6-35] 3342-6-43, Chapter 6, page 96.)

P. PROFESSIONAL IMPROVEMENT LEAVE

The university permits a tenured faculty member who has completed at least 7 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.

(See University Policy: Faculty Professional Improvement Leaves [6-35] 3342-6-351, Chapter 6, page 86. Also see Procedures Regarding Professional Improvement Leaves [6-352] 3342-6-352, Chapter 6, pages 87-89.)

Q. LEAVES OF ABSENCE AND SPECIAL LEAVES

Information regarding administrative policy and procedures regarding court leave, temporary disability and pregnancy leave, military leave, sick leave, and faculty leaves of absence without pay may be found in University Policies 6-25 through 6-27, 6-31, and 6-35.

R. COMPLIANCE WITH UNIVERSITY POLICY AND PROCEDURES

Faculty are expected to become familiar with the *University Policy Register* and to implement its provisions. Many of the policies are referred to herein, and a list of pertinent other ones is provided in the Appendix. A copy of the *Policy Register* is available online.

Faculty are expected to become familiar with and implement policies indicated in the Undergraduate and Graduate School catalogues and the policies and procedures of the College of Education, Health and Human Services and its several offices and agencies.

S. RESEARCH AND SCHOLARSHIP

Research/scholarship is considered to be a central expectation and point of evaluation in considering faculty for reappointment, tenure and promotion. The college values quantitative, qualitative and conceptual research/scholarship. It is expected that schools will have identified and published criteria that provide for the evaluation of a faculty member's professional reputation, the quality, quantity and rate of his/her publications and presentations, grant activity and professional activity.

T. CRITERIA FOR GRADUATE FACULTY MEMBERSHIP

A number of factors are to be considered in determining graduate faculty membership. The criteria below provide general expectations for each graduate faculty membership level.

1. Categories and Levels of Graduate Faculty Membership

a. Full Member – Level 1

- Teaches graduate level courses

- Serve on master's committees
- b. Full Member – Level 2
 - Teaches graduate level courses
 - Serve on master's committees
 - Direct master's thesis
- c. Full Member – Level 3
 - Teaches graduate level courses
 - Serve on master's committees
 - Direct master's thesis
 - Serve on doctoral committees
 - With School approval co-direct doctoral dissertations
- d. Full Member – Level 4
 - Teaches graduate level courses
 - Serve on master's committees
 - Direct master's thesis
 - Serve on doctoral committees
 - Direct and co-direct dissertations
 - Serve as a graduate faculty representative

A Full Member of the College of Education, Health and Human Services Graduate Faculty typically is expected to:

- Hold a terminal degree; usually a doctorate in field
- Have a record of substantial, sustained, and current scholarly work.
- Provide quality graduate instruction, thesis/dissertation direction, and advisement.

e. **Associate Member**

- Teaches graduate level courses
- Advises masters, doctoral and Ed.S. degree students
- Serves as major advisor or committee member for master's theses committees
- Serves as co-advisor (with a full graduate faculty member) or committee member for doctoral dissertation committees

An Associate Member of the College of Education, Health and Human Services Graduate Faculty typically is expected to:

- Hold an earned doctoral degree (associate members not holding the terminal degree are restricted to teaching graduate level courses, serving as master's degree advisors, and serving as members on master's degree thesis committees).
- Provide evidence of an emerging pattern of current scholarly work.

- Provide quality graduate instruction, thesis direction, and advisement.

f. **Temporary**

- Teaches specified graduate level courses for a specified time period (one term, an academic year, etc.). In rare instances, serves as optional member on a dissertation committee. They may or may not be full-time employees of the university.

A Temporary Associate Member of the College of Education, Health and Human Services Graduate Faculty is expected to:

- Hold at least a master's degree.
- Have expertise in the subject matter of the graduate course/workshop as evidenced by the faculty member's transcript, scholarly work, consulting work, special training or work experience.

2. **Types of Scholarship**

Demonstration of scholarly work can include the following mutually supportive and complementary areas:

- The pursuit of new knowledge; original research or creative activity.
 - The interpretation, drawing together, and bringing new insight to original research or creative activity.
 - Using knowledge responsibly to solve consequential problems; knowledge that arises out of the very act of application.
 - The examination of pedagogical issues.
- a. Evidence of scholarship may be demonstrated through:
- Publications such as professionally reviewed and refereed articles, monographs, and books in the candidate's field.
 - Participation in programs or presentations of professionally reviewed papers at professional meetings at state, regional, national, and international level.
 - Seeking and securing professionally reviewed research and/or service training grants, especially extramural awards.
- b. Evidence of effective graduate teaching and thesis/dissertation involvement may be demonstrated through:
- Outstanding achievement such as teaching awards.
 - Teaching evaluations from peers and students.
 - Measures of student achievement such as performance on nationally standardized examination(s), publications, conference presentations, outstanding dissertation awards, etc.

- Demonstrated significant involvement in curricular development and or review.
- Professional collaboration and/or consultation with education/human services agencies on issues of significant import.

All College of Education, Health and Human Services faculty must participate in a review of credentials at least once every five (5) years. Any college faculty member may request graduate status reviewed on an annual basis for the purpose of establishing graduate faculty status or upgrading their current appointments. The purpose of the annual and five (5) year review is to assure that graduate faculty are actively engaged in research and scholarship activities appropriate for their ranks.

3. Graduate Review Procedures

According to the University Policy Register (3342-6-15.1) all full and associate members of the graduate faculty shall be reviewed using the following criteria in the fall semester of every fifth year.

1. Each school shall form a graduate faculty committee selected from its present full members of the graduate faculty. This committee shall evaluate new faculty in the year of appointment or in any year a faculty member desires to move up in status.
2. Criteria for full membership on graduate faculty are:
 - Possession of a terminal degree appropriate to the discipline.
 - Scholarly activity resulting in publication or other recognition of distinction. This should be interpreted to mean substantial publication of research/scholarship during the past five years. In rare instances the continuing publication requirement may be waived for senior faculty members who have a distinguished record of dissertation direction.
 - Significant good teaching at the graduate level.
3. The School committee should review each faculty member's application for full and determine at which level he/she should be recommended based on the degrees earned, experience, and scholarly activity.
4. Criteria for associate membership on the graduate faculty includes:
 - Possession of appropriate terminal degree
 - Great potential for the preparation of graduate students and the production of scholarly research
5. The Graduate Faculty Committee and the Five-year Graduate Faculty Committee (may be the same) will submit Graduate Faculty Status recommendations to the Dean for the final decision. Decisions of the Dean can be appealed through the normal university appeals process.
6. In addition to Associate Graduate Faculty and Full Graduate Faculty Status Temporary Graduate Faculty Status will be assigned to a faculty member whose participation in the graduate program is desired by the

graduate school for a limited period or for a limited objective. Normally this status is assigned for the teaching of a graduate course, workshop or participation on a dissertation committee. Upon completion of the temporary assignment the status of temporary graduate faculty member is withdrawn. Such appointment is the responsibility of the Program Coordinator and the Director.

7. The appointment of emeritus faculty as graduate faculty members to assume new responsibilities following retirement is intended to enable continued service as a graduate faculty member where that is desired by the program area as long as the emeritus faculty member is able and willing to commit to the obligations of graduate faculty membership. Emeritus faculty wishing to participate will:
 - i. make a formal written request of the School Director to retain graduate faculty status as emeritus faculty. The School Director will consult with the Program Area Coordinator and that faculty for their recommendation;
 - ii. agree to abide by the standards of accountability that apply to active tenure track faculty;
 - iii. continue to maintain the school's standards and specific requirements for scholarly productivity; for example, by dissertation direction, creative activity and/or participation on extramural grants;
 - iv. be available to students for advising and for committee memberships and provide timely critiques of students' work in the requisite form;
 - v. and serve as a co-adviser with an active faculty member.

School Directors will consult and acquire the approval of program area faculty in making emeritus graduate faculty appointments. Once a decision has been made, the School Director will communicate the decision to the emeritus faculty along with the role and responsibilities. Copies of the decision will also be forwarded to the Program Coordinator and Associate Dean for Academic Affairs and Graduate Studies.

8. Removing options of graduate faculty membership normally occurs as the result of periodic review or for cause. If options are recommended to be deleted through the process of periodic review, then the Graduate Faculty member in question may be granted a probationary period (which usually will be from one to two years), the Dean of the College of Education, Health, and Human Services will receive a recommendation from the College Graduate Faculty Committee with respect to that person's graduate faculty status.

U. AFFIRMATIVE ACTION

The College of Education, Health and Human Services is committed to an affirmative action program to maintain and increase the representation of minorities on the faculty, administrative staff, and clerical staff. The college follows the affirmative action policies outlined in Section 3342-6-02 of the *University Policy Register*. In addition, search committees must document their efforts to secure a diverse pool of applicants, including minorities, to the Dean before authorization to interview will be given (see Guidelines for Search Committees).

V. FACULTY TENURE

Kent State offers tenure to faculty members as one means of insuring academic freedom. Tenure is granted in a specific unit of instruction and is specified in the initial appointment. If the initial appointment carries no credit toward tenure, the appointee shall receive written notification around March of the sixth year of service that tenure will be granted, or has been denied. *[If tenure is granted, it becomes effective at the beginning of the seventh year.]* In the event that tenure is not granted, the appointee shall receive a one-year terminal contract for the following academic year. If the probationary period is extended, the appointee should receive written notification by December of the sixth year.

If the initial appointment is at the rank of associate professor and the individual is not granted tenure at that time, it shall carry a probationary period of three years. Tenure review shall be conducted during the third year of employment.

1. If tenure is **awarded**, it shall become effective at the beginning of the fourth year.
2. If tenure is **denied**, the appointee shall receive written notification by the fifteenth of March of the third year.
3. If the **probationary period is extended**, the appointee shall receive written notification in December of the third year. In the event that tenure is not granted, the appointee shall receive a one-year terminal contract for the following academic year.

An initial appointment at the rank of professor, when the appointee held that rank at another accredited institution of higher education, may carry tenure with the appointment.

The conferring of tenure is a positive act by the University and as such, a faculty member cannot receive tenure by default. If the faculty member does not receive notification by the appropriate date, he or she must, according to professional responsibility, inquire within 20 days as to the status of the tenure decision.

The granting of tenure is a deliberate and important decision, which includes a review by the candidate's peers and eventually made by the trustees of the university. Since this decision could result in lifelong employment at this institution for a faculty member, it should involve more than a mere survey of the candidate's minimum quantifiable activities. Essentially, those involved in making a tenure decision are asking the question, "Is this person likely to make a positive contribution to his/her discipline, unit, campus, university, and community over the long term?" The way the question is answered strongly influences the general quality of the university's faculty and thus the stature and well-being of the university.

The tenure committee of a school shall be composed of all tenured members of the school's advisory committee and all tenured full professors who are not members of the advisory committee. At the school level, no faculty members may be present or vote on the tenure of an individual in a rank higher than their own. In addition, no faculty member at the school or college level may present or vote on the tenure of a spouse, significant other, or relative.

The terms and conditions of the acquisition of tenure must be specified in writing before the initial appointment is consummated.

Those involved in specific tenure actions are expected to read the complete *University Policy Register* regarding Faculty Tenure [6-06] 3342-6-06, Chapter 6, pages 27-29. Committee members should also note specific school policies expanding upon university and college policies.

W. FACULTY PROMOTION

Faculty members should note school extensions and elaborations of university policy in the school handbooks.

(See University policy: Promotion [6-08] 3342-6-08, Chapter 6, pages 31-38.)

Chapter V: Curricular and Program Policies

A. COMMITMENT TO STANDARDS OF HIGHEST QUALITY

The College of Education, Health and Human Services is committed to excellence in the preparation of educators and human service professionals. Therefore, each graduate and undergraduate program is required to comply with the guidelines or standards of relevant professional associations and learned societies. If deviation from those guidelines is desired by the program faculty, the faculty must submit a written rationale for the program description presented for review and possible approval by the Undergraduate or Graduate Council.

Similarly, programs preparing professionals for certification or licensure are required to comply with standards established by the State of Ohio. Programs eligible for accreditation by national agencies, such as NCATE (or CAEP), CACREP, CAATE, CORE, and APA, are expected to seek and maintain full accreditation with excellent ratings. The college will support program efforts to meet the highest standards of program quality.

Related to the college commitment to programs of the highest quality is the requirement that students recommended for licensure or certification meet rigorous professional standards. With the approval of the appropriate college committee, each program must present students with the appropriate professional standards. Graduates of programs are expected not only to work effectively with other professionals but also to meet high standards for mastery of professional knowledge and skills, to evidence a strong liberal arts background, and to demonstrate their ability to work effectively with populations having special educational needs and representing diverse cultures.

B. ADMISSIONS AND ENROLLMENT MANAGEMENT

A major goal of the College of Education, Health and Human Services is to continue to be an institution of excellence. In order to maintain this status, the following procedures are required:

1. Regular review of admission standards and procedures in order to assess their effectiveness.
2. Monitoring and reporting of student progress on an annual basis.
3. Regular follow-up with graduates from various programs to assess the effectiveness and appropriateness of training. Follow-up data should include the appropriateness of positions obtained by graduates in relation to training, an analysis of market demands, and an assessment of the effectiveness of program components.

Programs must maintain satisfactory levels of student enrollment in order to be effective and to contain costs. Each program faculty must maintain a recruitment plan, enrollment plan, and retention plan.

Program Area Coordinators and School Directors are principally responsible for auditing, reporting, and maintaining program quality with the assistance of the Vacca Office of Student Services and the Office of Graduate Student Services.

C. PROGRAM EVALUATION

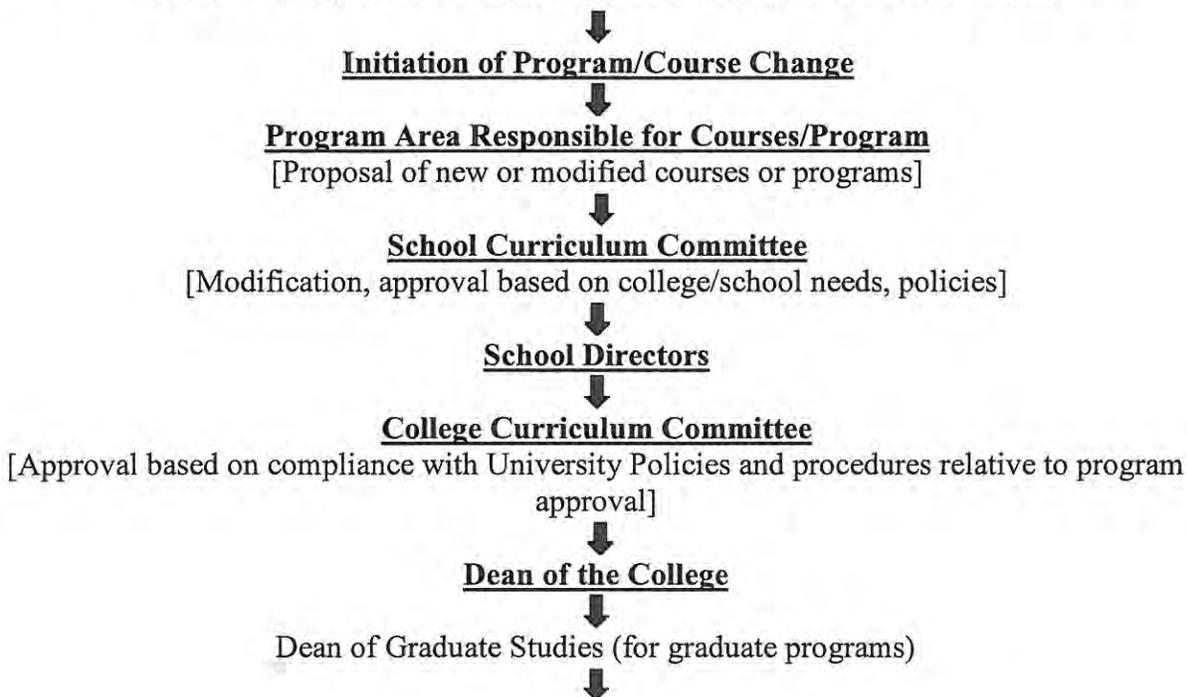
New or revised programs must be designed according to sound standards of curriculum and program development. Programs of the college must have well-defined goals based on research findings as well as specific objectives for attaining knowledge, skills, attitudes, and values, which must be directly tied to the systematic provision of coursework. Knowledge and skills must be developed to levels of mastery allowing repeated practice and progress to higher levels.

Clinical training and supervision are essential for all programs preparing individuals for practice in education, health, and human services fields. Program design must result in students' obtaining knowledge and understanding of the diverse cultures and beliefs in American society and the special educational/developmental needs of exceptional persons. All program designs must include plans for regular and systematic evaluation.

D. CURRICULUM APPROVAL PROCESS

Curricular decision making with regard to programs in the College of Education, Health and Human Services follows this process:

CURRICULUM DEVELOPMENT AND APPROVAL PROCESS IN COLLEGE OF EDUCATION, HEALTH AND HUMAN SERVICES PROGRAMS



Educational Policies Council--University Body for Curriculum Review (EPC)

[Approval for implementation based on assessment of compliance with University Policies, needs, and mission]



Approval

Courses and program revisions related to the education of teachers from program areas that reside in the College of Education, Health and Human Services or in units in other colleges within the university must have the approval of the Undergraduate or Graduate Council to assure compliance with the College of Education, Health and Human Services, State of Ohio and NCATE (or CAEP) standards. Courses and program revisions in non-teacher education programs within the college must be approved by the appropriate council, that is, undergraduate or graduate.

E. CATALOG

Specificity of Language. The contents of the *Kent State University Undergraduate Catalog* and the *Kent State University Graduate Schools Catalog* are legal documents containing the official statement of program requirements and course descriptions. For this reason, great care should be taken that all information included in both documents be accurate and up to date. One designated staff member in the Office of the Senior Vice President for Academic Affairs and Provost is responsible for supervising the catalog revision made by the individual colleges and academic units at Kent. At the present time, the catalogs are revised annually. The revision policy is handled in the following manner.

Undergraduate and Graduate Catalogs:

1. A copy of each page of the past year's *Undergraduate Catalog* and *Graduate Catalog* applicable to the College of Education, Health and Human Services is sent to the appropriate Associate Dean.
2. The Associate Dean sends the appropriate section of the master copy to the Undergraduate or the Graduate Program Coordinator responsible for that area.
3. Clear instructions as to the procedure to be followed in making changes and the date by which the copy must be returned should be included with the copy.
4. The Associate Dean or designee is responsible for reading the corrected copy returned by the program coordinators and entering the changes accurately on the master copy.
5. It is the responsibility of the person designated to insure that the language of the sections returned by all Program Coordinators is consistent with university style, format, and standards established for catalog copy by the University Publications Office.

6. Any questions concerning the content of the copy should be directed to the Program Coordinators in a timely manner so that they may be resolved in time to meet the university deadlines.
7. The Associate Deans hold the final responsibility for verification that all copy to be submitted by the College of Education, Health and Human Services for the Undergraduate and Graduate Catalogs is accurate.
8. After the Associate Deans have approved the catalog sections pertaining to the College of Education, Health and Human Services, the corrected master copy shall be returned to the Office of the Senior Vice President for Academic Affairs and Provost.

F. SCHEDULING OF CLASSES: UNDERGRADUATE and GRADUATE

Scheduling of classes for undergraduate programs occurs on an annual basis. The responsibility for the schedule of classes rests with the School Directors in consultation with the Program Coordinators. Classes with an enrollment that does not cover expenses of instruction and administration may be cancelled by the Director in consultation with the Dean. These decisions will be communicated to students currently enrolled in these classes. The degree of need for the class would be considered in any such cancellation.

G. INTERDISCIPLINARY AND INTERSCHOOL CURRICULA AND PROJECTS

The college is committed to encouraging and rewarding interdisciplinary and interschool curricula, instruction, and projects related to research and training. No faculty member will be penalized for research activity or scholarship of high quality that is interdisciplinary, cross-programmatic, or interschool in nature. It is believed that such activities enhance specific disciplines and do not erode necessary disciplinary identities. The faculty encourages such activity.

H. FUNDED AND NONFUNDED RESEARCH

The Grants Coordinator provides technical assistance for funded projects and acts as liaison with Research and Graduate Studies and Grants Accounting. The Grants Coordinator verifies what was received for all grant purchases, payments, faculty grant release and faculty cost share, in collaboration with School Directors. In collaboration with Research and Sponsored Programs, the Grants Coordinator will provide the faculty with information regarding funding opportunities. This technical assistance is provided pre-award, when faculty can receive assistance in the preparation of proposals, e.g., advise, budget planning, word processing; and post-award when faculty can receive assistance in budget monitoring, purchasing, grants accounting, and other activities.

Policy on personnel grant overload and that regarding load, cost share and transmittal and other documentation can be found in Section IV-K, Grants.

Nonfunded research is supported by the Research and Evaluation Bureau through data entry, transcriptions, and data analysis. The Research and Evaluation Bureau also provides access to unique analysis equipment and software and also provides training in the use of these materials.

(See University Policy: Extramural Projects, Grants, and Contracts [3-01] 3342-3-01, Chapter 3, page 1.)

I. GRADUATE ASSISTANTS AND TEACHING FELLOWS

In order to insure a healthy exchange of ideas among students, faculty, and administrators, graduate appointees shall be represented at all levels of governance. Graduate appointees may participate in policy decisions but are excluded from personnel matters.

In general, graduate assistants assist in instruction, research, or administrative duties while teaching fellows typically perform instructional duties. Activities of graduate appointees are expected to be beneficial to their professional development as outlined in the EHHS guidelines for graduate assistants.

In order to be eligible for a graduate appointment, a student must be admitted in a specific degree program. Appointments may be full-time (20 hours), half-time (10 hours), or quarter-time (5 hours), and appointees are expected to enroll for at least 9 credit hours each semester.

Stipends will be determined by the college/school. Reappointment is not automatic, and evaluation of performance of graduate appointees by schools is expected. The evaluation shall be used to help the student to learn about his/her performance and to assist in making decisions regarding reappointment. The college follows university policies with regards to non-reappointment, dismissal or termination of contract for cause, and grievances.

(Policy on Role and Status of Graduate Student Appointees, approved 11/21/75 by the Graduate Council of the Graduate School of Education and revised 9/1/79.)

J. ANNUAL REPORTS OF ACHIEVEMENT IN RELATION TO MISSION

Kent State University currently participates in AQIP. As part of that program, reports of achievement in relation to the mission of the college and to the goals and objectives of the program must be completed by the program faculty in accordance with the timetable distributed by the Senior Vice President for Academic Affairs and Provost. Programs must also develop a list of goals for the upcoming year. These reports will serve as the principal database for determining long-range plans as well as short-range plans for allocation of resources. It is the responsibility of faculty that program accomplishments are accurately reported and provide a basis for future budgeting and planning.

Annual reports are required of all bureaus, centers, and administrative units as well as program faculties and schools. Program reports should be submitted by June 15 using data from the previous year, and school reports should be formulated by August 1 based on a synthesis and review of program reports.

K. REQUESTS FOR ADDITIONAL SUPPORT FOR PROGRAMS

The Dean's Office will retain college resources to reallocate for special needs that arise during each academic year. It is appropriate for individuals with special needs to make requests for additional support when allocated resources prove insufficient (i.e., travel, instructional or research resources, etc.).

Chapter VI: Staff Policies

A. CIVIL SERVICE EMPLOYEES

The Director of Human Resource Services serves as designated appointing authority for nonacademic classified employees (Policy 6-56). Chapter 6 of the University Policy Register provides detailed information regarding personnel issues, or questions may be directed to the Human Resource Department, phone 22100.

B. CONTRACT STAFF POSITIONS

All part-time and full-time contract staff personnel shall be employed by the university to serve at the pleasure of the appointing authority, and are subject to the policies, rules, and regulations of the university and to the laws and regulations of the State of Ohio. Chapter 6 of the University Policy Register provides detailed information regarding personnel issues. Questions may also be directed to the Human Resource Services, Extension 22100.

C. JOB DESCRIPTIONS

Each position shall have a formal job description. Evaluation of performance shall be based upon expectations in job descriptions.

D. SUPERVISION AND EVALUATION OF PERFORMANCE

Evaluation of job performance shall be conducted on a regular basis by the supervisor. All evaluations will be conducted in a systematic fashion. Two-way evaluations, to which both parties shall contribute, will be conducted. Written evaluations shall be used to determine suitability for promotion and salary increment recommendations.

E. STANDARDS OF JOB PERFORMANCE

Each staff member shall have the opportunity to participate in the determination of his or her job responsibilities. The staff member and supervisor shall agree upon the standards of performance prior to the use of such standards for evaluation of the staff member's job performance.

F. OPPORTUNITIES FOR DEVELOPMENT OF SKILLS AND CAREER ADVANCEMENT

It is the policy of the college to support the professional development of all staff members. Staff members are encouraged to take classes, attend workshops and conferences, and to engage in other professional development activities which

provide the opportunity for skill development and career advancement. All such endeavors, however, must be approved by the immediate supervisor to insure that normal business activities are not curtailed.

G. REQUESTS FOR LEAVES OF ABSENCE, SPECIAL LEAVES

Staff members requesting leaves of absence must comply with the university administrative policy regarding leaves of absence without pay for nonteaching unclassified and classified staff. Eligibility requirements, types of leaves, length of leaves, and all procedures are outlined in University Policy 6-57. A request for leave of absence must be approved by the employee's supervisor, and the appropriate appointing authority (Vice President or Director of Human Resource).

H. ABSENCES

Vacation requests should be submitted well in advance of the anticipated dates. All such requests will be approved based on the number of requests for the same time period to avoid impairing normal office operations. Staff should avoid requesting vacation time during office high volume or peak periods, unless extenuating circumstances exist. In requesting sick leave, staff should comply with policy and procedures regarding sick leave found in University Policy 6-31. Staff members are required to inform their immediate supervisor at the earliest opportunity of the anticipated amount of sick leave to be taken. All absence requests must be submitted for approval using accepted procedures.

I. FLEXIBLE SCHEDULING OF STAFF

Flexibility of scheduling of staff is encouraged in order to increase the ability of the college to offer a wider range of services. Staff members shall participate in decisions regarding flexible scheduling and creating rotating systems that distribute the responsibilities of each office equally.

J. GRIEVANCES AND APPEALS PROCEDURES

(Nonteaching, Classified, and Unclassified Personnel)

A grievance is defined as a claimed violation of a specified university regulation, policy, or procedure. Generally, it is expected that a grievance can be resolved at the point at which it arises. This means that the aggrieved employee and his or her immediate supervisor should attempt to settle the problem, with the right to appeal to a higher level exercised only after it is determined that mutual satisfaction cannot be reached. Consequently, every effort should be made to settle the grievance on the spot, on its merits, and with minimal delay. A full explanation of the administrative policy and procedures regarding grievances of nonteaching unclassified and classified staff may be found in University Policy 6-14.

Chapter VII: Student Policies and Procedures

A. PERSONAL RESPONSIBILITY FOR EDUCATIONAL DEVELOPMENT

A characteristic of the effective professional is the assumption of personal responsibility for development. Professional development is a lifelong task requiring the constant improvement of skills and knowledge. Therefore, qualification for a professional role requires evidence that a student is assuming such responsibility in pursuit of his/her program. Examples of such responsibility include the following:

1. Having knowledge of educational requirements and opportunities, e.g.,, being aware of the relevant contents of the University Catalog, handbooks distributed by the college's Vacca Office of Academic Services, news in the daily press, and of the contents of specialized professional newsletters).
2. Recognizing personal deficiencies and weaknesses and seeking appropriate consultation with professionals and faculty in designing activities and experiences to correct them.
3. Reviewing goals and objectives regularly with faculty to learn to plan effectively, to become aware of available resources, and to become acquainted with advisers, program counselors, and administrators. It is the student's responsibility to seek out accurate information, to intelligently choose career options, and to obtain the necessary assistance.

Each student must take personal responsibility in planning educational and extracurricular activities to maximize personal development. Taking personal responsibility is essential to progress through a professional preparation program.

(See University Policies: Class Attendance and Absence [3-06] 3342-3-06, Chapter 3, pages 11-12; Student Cheating and Plagiarism [3-07] 3342-3-07, Chapter 3, pages 13-18.2; Dismissal of Undergraduate Students [3-20] 3342-3-20, Chapter 3, page 38; Deregistration for Reasons of Mental Health [5-15] 3342-5-05, Chapter 5, pages 25-26.)

B. STUDENT CONDUCT AND PROFESSIONAL DISPOSITIONS

Students aspiring to become education, health, and human service professionals are expected to live up to the standards of their respective professional organizations in regards to conduct and professional dispositions. In addition, the University Policy Register provides guidelines for student conduct:

<http://www.kent.edu/policyreg/chap3/> and <http://www.kent.edu/policyreg/chap4/>.
Progress through a program is not only dependent on meeting academic

expectations established by the university, college and programs, but also meeting expectations of conduct established by the university and dispositions as established by programs.

C. PROCEDURES FOR STUDENT ACADEMIC COMPLAINTS

The University Policy on student academic complaints provides a very explicit framework of committees and procedures for the resolution of complaints. Each academic unit shall establish a student academic complaint committee which shall be composed of school faculty and at least one student (i.e., graduate or undergraduate depending on the level of the complaint). The school faculty advisory committee with the addition of one student, may constitute the Student Academic Complaint Committee, or, the Faculty Advisory Committee may designate or create another standing committee as the student academic complaint committee.

There are both informal and formal procedures to follow relative to resolution of the complaint. In terms of an informal resolution, students are expected to first review the matter with the instructor. If the matter is not resolved immediately, the student may discuss the matter with the School Director before lodging a formal complaint. The student ombudsman is also available to assist in filing a formal complaint.

If attempts at informal resolutions are unsuccessful, the student may lodge a formal complaint by submitting said complaint, in writing, to the School Director. The School Director submits the complaint to the Student Academic Complaint Committee for their deliberation. Generally, formal complaints must be submitted within 15 days of the event. Graduate students may appeal the decision to the Associate Dean for Administrative Affairs and Graduate Education.

(See University Policy Register 3342-4-16 effective 05-06-87, for further details. "Faculty members and students should follow these procedures when student complaints are pursued." This university policy supersedes the Graduate School of Education interim policy on academic appeals, 1/24/86. Also see university policy: Nondiscrimination and Access for Qualified Handicapped Students [3-18] 3342-3-18, Chapter 3, page 35.)

D. UNDERGRADUATE ACADEMIC POLICIES

Undergraduate admission and continuance policies vary by program area. Such policies may be found in the College of Education, Health and Human Services portion of the University Undergraduate Catalog or through the Vacca Office of Undergraduate Student Services.

E. GRADUATE ADMISSION AND ACADEMIC POLICIES

(For specific requirements for admissions and procedures, see Admission Policy, Standards and Procedures, adopted 5/9/86, revised Fall 1990.)

1. Policy Statement: Doctoral Admissions. The doctoral degree is the most prestigious degree in education. The doctoral degree requires a substantially greater time commitment and higher degrees of critical thinking, conceptualization, synthesis, and generation of new knowledge than the educational specialist degree. Because of the substantial time, financial and intellectual commitments inherent in the successful completion of a doctoral program, the admission process makes every effort to insure that admittees have the desire and intellectual ability to complete the program successfully. In a rigorous admission process, there is the possibility that potentially successful students will be denied admission. However, the college makes a commitment to work closely with those students who are admitted to doctoral programs to help insure their successful program completion.
2. Policy Statement: Educational Specialist Admissions. The Educational Specialist Degree Program is designed for committed, successful practitioners who are preparing for leadership roles in a variety of educational fields. Generally, an applicant will have successfully completed a master's degree in a related professional area and will have decided that his/her goals do not include the research-oriented Ph.D. degree.

The specialist degree, designed to enhance the skills of professional practitioners, is viewed at Kent State as a terminal degree. No student should enter an Ed.S. program with the intention of applying later for Ph.D. study. Occasionally, however, professional situations or goals do change after admission to an Ed.S. program. In such instances, it is sometimes appropriate for the student to consider application to a Ph.D. program. Holders of the Ed.S. degree who desire to pursue doctoral study or current students who wish to transfer from an Ed.S. program to a Ph.D. program are held to the same standards and procedures as other doctoral program applicants.

It should not be assumed that all credit earned in an Ed.S. program may be applied to the doctoral program.

3. Policy Statement: Master's Degree Admissions. Admission to the master's degree program generally represents a student's first organized and coordinated efforts in the graduate professional education arena. The student may often possess a very limited professional history in the desired program area. Although important, achievements or the lack

thereof in other endeavors are limited in predicting the desire and ability to achieve professional and intellectual excellence in a specific program of study.

Applicants who have been denied admission to a doctoral, specialist, or master's degree program by a program area admissions committee have the right to appeal such a decision through the Standards and Appeals Committee of the College of Education, Health and Human Services. This committee will recommend a course of action to the Associate Dean for Administrative Affairs and Graduate Education.

4. Program Area Adaptations of Standards and Procedures. There may be variation among programs with respect to admissions and procedures. Program areas may apply standards or procedures in addition to those set forth in the Admission Policy, Standards and Procedures document. Standards and procedures different from those described in this document must be presented to the College of Education, Health and Human Services Council for review and approval. Program areas must file a description of any additions or deviations from the general standards and procedures in the Office of Graduate Academic Services (College of Education, Health and Human Services). The university graduate catalog (on-line) contains information concerning admission to specific programs.

(See Admission Policy, Standards and Procedures, Graduate School of Education, approved by Graduate Council 5/9/86.)

F. INTERNATIONAL APPLICANTS

International students submit applications to the University's Office of Admissions. Their file is reviewed by that office and standards for use of the English language, appropriateness of credentials, and immigration requirements compliance are checked. Materials are then sent forward to the Office of Academic Services in the College of Education, Health and Human Services.

The College of Education, Health and Human Services encourages enrollment of international students as their presence enriches the educational opportunity of all students. While standards may seem rigorous for such elements as English language usage, financial support, etc., these are established to provide for the maximum potential for successful completion of the program. Faculty need to be aware of the special circumstances for international students. Often students are unable to travel to their homes during times when the university is not in session and need lodging and support. They are not able to accept paid employment in the community because of visa restrictions and may need financial assistance. For these and other reasons, faculty advisors of potential or on-site international students should seek consultation from the Center for International and Intercultural Education and the Office of Global Education about special

circumstances and how they might be met. For detailed information on admission requirements, contact the Office of Graduate Student Services.

G. DOCTORAL PROGRAM POLICIES AND PROCEDURES

See Handbook for Ph.D. Students for policies and procedures. Copies may be accessed online.

H. POLICY ON APPROVAL OF OLD COURSEWORK

Time limits for graduate degree programs have been established to ensure "currentness" of the coursework at the point of graduation. Students will normally complete work for master's degree within six calendar years and educational specialist degree within five calendar years after the student's first graduate enrollment. A doctoral student has up to nine years to complete a program. It is recommended that coursework for candidacy be completed within four years followed by five years for the dissertation. Successful doctoral students usually complete their degree in less than nine years.

The use of coursework which does not fall within the above time limits can be included in degree programs only under special circumstances which must be approved by the student's adviser, program coordinator, and the Associate Dean for Administrative Affairs and Graduate Education. The number of hours of such credit will be limited and will be considered only in circumstances where the student can demonstrate current knowledge of the courses so designated. (*Revised 10/2/95*).