

HANDBOOK SCHOOL OF ART Kent State University

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SCHOOL OF ART HANDBOOK SPRING 2021

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SECTION I - PREAMBLE

This *Handbook* describes the purpose and structure of the School of Art of Kent State University and is intended as a general guide to school policies and procedures.

In all matters, the *University Policy Register (UPR)*, the *Collective Bargaining Agreement (CBA)*, or other College or University Policy documents take precedence over this *School Handbook*.

SECTION II - GOALS AND MISSION

The primary mission of the School of Art is to provide a comprehensive and superior professional education in the study and practice of the visual arts that will complement university studies in the liberal arts, humanities, and sciences. The School of Art is committed to excellence in curricula and instruction; to liberal education as a necessary ground and complement to the development of perception, intellect, and imagination in the visual arts; to knowledge of art history as a basis for aesthetic sensibility and personal expression; to development of skills in traditional and experimental media; and to the practice and communication of the unity of form, meaning, and value in art and craft.

Alongside this mission, the primary objectives of the school of art are to:

1. Create an academic environment which promotes the intellectual and professional development of students and faculty;¹
2. Develop and maintain a commitment to scholarly activity in research and creative activity, graduate education, and undergraduate education which is commensurate with the goals and mission of Kent State University;
3. Provide programs for all students which meet the educational and technological demands of the disciplines represented in the School of Art;
4. Offer courses in cognate academic disciplines and professional fields which provide the necessary base for the career goals of students and Faculty; and,
5. Share expertise and make available to students and the public opportunities in the visual arts.

Service to the University and to the general public unifies and clarifies the role of the University in the local community, in the State of Ohio, in the nation, and is valued within the School, the College and the University.

¹ Throughout this *Handbook* tenure-track and tenured faculty will be identified as "TT faculty." The term "faculty" will encompass all faculty members, including tenured, tenure-track, non-tenure track, part-time, adjuncts and visiting instructors. Non-tenure track faculty shall be identified as "NTT faculty".

SECTION III - FACULTY (CBA Required sections)

A. Matters of Department/School Governance and related procedures

The School of Art is comprised of three divisions representing the disciplines of Art Education, Art History, and Studio Art, which division includes Ceramics, Drawing, Glass, Jewelry/Metals/Enameling, Painting, Print Media and Photography, Sculpture, and Textiles. The work of each division is coordinated by a TT faculty member designated "division coordinator." For the purposes of role, responsibility, and specific expertise, individual faculty are identified with a particular division and hold undergraduate and/or graduate faculty status within it. Faculty; however, may be assigned teaching responsibilities in more than one division. Each division offers curricula leading to the baccalaureate and master's degrees. The Bachelor of Arts (B.A.) Degree is offered in Art Education, Art History, and Studio Art. The Bachelor of Fine Arts (B.F.A.) Degree is offered in Studio Art. The Master of Arts (M.A.) Degree is offered in Art Education, Art History, and Studio Art. The Master of Fine Arts (M.F.A.) Degree is offered in Studio Art.

i. The Faculty

The regular faculty includes both Tenure-Track (TT) and Non-Tenure Track (NTT) faculty members. The TT faculty includes those persons holding full-time, tenure-track appointments on the **Kent Campus** and the **regional campuses** with the rank of Assistant Professor, Associate Professor, and Professor. In addition to differentiation in rank, the faculty is divided into undergraduate and graduate faculty. The non-tenure track faculty may hold the rank of lecturer, associate lecturer, or senior lecturer (for those without appropriate terminal degree); or assistant professor, associate professor, or professor (for those with appropriate terminal degree).

The faculty will meet at least once per semester in a meeting called by the director, or, in meetings requested by one fourth of the regular faculty. Only TT and NTT faculty may vote. All other faculty, i.e., part-time, temporary, or visiting appointments, may attend school faculty meetings and participate in discussion and deliberation, but may not vote. The faculty, through its elected representatives on school committees, is advisory and recommendatory to the director on those academic matters that are central to the mission of the School.

While regional campus faculty members hold appointments specifically in the regional campus system, they are also regular members of their respective schools and colleges and are to be represented on important school committees, such as, but not limited to, the *ad hoc* Tenure and Promotion Committee, the Student Academic Complaint Committee, and the Undergraduate Curriculum Committee.

Teaching assignments, load, and salary determinations for regional campus faculty are the responsibility of the regional campus dean. The director of the School of Art may stipulate particular courses which regional campus faculty will be approved to teach and, in addition, may participate in recruitment and act on recommendations for appointment of full-time and part-time regional campus faculty candidates.

ii. The Graduate Faculty

Graduate faculty membership shall be determined by the dean of the College of the Arts, the Graduate Advisory Committee of the School of Art, and the director of the School of Art shall recommend candidates for graduate faculty status to the dean.

Criteria for Graduate Faculty Membership

As a graduate degree granting school, the School of Art normally requires that all TT faculty members be eligible for appointment to the graduate faculty as associate or full members. The **Administrative policy regarding graduate faculty** is included in the University Policy

iii. The Director

The director is the chief executive officer of the School and is responsible for its effective and efficient operation.

The director shall administer with the advice and recommendations of the faculty advisory committee on all academic matters that are central to the mission of the School, which include, but are not necessarily limited to, the following:

1. Ensuring School of Art compliance with university, administrative and operational policies, rules, regulations and any applicable *Collective Bargaining Agreement*;
2. Developing and carrying out administrative and educational policies in the School, with appropriate consultation;
3. Appointment of new faculty; non-reappointment and dismissal;
4. Handling issues concerning tenure and promotion;
5. Allocating academic staff;
6. Conducting evaluations related to salaries and merit increases;
7. Appointing and directing the nonacademic staff of the School;
8. Managing teaching assignments and class schedules;
9. Ensuring that instructional standards are followed;
10. Ensuring that class and other duties of faculty members are met;
11. Ensuring that students are properly advised;
12. Selecting and structuring committees;
13. Supervising program development and discontinuance;
14. Establishing and maintaining the academic unit policy book;
15. Managing applications for research and other leaves;
16. Establishing budget priorities and guidelines;
17. Overseeing the preparation of reports to University officials, as required and appropriate;
18. Scheduling classes and rooms through the appropriate University offices;
19. Assigning workload to faculty members, with appropriate consultation;
20. Recommending course changes in consultation with divisions, through the appropriate dean;
21. Maintaining custody of University property allocated to the School;
22. Communicating and working with the appropriate college and university staff on fund-raising and advancement initiatives to benefit the School of Art;
23. Promoting good communications and morale within the School;
24. Representing the school and communicating the views of its faculty in college and university affairs;
25. Maintaining appropriate balance and emphasis among the various divisions of the School;
26. Performing other tasks and duties as assigned, all of which cannot be cataloged and may include but not be limited to following the progress of graduates, maintaining relationships with the regional campuses, providing orientation to new faculty, etc.

The director shall be non-voting chairperson of faculty meetings; shall be a member *ex-officio* of all divisions and committees; and shall be committed to the welfare and development of all faculty, staff, and students of the School of Art.

The selection, review, and reappointment of the director are the responsibility of the dean of the College of the Arts, who consults with the School of Art faculty on such matters. Procedures for the selection, review and reappointment of the director are included in the applicable *Collective Bargaining Agreement*.

iv. The Assistant to the Director

The Assistant to the Director is appointed by the director in consultation with the faculty. The role and responsibilities will include meeting with the director on a regular basis, providing administrative assistance and/or leadership on matters pertaining to the school as needed (scheduling, curriculum, budget, publicity, media, among other items), implementing established procedures and policies of undergraduate programs, assisting as needed with recruitment efforts for both on-site and online programs, collaborating with the College of the Arts marketing team to highlight the strengths of the School, and conducting other duties as determined by and in consultation with the director.

v. The Coordinator of Graduate Studies

The coordinator of graduate studies shall be appointed by the director in consultation with the faculty and shall serve for a term of three years. He or she may be reappointed, may relinquish the position at any time, or may be recalled by petition to the faculty by a simple majority of the graduate faculty.

The coordinator of graduate studies shall be required to hold graduate faculty status, shall chair the Graduate Advisory Committee, and shall serve as School representative on the University Graduate Council. The coordinator of graduate studies serves as the School liaison to the Division of Research and Graduate Studies for graduate students.

The Coordinator of Graduate Studies will be responsible for:

1. Implementing established procedures and policies of the graduate programs, and for their effective and efficient operation;
2. Participating in recruitment efforts to, including: communication with potential applicants; meeting with potential applicants, coordinating communication between faculty and potential applicants;
3. Overseeing and coordinating admissions into the School's graduate programs;
4. Serving as school liaison to the College of the Arts, the Graduate Council and the Division of Research and Graduate Studies, and Office of Global Education;
5. Formalizing performance evaluations of graduate student teaching, communicating with students as needed pertaining to issues of evaluation;
6. Overseeing and coordinating community-building events among graduate students and faculty;
7. Addressing requests for extensions to time limits and leaves of absence;
8. Implementing the current policies of the School's graduate programs and the current policies of the College of the Arts;
9. Maintaining and processing graduate student records;
10. Work in tandem with faculty in graduate student advising as needed;
11. Coordinating changes and improvements in graduate curricula, requirements, and programs;
12. Chairing meetings of the Graduate Faculty;
13. Serving as advisor for the School's Graduate Student Council.

vi. The Coordinator of Undergraduate Studies

The coordinator of undergraduate studies shall be appointed by the director in consultation with the faculty and shall serve for a term of three years. He or she may be appointed, may relinquish the position at any time, or may be recalled by petition to the faculty by a simple majority of the faculty.

The coordinator of undergraduate studies shall be required to be a T/TT faculty, and shall chair the undergraduate curriculum committee with duties including, but not limited to:

1. Chair the Undergraduate Curriculum Committee (UCC), which will advise and assist the

- coordinator of undergraduate studies in fulfilling duties.
2. Initiate and coordinate recruitment and retention procedures to include open houses, community outreach, residential life activities, brochures, posters, and other printed and online materials.
 3. Liaison with student organizations.
 4. Develop and implement procedures for undergraduate alumni tracking.
 5. Work with the academic advisor and director in troubleshooting student issues involving undergraduate courses, particularly when problems arise in meeting graduate requirements.
 6. Represent the School at local, regional, state, and national meetings dealing with issues pertinent to undergraduate education, when possible and appropriate.
 7. Represent undergraduate programming and advisement issues to the FAC.

vii. Division Coordinators

Each division shall have a coordinator who shall represent the common interests of his/her respective faculty and advise and assist the director in the administration of the School. The division coordinator shall be elected by the TT faculty of the division, subject to the approval of the director, and shall serve for a term of three years. He or she may stand for re-election, may relinquish the position at any time, or may be recalled by petition to the faculty by a simple majority of the TT faculty of the program. The duties of division coordinators shall be determined by the director. It is expected that Coordinators will hold regular and special meetings for the business of the division, and will act for the development and welfare of all faculty and students of the School of Art.

viii. Additional appointed positions

Appointments to other administrative positions are made by the director after consultation with the faculty and with approval by the college dean. Appointments will depend upon the specific requirements of the position and the individual's qualifications for the position.

ix. Non-academic staff

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

1. The Director of Galleries & Collections

The director of galleries & collections of the School of Art shall be appointed with the primary responsibility of overseeing the operations of the School of Art Gallery, the Downtown Gallery, the Michener Gallery in the main library, the student galleries, and the Eels Gallery at Blossom Music Center. The appointment of the director of galleries & collections shall be the responsibility of the director of the School of Art in consultation with the faculty, which shall serve as search committee on behalf of all faculty and programs of the School of Art.

2. The Visual Resource Center Coordinator

The Visual Resource Center Coordinator for the School of Art will be responsible for the overall operations of the VRC, including the hiring, scheduling, training, and oversight of student workers and the preparation of the center budget in consultation with the director. This includes the maintenance of equipment, purchase of supplies and new equipment as part of the budgetary process. Duties may include, but are not limited to oversight of:

- A space for art students to meet, study, and socialize.
- Technical equipment to aid students in completing assignments successfully (computers, scanners, copiers, printers, cameras, projectors).
- Space for (University) library outreach to students (seminars, tutorials, individual consultations, etc.)
- Certain imaging and presentation services for faculty and graduate teaching

assistants (scanning, image sourcing, presentation software tutorials). The coordinator will plan for and advise on the VRC as a resource for all School of Art students, faculty, and staff, and will be responsible for establishing and maintaining a system to effectively communicate and facilitate VRC services, and provide opportunities for dialogues with users to evaluate opportunities for new services.

x. School Committees

All School of Art committees are advisory and recommendatory to the director. The membership, structure, and function of some of the Schools committees are governed by university, administrative and operational policies and the applicable *Collective Bargaining Agreement*. The director may establish *ad hoc* committees in consultation with the faculty. The director will welcome requests from TT faculty members for positions on the School's various committees. Participation of NTT faculty is welcome but not required. The director, when making appointments to School committees, will be mindful of the diversity of disciplines within the School and will consider the expertise and interests necessary for the effective functioning of specific committees.

a. The Faculty Advisory Committee

The Faculty Advisory Committee (FAC) of the School of Art, as provided for in the Collective Bargaining Agreement, is constituted by full-time TT and NTT faculty members meeting as a whole. It is advisory and recommendatory to the director, who is the ex-officio non-voting chair of faculty meetings.

A quorum of faculty meetings will be the number of members present, unless objection is raised by a majority. At the first meeting of the faculty, a tenured representative to the College Advisory Committee (CAC) and a representative to the College Curriculum Committee (CCC) shall be elected by majority vote. The director shall call meetings of the faculty on a regular basis for the purpose of transacting School business and shall call a meeting at the request of at least one half of the members of the faculty. The director shall also consider requests of any member of the faculty for a meeting. As chairperson of faculty meetings, the director shall insure that all matters on the agenda, including those introduced by members of the faculty, will be adequately discussed and acted upon.

The elected representative to the College Advisory Committee *"may also call, set agendas for, and chair meetings of the FAC, but it is understood that no business of the (School) may be 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 any sanctions for cause under Article V of this Agreement is being carried out, the (School director) shall temporarily turn over chairing of the (School) FAC meeting to the above- referenced elected TT faculty representative."* (CBA Article VI, Section 2.C., p.14.)

The TT and NTT *Collective Bargaining Agreements* provide that the faculty of the School of Art ensure that regional campus faculty are appropriately represented on key school and college committees, including but not limited to the *ad hoc* RTP Committee, search committees, review committees, and committees considering curriculum, division or college policy, instructional standards, and program development.

b. Other Committees and commissions

The term of membership in all committees shall be one academic year.

Commissions, comprised of one or more members, shall be established from time to time to do the circumstantial work of the School when efficiency and convenience are essential. Commissions may be established by the director, the faculty, or by any standing committee of the School of Art.

The following standing committees of the School of Art are accountable to the faculty and are advisory and recommendatory to the director:

1. The Gallery and Accessions Committee

Comprised of the director of galleries and collections (who shall be chairperson), and full-time faculty members elected by and representing the divisions. The function of the committee is advisory and recommendatory to the director for the School of Art Collection and Galleries in planning exhibitions, formulating policy, and purchasing work for the School of Art collections.

2. The Graduate Advisory Committee

Comprised of those faculty members with graduate faculty status, which includes thesis advisors. The function of the committee is to assist the Coordinator of Graduate Studies in matters relating to graduate policies, graduate student issues, general operations of the graduate program, as well as recommend graduate status for eligible faculty to the director of the School of Art and the dean of the College of the Arts. (Chairperson: the coordinator of graduate studies)

3. The Graduate Curriculum Committee

The Graduate Curriculum Committee is comprised of four TT faculty members with graduate status elected by and representing the divisions. The function of the Committee is to periodically review the graduate programs and recommend curricular changes to the faculty and the director of the School of Art. (Chairperson: coordinator of graduate studies)

4. The Scholarship Committee

Comprised of a minimum of four full-time faculty members elected by and representing the divisions. The Committee shall be comprised of a representative from each division, plus a minimum of one additional full-time faculty member. The function of the Committee is to review each semester the portfolios and applications for School of Art Scholarships, and to determine recipients. (Chairperson: appointed by the director of the School of Art)

5. The Student Academic Complaint Committee

The Student Academic Complaint Committee is comprised of the division coordinators, and the addition of at least one (1) student representative to the Committee. The policies and procedures of this committee are governed by University Policy 3342-4-02.3. An undergraduate student will be added to the committee for complaints from undergraduate courses and a graduate student will be added to the committee for complaints from graduate courses. The function of the Committee is to review and resolve academic and non-academic complaints filed by students. In the event that a member of the Student Academic Complaint Committee is the subject of or may otherwise be involved with a student complaint, the faculty will select a replacement from his/her division. The chair should be selected from division members not involved in the dispute.

6. The Undergraduate Curriculum Committee

The Undergraduate Curriculum Committee shall be selected from among members of the faculty. The function of the committee is to periodically review the undergraduate program and recommend curricular changes to the director of the School.

7. *Ad hoc* Reappointment, Tenure, and Promotion Committee

The policies and procedures which govern the Schools *ad hoc* Reappointment, Tenure and Promotion (RTP) Committee are included in University Policy. Procedural and operational guidelines for this committee are provided annually by the Office of the Provost. This committee reviews materials relevant to the professional performance of TT faculty who are candidates for reappointment, tenure, or promotion in rank, and to make recommendations to the director on each of these personnel decisions. The recommendations of this committee and the director, together with the materials assembled for the committees, are forwarded to the dean of the College.

8. Other *ad hoc* Committees

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

B. TEACHING ASSIGNMENTS AND WORKLOAD INCLUDING WORKLOAD EQUIVALENCIES AND RELATED PROCEDURES)

i. Workload and Workload Equivalents for Faculty

All TT faculty members of the School are expected to carry a maximum workload of twenty-four (24) credit hours per academic year. NTT faculty members are expected to carry a maximum workload of thirty (30) credit hours per academic year. (*see, university policy register 3342-6-18*) the workload for each individual faculty member is assigned by the director with the approval of the dean. The faculty shall advise the director on issues related to teaching assignments, class schedules and the appropriate application of workload equivalents. In addition, the director may, in consultation with the faculty and with the concurrence of the dean, assign workload equivalencies for specific duties, which are considered essential to the academic mission of the School. The director shall provide each faculty member with a statement of her/his workload.

University policy regarding teaching load is outlined in Addendum C of the *Collective Bargaining Agreement*. Twenty-four (24) credits of formal course teaching per academic year (12 credits per semester), or an equivalent number of credits, are required. The load hour factor per credit is 1.00 and applies to standard "lecture" courses. (*see also Article VII, "Faculty Workload, Tenure-Track Collective Bargaining Agreement"*)

Lecture courses

| Semester Credit Hours | Contact Hours Per Week | Minutes Per Week | Hours Per Semester | KSU Hours* | Semester Load |
|-----------------------|------------------------|------------------|--------------------|------------|---------------|
| 1 | 50 minutes | 50 | 12.5 | 15* | 1.00 |
| 2 | 1 hour 40 minutes | 100 | 25 | 30* | 2.00 |
| 3 | 2 hours 30 minutes | 150 | 37.5 | 45* | 3.00 |
| 4 | 3 hours 20 minutes | 200 | 50 | 60* | 4.00 |

*University Calculation

School of Art Equivalents

School of Art TT faculty members are employed for a mixture of undergraduate teaching, graduate teaching, and the public research that is an inherent part of graduate education. Their teaching load shall be the equivalent of twenty-four credit hours of teaching and shall include formal class teaching and appropriate teaching credit for advising of individual investigations, seminars, research, and theses.

Undergraduate Studio Courses

For undergraduate "Studio" courses, the School of Art has established a "two to one" contact hour formula (based on a "50-minute hour"), and a "one third" load factor equivalency for the required twenty-four (24) credits. The load hour factor of 1.33 per credit hour for Art faculty equals an "adjusted" load requirement of 18 credits per academic year (9 credits per semester). Equivalence is established as follows:

A **contact "hour"** (50 minutes) for "lecture" courses is equal to .8333 of an actual hour (60 minutes). Using the "two to one" formula, a contact "hour" in studio courses (in Art Education and Studio Art) equals one and two thirds "hours" (1.6666), or 100 actual minutes. A **load hour** in a "Studio" course shall be equal to one and one third load hours (1 & 1/3). Thus, a **01 credit** hour studio course shall meet one hour and forty minutes per week (1 & 2/3 hours), or 100 contact minutes (two to one, or 50 minutes @ .8333 x 2 = 1.6666). The load factor is **1 & 1/3** (1 = 1 & 1/3).

A **02 credit** hour studio course meets 200 minutes per week, or three hours and twenty minutes. The load factor is **2 & 2/3** (1 & 1/3 + 1 & 1/3).

A **03 credit** hour studio course meets 300 minutes per week, or five hours. The load factor is **4** (3 & 3/3).

The load factor in art history courses, which include extensive image collecting time for faculty, shall also be **4** load hours for **03 credit** hours.

(In all "team teaching" instruction, load shall be divided equally between instructors.)

| Semester Credit Hours | Contact Hours Per Week | Minutes Per Week | Hours Per Semester | Semester Load Hours |
|------------------------------|-------------------------------|-------------------------|---------------------------|----------------------------|
| 1 | 1 hour 40 minutes | 100 | 25 | 1.33 |
| 2 | 3 hours 20 minutes | 200 | 50 | 2.66 |
| 3 | 5 hours | 300 | 75 | 4.00 |

Classroom Size

The maximum number of students in undergraduate and graduate classes shall be based on the nature of the course content, the necessary facilities, and NASAD suggested standards.

Reviews and Projects

Undergraduate review and project advising (i.e., as a member of portfolio review committees, majors review committees, and senior project committees) should be assumed by a faculty member as a "committee" responsibility, not to exceed a maximum of seventy-five (75) hours per semester.

Independent study

Load hours for undergraduate independent study that are not a program requirement should be assumed by a faculty member as equivalent to a "committee" responsibility, not to exceed seventy-five (75) hours per semester.

Internships and special programs that are requirements, shall include load hour credit, and, in instances where administration is an essential and considerable aspect of instructional responsibility, administrative load equivalence.

All studio art faculty of record for undergraduate individual study, MFA Thesis, BFA Thesis, internships, and faculty supervisors for studio Graduate Teaching Assistants shall be assigned 4.0 workload hours per academic year. Five registered students or the equivalent of 18 student credit hours (e.g. 6 students at 3 credit hours each) shall constitute a regular studio graduate class that shall be assigned a load of 4.0 workload hours. Graduate individual investigation hours may be used to reach enrollment benchmarks in graduate studio courses. The minimum graduate art lecture class shall be 10 students, and the recommended maximum class size shall be 15.

All art education faculty who supervise student teaching shall receive 1.0 load hours per student.

| Administrative load equivalents (maximum per semester) | |
|---|-----|
| Assistant to the Director | 8.0 |
| Division Coordinator | 3.0 |
| Graduate Coordinator | 4.0 |
| Undergraduate Coordinator | 4.0 |
| Visual Resource Center Coordinator | 3.0 |

Overload Assignments

Not all faculty members contribute to the School in the same manner. Most of the school TT faculty members will be either a full or associate member of the graduate faculty. All TT faculty members are expected to be involved in research and/or creative activity. Graduate faculty members are expected to serve on graduate student committees and to direct graduate student research.

In the interest of maintaining a high standard of teaching and the desirability of faculty involvement in research and service activities, overload assignments are strongly discouraged. Overload assignments (i.e. Workload assignments which total more than twenty-four (24) credit hours per academic year for TT faculty and which total more than thirty (30) credit hours for NTT faculty) will be made only in exceptional circumstances.

Such assignments require the agreement of the faculty member, and the approval of the director and the dean. (See Tenure-Track *Collective Bargaining Agreement* Article IX, Section 5 and Full-Time Non-Tenure Track *Collective Bargaining Agreement* Article VIII, Section 1.)

ii. Teaching Assignments and Class Schedules

Teaching assignments shall be the responsibility of the division coordinators in conjunction with the Assistant to the Director, and subject to the approval of the director of the School. Course assignments are based upon (a) curricular needs, (b) faculty qualifications, and (c) faculty requests. In addition, the scheduling of some classes may be determined by the need to serve nontraditional students. Division coordinators will consult with faculty on teaching assignments during the preceding semester.

Questions regarding teaching assignments should be addressed to the division coordinator. In the case of a dispute or request for reassignment, the director will be consulted. The faculty member may then request review of the issue by the faculty, which will make a recommendation to the director.

iii. Summer Teaching Assignments

Teaching assignments for the summer sessions shall be the responsibility of the division coordinators, subject to the approval of the director, and based upon curricular needs, budgetary constraints, faculty qualifications, faculty requests, and enrollment contingency. Resident faculty for the Kent Blossom Art Program shall be chosen by the director of the School of Art and the division coordinators. Summer teaching cannot be guaranteed to any faculty member, and most summer teaching assignments are for a partial load (see, Article X Section 6 of the tenure-Track *Collective Bargaining Unit* and Article VIII Section 2 of the Non-Tenure Track *Collective Bargaining Unit* for how teaching assignments are distributed). It is understood that summer and intersession teaching is not a right, and faculty members may decline to accept a summer assignment.

iv. Other faculty duties

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

In order to assist in student advising, faculty members should maintain current knowledge of university, college, and school programs and requirements.

TT faculty members are encouraged to participate in recruitment programs, graduation ceremonies and other activities such as exhibition receptions and openings, and presentations, which are appropriate to their role as a TT faculty member in the School.

v. Sanctions

A sanction is a documented corrective action in response to a faculty member's unsatisfactory performance of his/her duties and responsibilities as a member of the faculty (see Article VIII of the Tenure-Track *Collective Bargaining Agreement* and Article XI of the Full-time Non-Tenure Track *Collective Bargaining Agreement*).

vi. Faculty leaves

All leaves, sponsored or unsupported, personal or professional, are subject to the approval of the director, the dean and the provost.

University leaves are explained in the *University Policy Register* sections 3342-6.11 through 6.12.101. Policy on leaves for research, FPIL or Faculty Professional Improvement Leave (sabbatical), illness, temporary disability, court and military duty and leave under the family and medical leave act can be found there.

vii. Authorization of absences and travel policy

Faculty members who will be absent from campus for professional or personal reasons must submit a Request for Absence form within a reasonable period prior to the absence to the director. Authorization of absence must be approved by the director and the dean. Satisfactory arrangements for classes that are missed must be made before the absence is approved.

Travel for professional reasons is encouraged. Reimbursement for incurred expenses will be subject to the availability of funds. Travel regulations are outlined in *UR 3342-7- 13*.

Faculty members unable to meet classes due to illness shall notify the director so that arrangements and/or substitutions can be made. Upon return, the faculty member must file a sick leave form. Sick leave is outlined in *UR 3342-6-31*.

viii. Faculty sick leave

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

ix. Outside employment and other outside activities

Faculty members may engage in professional activities outside the university provided the activities do not interfere with the faculty member's teaching, research, or service responsibilities to the School, Campus, College or University (see *University Policy Register* 3342-6-24). These activities must not compete with university functions or with the faculty members employment at the university and must be approved in advance by the director and the dean. Each academic year, each faculty member must disclose and seek approval for all outside employment or other outside activities on the form provided by the university. Any outside employment or other outside activities are subject to the faculty code of ethics and the University Conflict of Interest Policies (see *University Policy Register* 3342-6-17 and 3342-6-23).

x. Faculty Profile (FlashFolio)

By September 15 of each year, all TT faculty members are required to provide an annual workload summary to the School by completing a CV online through the FlashFolio system. See Article IX section 2.D of the Tenure track *CBA* for further details of the content of the summary and its use. Any other use of the electronic FlashFolio system outside of that

outlined in Article IX Section 2.D of the Tenure-Track *Collective Bargaining Agreement* requires the consent of the faculty member(s).

xi. Copyright restrictions

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

xii. Academic misconduct

The University policy regarding misconduct in research and scholarship and the administrative policy and procedures regarding allegations and instances of misconduct in research and scholarship is included in the *University Policy Register*, 3342-3-05 and 3342-2-05.001.

C. REAPPOINTMENT, TENURE AND PROMOTION CRITERIA (AND THE CRITERIA AND PROCESSES REALTING TO OTHER FACULTY PERSONNEL ACTIONS)

General expectations:

Evaluations of Kent campus probationary TT and NTT faculty members follow the School of Art guidelines (below), while evaluations of regional campus probationary faculty members follow the guidelines of their campus. Differences between criteria reflect differentials in mission, available resources, and nature of faculty appointments. Dossiers are presented through the on-line FlashFolio system.

i. Reappointment

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

1) Research and Creative Activity - see table 2.a

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

2) Teaching - see table 2.b

In order to be reappointed, candidates should attain a minimum rating of “good” in the scholarship of teaching by the end of the third year, recognizing that strong teaching takes time to develop. Candidates should demonstrate aspiration to “very good” ratings, even as differentials of assignment across the school mean that some assignments typically involve formats in which it is difficult to achieve strongly positive results.

Teaching quality will be evidenced in official teaching evaluation forms (SSIs), reports by the teaching observation committee based on observed classroom instruction, and/or other activity related to pedagogy, such as supervision of student research or publication of pedagogical research, advising, and curricular/course development.

3) Service and University Citizenship - see table 2.c

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

Special note for reappointment

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

ii. Tenure

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

The granting of tenure is viewed as the recognition of successful completion of the probationary period of appointment, as well as the conviction, by those involved in making the tenure decision, that the individual will continue to make a positive contribution to her/his discipline, unit, campus, university and community over the long term. The decision is initiated by the candidate's peers and eventually made by the trustees of the university. Since this decision could result in life-long employment at this institution, it involves more than a mere survey of the candidate's minimum quantifiable activities. (*University Policy and Procedures Regarding Faculty Tenure*, Section D, 28 November 2001).

For tenure, evaluation may refer to (but not count) accomplishments prior to appointment at Kent State in order to establish consistency: in addition, work under review or in press, grant proposals submitted but not funded, graduate students currently in progress, and other materials which may reflect on the candidate's potential for long-term success and recognition will be considered.

Many factors and criteria, both subjective and objective, are to be weighed in the decision to recommend for tenure, including differentials in assignments. In addition, consideration of the individual's personal integrity and professional behavior will be a factor, with the expectation that School of Art faculty observe ethical standards in all aspects of the academic profession. Indicators of the quality of a faculty member's research and creative activity record include the quality and quantity of performances, exhibitions, installations or published work as well as the faculty member's success in obtaining extramural funds. All faculty members in the school are expected to produce records of scholarship and creative activity that reflect their disciplinary focus and the attributes of an individual faculty member's scholarly activity will vary across disciplines.

For Kent campus TT faculty members to receive a positive recommendation for tenure, candidates must attain at least the level of “very good” in scholarship and/or creative activity on the indicators noted. The scholarship of teaching must also, at the minimum, be rated “very good” and service as “meets obligations.”

iii. Promotion

Many factors and criteria, both subjective and objective, are weighed in the decision to recommend for promotion in rank. Differentials in assignments shall be considered in decisions concerning promotion. In addition, consideration of the individual's personal integrity and professional behavior will be a factor, with the expectation that School of Art TT faculty observe ethical standards in all aspects of the academic profession.

1) Promotion to Associate Professor

On the Kent campus, promotion to Associate Professor is a recognition to an individual for having established a career which has a research focus promising sustained development and which has begun to achieve national and/or international distinction deserving of an “excellent” or “very good” rating. Such distinction in scholarly or creative activity will be evidenced by publications in refereed journals or with recognized presses; by exhibitions in prominent institutions, in distinguished company, or by selection of noteworthy individuals; by theses and projects directed; and/or by election to office in the relevant disciplinary/professional organization(s), and/or by appointment to boards or jury panels at the regional, national or international level.

Indicators of the quality of a faculty member's research and creative activity record include the quality and quantity of performances, exhibitions, installations or published work as well as the faculty member's success in obtaining extramural funds. All faculty members in the School are expected to produce records of scholarship and creative activity that reflect their disciplinary focus and the attributes of an individual faculty member's scholarly activity will vary across disciplines.

Candidates for promotion to associate professor will also have demonstrated “very good” or “excellent” ratings in teaching; no one should expect to be promoted unless s/he can present solid evidence of strong teaching. We recognize that not all TT faculty members will engage in every activity listed above but it is expected that “excellence” will be achieved in at least one of the categories above. Service activities – to the program, division, school, college, university, community, and/or profession – will have increased in significance and visibility over the probationary period and will have been carried out with recognized effectiveness and cooperation. However, excellent ratings in service alone will not warrant promotion in rank.

2) Promotion to Professor

On the Kent campus, promotion to Professor is a recognition to an individual for having brought his/her career to national or international prominence, with a demonstrated record of sustained creative activity or research and increased distinction in the discipline/field, as evidenced by invitations and/or selection for service to disciplinary and/or professional organizations, based on recognition by peers so as to be rated “excellent.”

Candidates for promotion to professor will also have a consistent record of rating as “very good” or “excellent” in teaching and will have made effective use of their professional and

academic competence in service to the program, division, school, college, university, community, and/or profession. When scholarship, teaching and service are recognized as “excellent” or “exceeding expectations,” they contribute to the positive assessment for promotion to professor. However, excellent ratings in service alone will not warrant promotion in rank.

Components of evaluation

A. Research/Creative Activity

In evaluating the credentials of a candidate in the three areas of research, the following factors will be considered (note: numbers in the table 2A refer to descriptions in the categories listed below):

- 1) Recognition. A TT faculty members’ scholarly reputation is a reflection of the quality, extent, and creativity of his/her research output and is; therefore, an issue that is carefully evaluated for advancement. To be recommended for advancement, a candidate must provide evidence that her/his work has had an impact on the discipline. Recognition by professional peers can include, for example: citations of research, inclusion of images of work in publications, reviews of work in publications, invited lectures, inclusion in festschrifts, and special honors of any type including editorship of journals, service on boards at an international or national level, service on juries, curating of significant exhibitions, inclusion of work in significant public or private collections, receipts of awards, and commissioned work.
- 2) Publications. Evaluation of publication record includes an assessment of quality and impact on the field, as well as of quantity. Publication in journals having stringent reviewing policies is more valued than publication in journals that are less rigorous in their editorial control. Documented forthcoming scholarly or creative works will be considered as part of the record of accomplishments. Documentation can include galley proofs of the article or book or advanced notices (published advertisements of same) from the publisher. Refereed publications of impact and quality are given greater emphasis. A faculty member’s specific area of specialization may be a factor in the recognition of the scope and time required for research, production, and the resulting publication or other form of output.
- 3) Exhibitions. Evaluation of the record of exhibitions includes an assessment of quality and impact on the field. Consideration is given to documented showing of original work in solo, invited group/mixed or juried exhibitions, and competitions. Significance of the exhibition is considered in relation to prestige of the sponsoring organization, venue, curator, juror, and/or inclusiveness and/or scope e.g. International, national, regional, or local. Documented forthcoming scholarly or creative works will be considered as part of the record of accomplishments. Documentation can include galley proofs of a forthcoming catalogue or interview, advanced notices (published advertisements of same) from the gallery and so on. A faculty member’s specific area of specialization may be a factor in the recognition of the scope and time required for research, production and the resulting exhibition or other form of output.
- 4) Presentations. Presentation of papers of original research/creative work is evaluated according to significance of the venue and sponsoring organization, with greater weight given to refereed presentations or peer-invited presentations to scholarly audiences. Conference papers are encouraged, but because of their relatively narrow range of dissemination and sometimes, superficial reviewing policies, they represent a more nominal level of research accomplishment.

5) Professional activity. TT faculty members are expected to be active participants in the field. Some evidence of outside professional activity is necessary for advancement. Examples of such activity are curating an exhibition, reviewing for journals, attending professional meetings, holding office in a professional organization, serving on professional committees, exhibition juries or as juror, publishing in non-refereed publications, editing, or writing for a newsletter, etc.

TABLE 2A. EVALUATION COMPONENTS FOR RESEARCH/CREATIVE ACTIVITY

| Scholarship rating | Creative practice and/or research is defined by: | Indicators corresponding to the assessment score – indicators will vary across disciplines. |
|---------------------------|---|---|
| Excellent | Sustained focus with national/international recognition | Demonstrated record of publications and/or exhibitions, invitations to give presentations/lectures. Review of works featured in national/international journals, appointment to boards of professional organizations at state/national/international level, recognition by professional peers, election to office in a professional organization, chair of a conference, or has extramural funding. |
| Very good | Clear direction and emerging national recognition | Demonstrated record of publications and/or exhibitions, presentations at professional meetings with rigorous review criteria or committee membership in a professional organization. |
| Good | Developing focus and active engagement | Some publications and/or exhibitions, some presentations at professional meetings/seminars. Or chaired sessions at professional conferences/meetings, curated or juried exhibitions, edited or reviewed work in journals. |
| Fair | Unfocused direction and limited engagement | Occasional publications/exhibitions or meeting presentations. |
| Poor | No research program or creative practice | No publications, presentations, exhibitions, or professional recognition. |

B. Teaching

Quality of teaching is a very important consideration in evaluating a TT faculty member for reappointment, tenure, and promotion. No one should expect to be reappointed, tenured, or promoted unless he/she can present solid evidence of good teaching. Similarly, poor teaching can retard the advancement of TT faculty who might otherwise meet the criteria. Teaching excellence is a concept that covers a variety of areas, although not all TT faculty members may engage equally in all these activities.

1) Classroom instruction. Performance of the TT faculty member in the classroom is an important part of teaching evaluation and includes such characteristics as preparedness, coherence, innovation, interest-level, organization, interpersonal communication, etc. The quality of course content is also critically important. An ad hoc "Teaching Observation Committee" will assist in the evaluation of classroom instruction as outlined below.

2) Research supervision. Advising student research is an integral part of the responsibility of TT faculty members and properly serves as an important area in consideration for advancement. Graduate TT faculty members are responsible for the educational and professional development of graduate students and so need to be regularly available (within the period of contract.) Participation as member of a thesis committee is an important factor in evaluation of this aspect.

3) Pedagogical research. Field study beyond the contract load, collaboration with other units, obtaining teaching grants, teaching recognition

4) Curriculum development, design, and revision. Indicators of active engagement in curriculum development, design, and revision including currency in appropriate new technology, concepts, and methods. Teaching related grants also indicate innovation and engagement in curriculum development. Course and curriculum revision is defined as making a substantial modification in a course or curriculum.

5) Other indicators in the scholarship of teaching. These could include supervision of teaching assistants, assuring a professional and creative learning environment in the studio or classroom, but activity is not limited to the aforementioned.

TABLE 2B. EVALUATION COMPONENTS FOR TEACHING

| Teaching rating | Definition | Indicators corresponding to the assessment score – indicators will vary across disciplines. |
|------------------------|---|--|
| Excellent | Innovative teacher, provides leadership in instructional development and maintains high achievement on course, peer and committee evaluations | Actively participates in curricular development/revisions, establishes record of thesis supervision, evidence of excellent peer evaluations, demonstrates instructional creativity and effort, and/or evidence of excellent student evaluations. |
| Very good | Innovative teacher, maintains good teaching evaluations | Develops/revises, curriculum, establishes good student and peer evaluations, consistently engages with graduate and/or undergraduate students in research and/or creative activity. |
| Good | Effective teacher, maintains moderate to good teaching evaluations | Develops/revises curriculum, establishes mixed (moderate to good) student and peer evaluations, has supervised a few graduate and undergraduate research projects. |
| Fair | Substandard teacher, meets minimal expectations | Establishes below-average student and peer evaluations, has limited/moderate supervision of student research, limited participation in curriculum revision. |
| Poor | Substandard, ineffective teacher | Establishes below-average student and peer evaluations, has a pattern of complaints, does not engage in curriculum supervision. |

***TEACHING OBSERVATION COMMITTEE: COMPOSITION AND RESPONSIBILITIES**

Evaluation of teaching will be in part, conducted by a two-person *ad hoc* Teaching Observation Committee. The Teaching Observation Committee will be especially composed for each candidate for reappointment, tenure, and promotion. One committee member will be appointed each by (a) the director, and (b) the candidate for promotion. As there may be a large number of candidates for reappointment, tenure, or promotion in any given year, the Teaching Observation Committees will need to balance its work over the Fall and Spring semesters of the previous year in order not to overtax available TT faculty members. The appointment of each Teaching Observation Committee will be made well in advance of the semester(s) of its planned service, ideally just after the previous year's reappointment review but certainly no later than early in the spring semester (for cases of promotion).

The duties of this committee are as follows:

1. Review all available SSIs since the candidates' appointment or last promotion, with an emphasis on the most recent available reviews. Committee members will review both statistical data and written comments on the evaluations. The School will provide copies of the statistical summaries of the Student Survey of Instruction furnished by Computer Services for the candidates promotion file; however, the candidate should include all forms having written narrative comments in his/her supplementary materials.
2. Read course materials provided by the candidate; e.g. syllabi, class handouts, exams, web materials.
3. Attend at least one class session of the candidate under review. The committee will consult with the candidate for class sessions that might be most appropriate for visitation.
4. Meet to consider the information gathered on the candidate--the SSIs, the course materials, the class visits of each member--and produce a written evaluation of the committees' estimate of the candidates teaching qualifications. This evaluation will be kept with the notes of the PTR Committee meeting on the candidate's reappointment, tenure, and/or promotion, as a document of the committee's observations.

Components for the evaluation of teaching are listed in Table 2B.

Other information on teaching, such as written comments from students, colleagues within and beyond the School, or University administrators, shall be considered when available. Peer reviews and student evaluation results (including all student comments) must be a part of the candidate's dossier for reappointment, tenure and/or promotion. Copies of representative syllabi, examinations, and other relevant materials should be available for review. Documentation related to undergraduate and graduate student instruction, graduate and undergraduate student research, including thesis and Honors work, should be included in materials provided by the candidate for evaluation.

a. Service and University Citizenship

TT faculty members are expected to serve on division, school, college and/or university committees as part of their responsibilities. Regional campus TT faculty are expected to serve on committees at their regional campus and, when elected or appointed, on those in the Regional Campus System. It is also desirable for TT faculty to make use of their professional competence in service to the community. When such university and public service is truly exceptional, it can contribute toward a positive reappointment, tenure and/or promotion recommendation. Service may be provided in a variety of ways, such as effectively chairing committees, fulfilling specific administrative assignments,

conducting meaningful public outreach (including recruitment,) etc.

Service activities are those not necessarily tied to one's special field of knowledge, but which make significant contributions to the advancement of the educational, scholarly and governance goals and missions of the university, college, campus, unit or one's discipline. Both quantity and quality of the person's service contribution will be carefully evaluated; however, service with demonstrated impact will be considered very important.

Table 2C. COMPONENTS OF EVALUATING SERVICE AND UNIVERSITY CITIZENSHIP

| Service & University Citizenship Rating | Indicators Corresponding to the Assessment Score |
|--|--|
| Exceeds expectations | Plays significant role (including some leadership) in the division, school, college, university, or discipline as evidenced by collegial engagement with committee work and related functions including public outreach. |
| Meets expectations | Has some participation in the division, school, college, university, or discipline as evidenced by collegial engagement with committee work and related functions including public outreach. |
| Does not meet expectations | Does not engage in division, school, college, university or discipline through committee work or functions, or does not participate in a collegial manner. |

iv. Renewal and third year performance review of full-time non-tenure track faculty

A. Renewal

Appointments for NTT faculty are governed by the applicable *Collective Bargaining Agreement* and are made annually. Renewal of appointment is contingent upon programmatic need, satisfactory performance of previously assigned responsibilities, and budgeted resources to support the position. At the time of renewal, the NTT faculty member will be informed of the track in which the appointment is offered.

B. Third-year full performance review

Upon receiving three consecutive academic year appointments, a third-year full performance review of NTT faculty is conducted; the policy for this procedure is governed by the applicable *Collective Bargaining Agreement*. Guidelines for the third-year full performance reviews for NTT faculty at the Kent and regional campus are distributed by the Office of the Provost. The third-year full performance review concludes with the College or, if applicable, the division of the regional campus' level of review and determination. The period of performance to be reviewed is the three (3) full academic years of appointments including that portion of the third appointment, which is subject to evaluation and assessment at the time of the review.

NTT faculty members are reviewed by the *ad hoc* RTP Committee. A peer review of the NTT faculty member's teaching is conducted by a member of the *ad hoc* RTP Committee. A written report is submitted to the chair for placement in the faculty member's review file. NTT faculty will also submit an updated file that is presented to the director who will make

these materials available to the *ad hoc* RTP Committee. Each NTT faculty member is discussed by the committee which votes on a recommendation for renewal of the faculty member's appointment. The director independently assesses the accomplishments of each NTT faculty member and forwards to the dean her/his recommendation and the committee's recommendation. The director informs the NTT faculty member of the *ad hoc* RTP Committee's deliberations and provides the faculty member a copy of the recommendation that the director sends to the dean. NTT faculty members whose appointments will not be renewed must be notified by the timelines established in the applicable *Collective Bargaining Agreement*, whether lack of adequate satisfaction with performance or the absence of anticipated continuing programmatic need or budgeted resources to support the position is the reason.

In the School of Art, the criteria for reappointment in the NTT line are the same as those for TT faculty with respect to teaching and service/university citizenship, with the exception, in the teaching criteria, of supervision of research, which is not required of NTT faculty. See above, section v.1. A. Reappointment, 2) teaching (and related table 2.B),, and 3) service and university citizenship (and related table 2.C), for full explanation of relevant criteria.

The overall evaluation during the third-year full performance review shall also include consideration of the faculty member's personal integrity and professional behaviors recognized by the University community. A sound ethical approach is expected of all NTT faculty members who seek renewal of appointment in the School. For promotion procedures of NTT faculty, see Article IX of the Full-time Non-tenure track *CBA*.

D. CRITERIA, PERFORMANCE EXPECTATIONS, AND DEPARTMENT/SCHOOL PROCEDURES RELATING TO MERIT AWARDS AS REFERENCED IN ARTICLE XII, SECTION 4 OF THIS AGREEMENT.)

TT Merit were established pursuant to the applicable *Collective Bargaining Agreement*. Procedures and timelines for determining Merit for any given year shall follow the general guide- and timelines issued by the office of the provost as well as those procedures contained in this *Handbook* and the timeline established within the school of art each year to meet College and Provost deadlines.

The purpose of the Merit review process within the School of Art is to award compensation to faculty members who have demonstrated excellence in the categories of a) teaching, b) service; and c) scholarship and/or creative activity within their professional disciplines. Merit will be distributed using the following percentages:

| | |
|----------------------------|-----|
| Research/Creative Activity | 50% |
| Teaching | 25% |
| Service | 25% |

Excellence is demonstrated, beyond normal contractual obligations, by evidence of significant contributions in teaching, advising, and service to the school, the university, and the profession; and of the candidate's high level of engagement in scholarly and/or creative activity and impact on the discipline(s). Award levels from 0 (does not meet threshold) through 1 (meets threshold), 2 (good), and 3 (excellent) correspond to the qualitative descriptions outlined in the Review Rubric (2013), which is intended as a general but not exhaustive guide for reviewers.

Publications

Evaluation of publication record includes an assessment of quality and impact on the field, as well as of quantity. Publication in journals having rigorous peer reviewing policies is more valued than publication in journals that are less rigorous in their editorial control. Documented forthcoming scholarly or creative works will be considered as part of the record of accomplishments. Refereed publications of impact and quality are given greater emphasis. A faculty member's specific area of specialization should be a factor in the recognition of the scope and time required for research, production, and the resulting publication or other form of output.

Exhibitions

Evaluation of the record of exhibitions includes an assessment of quality and impact on the field. Consideration is given to documented showing of original work in solo, invited group/mixed or juried exhibitions, and competitions. Significance of the exhibition is considered in relation to prestige of the sponsoring organization, venue, curator, juror, and/or inclusiveness and/or scope e.g. International, national, regional, or local. Documented forthcoming scholarly or creative works will be considered as part of the record of accomplishments. A faculty member's specific area of specialization should be a factor in the recognition of the scope and time required for research, production and the resulting exhibition or other form of output.

Application Procedure

Candidates must meet threshold levels (average levels of acceptability) and must apply in ~~both~~ all categories in order that summative measurements can be calculated, if necessary to meet CBA- established maxima. The Merit application form (revised, 2013) may include a brief summary (250 words maximum) to provide reviewers with useful context and reference to ongoing projects, while a line or two may be inserted for each listing to explain significance and/or impact.

Completed materials will be submitted as PDF documents via Google Docs and may also include links to full-text copies of articles, reviews, etc., as well as to websites with images and/or other documentation of creative activity and/or scholarship. Candidates may also include other relevant course materials as evidence of teaching excellence in the dossier (uploaded to Google Docs in PDF format).

Review Process

Members of the FACULTY will serve as reviewers of Merit applications and will use the rubric devised for this purpose (included) to assure consistent, fair, and thorough consideration of each dossier at the time of individual review. Candidates' dossiers will be reviewed on-line prior to the review meeting of the FACULTY.

At the review meeting, the respective division coordinator and/or division representative will present the dossier for each candidate. The purpose of such presentation will be to inform and clarify, not to advocate, and to answer any questions from colleagues prior to completion of ballot. Anyone in the meeting with a dossier under consideration will be excused for the period of discussion of that dossier.

Upon completion of the review meeting, reviewers will submit an anonymous ballot for each dossier under consideration. The scores will run from 0 (does not meet threshold) to 3 (excellent), as outlined in the rubric, for each dossier in each category. Scores will be tabulated for each candidate. Final results of the merit process will be distributed to all faculty members of the School of Art.

Requests for Reconsideration

Requests for reconsideration made in writing by notifying the director and uploading onto Google docs, will state the substance and basis of the appeal, indicating whether it is

based on perceived miscalculation, misinterpretation, or verifiable error. The review committee will consider and weigh appeals in light of the whole and with respect to particular cases, recognizing that those appealing have a second opportunity to present their case which not all candidates exploit. A second vote on applications appealed will be carried out as above (rubric and anonymous ballot), tallied again by staff and director, and results announced to all faculty.

Adjustments to individual merit are made from the reserved pool of 10%; remaining amounts will be allocated proportionally among those awarded.

Forwarding

Following the final announcement of proposed School of Art Merit Awards, the Director forwards the ranked list to the dean of the College and the process continues as outlined in the *CBA*.

Forms: Merit Application form (revised 2013, 2015)
Merit Review Rubric, School of Art (2013, 2015)

SCHOOL OF ART MERIT APPLICATION FORM
Revised form, 2015

Starting date, 20xx through ending date, 20xx

Teaching and Service and Research/Creative Activity

(you are required to apply in ~~both~~ all categories)

Be sure your Merit application:

- Is organized, clear, and follows the format
- Includes appropriate amount of material and/or link
- Falls within the merit period
- Lists an activity in only one category
- Ordinary duties, expected of all faculty should not be included.
-

NAME

DIVISION

1) TEACHING

(A LINE OR TWO MAY BE ADDED AFTER ANY ACTIVITY TO EXPLAIN SIGNIFICANCE.)

- a. Reviews/theses undergraduateReviews/theses graduate
- b. Service responsibilities related to your instruction
- c. Special efforts, methods, or achievements in instruction
- d. Course or program development
- e. Advising beyond the required 5 hours per week
- f. Recognition / awards for teaching other than merit

2) SERVICE

(A LINE OR TWO MAY BE ADDED AFTER ANY ACTIVITY TO EXPLAIN SIGNIFICANCE.)

- a. Committee service
 - i. School
 - ii. College
 - iii. University
- b. Service to community (related to your professional expertise, e.g. jurying local art competitions or guest lectures)
- c. Other service activities
- d. Recognition / awards for service other than merit

3) RESEARCH / CREATIVE ACTIVITY

(A LINE OR TWO MAY BE ADDED AFTER ANY ACTIVITY TO EXPLAIN SIGNIFICANCE.)

- a. Exhibitions (regional, international; solo, group, juried, etc. Please provide complete information and / or link)
- b. Publications (indicate scope of journal, publisher, whether referred or not. Please provide complete citation and / or link.) Scholarly citations of your work.
- c. Work-related travel, conferences, special efforts or presentations directly related to your research, creative activity or professional involvements.
- d. Other activities including current projects not listed above.

Summary: You may include a brief (no more than 250 words) narrative to add clarifying or contextual information that may aid in assessment.

SCHOOL OF ART MERIT REVIEW RUBRIC (Adopted 2013; modified 2015)

From School of Art Handbook: *"Excellence is established through significant contributions in teaching and service to the school, the university, the profession and/or through the candidate's high level of scholarly achievements."*

In addition to considering this rubric for assessing your application, you may include a brief (no more than 250 words) narrative summary so as to add clarifying or contextual information that may aid in assessment. Include an explanation of significance in each area, if and when appropriate.

EXCELLENCE IN TEACHING - Quality of service to School, College, and University

| Quality of TEACHING Measures | Excellent (3) | Good (2) | Meets threshold (1) | Does not meet threshold (0) |
|---|--|---|--|---|
| Teaching performance above the minimum, development of courses or content, peer and/or student SSI ratings. | Evidence of teaching performance far exceeds the minimum, development of course or program content is exemplary, high peer and/or student SSI ratings. Advising far exceeds the required contractual obligation, evidence consistent extra time and effort committed to welfare and educational development of advisees and other students outside of assigned coursework and beyond what is required. | Evidence of teaching performance is consistently above the minimum development of course or program content is good, very good, or above average peer and/or student SSI ratings. Advising exceeds the required contractual obligation, substantial evidence of extra time and effort committed to welfare and educational development of advisees and other students outside of assigned coursework and beyond what is required. | Evidence of teaching performance is inconsistently above or at the minimum level, average peer and/or student SSI ratings. Advising meets required contractual obligation, evidence of time and effort committed to the welfare and educational development of advisees and other students outside of assigned coursework is present but inconsistent. | Teaching does not meet the level of merit, little or no development of course or program content, poor peer and/or student SSI ratings. Advising meets the required contractual obligation but little time and effort committed to welfare and educational development of advisees and other students outside of assigned coursework and beyond what is required. |

EXCELLENCE IN SERVICE - Quality of service to School, College, and University

| Quality of SERVICE Measures | Excellent (3) | Good (2) | Meets threshold (1) | Does not meet threshold (0) |
|---|---|--|---|--|
| Time and energy given to committee service and activities for the school, college, university, community and/or profession. | Service to school, college, university, community and/or profession is above and beyond compensated responsibilities, active committee membership, studio/classroom/lab maintenance, and/or curricular development. | Amount of service to school, college, university, community and/or profession in compensated responsibilities, active committee membership, studio/classroom maintenance and/or curricular development is substantial. | Amount of service to school, college, university, community and/or profession in compensated responsibilities, active committee membership, studio/classroom maintenance and/or curricular development meets minimum service performance. | Little or no evidence of service to school, college, university, community and/or profession in compensated responsibilities, active committee membership, studio/classroom/lab maintenance and/or curricular development that goes beyond the expected. |

EXCELLENCE IN SCHOLARLY /CREATIVE WORK

| Quality of SCHOLARLY/ CREATIVE Work Measures | Excellent (3) | Good (2) | Meets threshold (1) | Does not meet threshold (0) |
|--|---|---|--|---|
| Significant contributions to and engagement in discipline in the form of publications, presentations in a public or professional forum, including professional activities such as publications (book article, review, editorship, conference proceedings, reproduction of a work), presentation (lecture, panel discussion, symposium participation, etc.), exhibitions, competitions, public commissions indicative of impact (e.g., readership of journal, venue of exhibition) – local, national, international, solo, group, juried, invited, exhibition, museums, galleries or other public venues. | Evidence of exceptional engagement in and significant contributions to discipline. High involvement in professional endeavors by the accepted standards of the scholarly or creative discipline. Impact deemed exceptional in scholarly and/or creative discipline. | Evidence of significant engagement in and contributions to discipline. Involvement in professional endeavors by the accepted standards of the scholarly or creative discipline. Impact deemed strong in scholarly and/or creative discipline. | Evidence of engagement in and contributions to discipline meets threshold by accepted standards of the scholarly or creative discipline. Impact meets threshold in scholarly and/or creative discipline. | No evidence of engagement in or contributions to discipline. No impact on scholarly and/or creative discipline. |

E. SCHOOL OF ART GUIDELINES

i. Faculty Appointments

a. Faculty Appointments.

Normally, a terminal degree in a related discipline is required for all TT faculty appointments in the School. Non-tenure track (NTT) faculty may be appointed with or without appropriate terminal degree.

b. Faculty Ranks, Tenure Track

The basic definitions of TT faculty ranks are:

1. Assistant Professor

This rank is normally the entry-level rank for tt faculty holding a terminal degree in an appropriate discipline.

2. Associate Professor

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

3. Professor

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

c. Faculty Ranks, Non-Tenure Track

NTT appointments are made on an annual basis (See *NTT CBA*). NTT appointments are not included under the umbrella of the University Policy and Procedures regarding TT faculty tenure (see *University Policy Register* 3342-6-14), and NTT faculty members are not entitled to any rights with regard to tenure.

1. Lecturer
2. Associate Lecturer
3. Senior Lecturer
4. Assistant Professor
5. Associate Professor
6. Professor

d. Other Faculty Ranks

1. Research Associate and Research Assistant

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

2. Visiting Faculty

Visiting faculty appointments are held primarily by faculty from other institutions or persons

on the staffs of community-based agencies and organizations. Visiting faculty appointments at an appropriate faculty rank may be made when leaves of absence occur or special needs arise, and funds are available. Visiting faculty members do not vote on School committees and do not participate in School governance. In the event that a visiting faculty member is employed in that capacity for a second consecutive year, the visiting faculty member will then become an NTT faculty member.

3. Temporary And Term Faculty Appointments

When the School cannot meet its teaching needs from the ranks of its TT faculty, NTT faculty or graduate students, part-time faculty appointments may be made from an established pool of qualified applicants not currently on regular appointment at the University.

4. Graduate Faculty Ranks

As part of a doctoral degree-granting university, the School normally requires that all TT faculty members be eligible for appointment to the graduate faculty as associate or full members. The administrative policy regarding graduate faculty is included in the *University Policy Register*, 3342-6-15.1.

5. Emeriti Faculty

Procedure for Consideration of School of Art Emeritus Faculty Status

Full-time faculty in good standing who retire from teaching service within the School of Art may apply for consideration of Emeritus Faculty status. They must first submit a letter of interest and current CV, or be nominated by another full-time faculty member within the School of Art. Then, the governing body of the School of Art (FAC or currently the faculty of the whole) shall vote by secret ballot on the motion to approve Emeritus Faculty status, and a majority vote is needed. The process then moves to the College of the Arts dean's office for final approval.

Duties and roles of Emeritus Faculty

The duties and roles of Emeriti Faculty are largely voluntary in nature and are limited in scope. Those duties may include:

- The option to teach courses in the Emeritus Faculty's specialty area as needed at a salary commensurate with other part-time faculty with similar credentials.
- The option to serve on BFA/BA, MFA/MA or other thesis and/or review committees in a voluntary and supportive role for students.
- The opportunity for service on faculty search committees when needed, especially when resident full-time faculty in program areas do not yet exist.
- As desired, the opportunity for continued mentorship of student careers through letters of reference, recommendations, studio visits, conference mentorship, etc.
- Recognition, when appropriate, of Emeritus Faculty through promotional materials of the School of Art website, social media, etc.
- An invitation to volunteer within the program area of the Emeritus Faculty's specialty as determined by the program area's current full-time faculty.

Emeritus Faculty status **does not** confer upon recipients:

- *The designation for use of private studio or office space within the facilities of the School of Art*; however, Emeriti Faculty may be offered consideration to use general facilities of the School of Art as space and time permits. The decisions of the current resident full-time faculty and/or director of the School of Art in these matters will be final.

- Emeriti Faculty who continue to teach may continue to use office support for their classes. Non-teaching Emeriti Faculty cannot expect personal use of School of Art office services to include secretarial support, mailing and photocopying privileges, consumption of office supplies, etc.
- *Emeriti faculty will not be considered voting members of the School of Art's governing body* (FAC or faculty of the whole). This includes all matters of RTP, curriculum and policy of the School of Art; however, they may offer written comments of an advisory nature to be presented at SOA governance proceedings.
- All other potential duties and roles of Emeriti Faculty of the School of Art not listed above will be determined by the director of the School as needed.

e. Recruiting Faculty

The School supports the goals of equal opportunity and affirmative action in recruiting and in making appointments to the faculty. Search committees, which are appointed by the director after consultation with the faculty and division faculty members in the specific areas or disciplines, conduct the search for candidates. All search committees shall include the director of the School. Committee chairs will be appointed by the director in consultation with the division coordinators and faculty. Search committees also include a student member selected by the faculty members serving on the search committee. Following the search, the search committee recommends to the director that two (2) or three (3) candidates be invited to campus for an interview. Each candidate who is invited to campus for an interview will make a public presentation to the School. The search committee may recommend its choice of candidates to the director. Committee recommendations are advisory to the director who makes a recommendation to the dean. If the dean concurs with the director, a recommendation is forwarded to the Office of the Provost. If the director's recommendation is different than that of the search committee and the faculty, the director shall inform the dean of all recommendations and the reasons for the disagreement.

New faculty positions, which are outside the division structure, shall be the responsibility of the faculty as a whole. A search committee in these instances shall be determined and selected by the faculty, shall include the director of the School, and shall elect its own chairperson.

The recruitment and search procedures for temporary and part-time faculty shall be the responsibility of the director of the School, with advice and recommendation of the division coordinator(s).

f. Role and Responsibility of the Faculty

Each faculty member is expected to contribute to the School, campus, college and the university according to the terms and condition of his/her letter of appointment. High quality teaching is expected of all faculty members, while high quality scholarly activity is expected of all TT faculty members. Service to the school, campus, college, and the university is also expected of each TT faculty member.

1. Performance and Evaluation of Teaching

All faculty members are expected to provide students with a syllabus which includes the subject matter to be covered in a course, a listing of assignments and/or reports, approximate dates of examinations, grading standards, attendance requirements, and other pertinent details of the conduct of the class. A student survey of instruction (hereafter "SSI") is required in each course in each semester and will be conducted by each faculty member under the auspices of the director following applicable University

policies and procedures (see Section IX of this *Handbook*). Probationary faculty members are encouraged to undergo peer review of teaching during each year of the probationary period. Supervision and direction of undergraduate research projects and theses is part of the teaching function.

All faculty and graduate teaching assistants of the School of Art are required to have their teaching evaluated during each semester. (see *Section IX.H of this handbook for further information*.) The primary purpose of student evaluations shall be to identify strengths and weaknesses in teaching performance which will assist faculty in the necessary improvement of instruction. TT faculty submitting materials for re-appointment, promotion, tenure, and/or merit salary increments, must include teaching evaluations.

The approved Student Survey of Instruction (SSI) shall be used by students in rating the performance of faculty. Under no circumstances shall faculty administer their own instructor evaluations; or know the results of their evaluations until all final grades for their courses have been submitted. The division coordinator and/or the director shall review instructor evaluations with each faculty member and shall provide advice and constructive criticism when and where appropriate to assist in the improvement of teaching.

The Kent State University Faculty Senate has endorsed the following basic requirements for faculty teaching performance.

2. Class Management

The following items are seen as minimal expectations of any college instructor. For the most part, they involve actions and procedures easily undertaken and readily assessable.

- a. Regular and reasonable office hours consistent with University policy and the needs of students.
- b. Provision of syllabus, including, but not limited to, the following:
 - A statement on course objectives and expectations;
 - A general calendar indicating the substance and sequence of the course and important dates and deadlines; and
 - A clear statement of grading policy and grade weighting.
- c. Punctuality in starting and ending classes.
- d. Reasonable notification of and provision for faculty absence.
- e. Adequate notification of assignments, examinations, changes in syllabus.
- f. Provision of reasonable make-up procedures for legitimately missed exams or other graded work.
- g. Evaluation of work with adequate and constructive comments written out for students or given orally to the whole class as is appropriate to the character of the assignment.
- h. Evaluation of work within a reasonable time frame that allows the student to benefit from the instructor's comments prior to the next assignment.

3. Basic Pedagogy

While the intellectual and judgmental skills essential for acceptable teaching are more open to interpretation than class management techniques, the following items are presented as constructive suggestions for the improvement of teaching on our campuses.

- a. Content, assignments, and approach reasonable to the level, aims, and nature of the course.
- b. Concern for appropriate teaching technique.
- c. Effective use of class time.
- d. Adequate class and course preparation.
- e. Testing and grading practices that relate directly to course content and assignments.
- f. Communication skills appropriate to the level of students and subject matter in the course. *
**(It is largely the responsibility of the administration to identify the problem area in communication skills through appropriate screening procedures and/or when complaints are raised concerning faculty. A plan for faculty improvement should be prescribed and then appropriate class assignments made for the faculty member involved.)*
- g. Knowledge ability and currency regarding subject matter. *
**(It is the responsibility of faculty members to remain current in the material covered in their own courses and to be knowledgeable about developments in their disciplines, especially as regards changes in cognate courses within the division or school curriculum. The administration shares this responsibility, first in providing time and encouragement for professional development, and second, in responsibly managing class assignments appropriate to the knowledge and background of the individual faculty member.)*

4. Student-Faculty Relations

Interpersonal relations inevitably are difficult to prescribe and evaluate, and yet they set the tone and environment for the learning experience. In this regard, the faculty members of the School of Art view the following as essential.

- a. Courtesy/civility/respect.
- b. Establishing a climate wherein questions, relevant comments, and intellectual interaction are encouraged.
- c. Nondiscriminatory treatment of students based upon their personal or social backgrounds, preferences, or characteristics.
- d. Scholarly Activity
Scholarly activity is expected of all TT faculty members, although the extent and/or type of activity may vary with the terms of each TT faculty member's assignment and campus location. TT faculty involved in research and/or creative activity and the

graduate program are expected to present evidence of their endeavors as witnessed by publication, proposals submitted for extramural funding, performances and juried exhibitions and dissemination of research and/or creative activity in significant venues as appropriate to the discipline. Activity in professional organizations is expected. Graduate faculty members are expected to mentor and guide graduate students.

5. Service

Service to the university is a responsibility of each TT faculty. School, Campus, College, and University committee or task force membership is expected as a normal part of a TT faculty members' contribution. Special or outstanding service above and beyond that which is typical may be considered during the review of a TT faculty member, but service alone will not reduce the expectations of quality teaching and scholarly activity. Public service is encouraged and recognized as apart of the professional responsibilities of each TT faculty member, although contributions in this area can be expected to vary widely due to the nature of the various disciplines within the School.

g. Code of Ethics for Faculty

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

ii. STUDENTS

CLASSROOM PEDAGOGY AND EXPECTATIONS OF STUDENTS

Students, both undergraduate and graduate (on the Kent campus), are of primary concern to all faculty members, and students' academic needs are of primary importance to the School. Students participate in various school committees including the Undergraduate Curriculum Committee (UGCC), Graduate Studies Committee (GSC), and those *ad hoc* committees where students' viewpoints are useful and appropriate. Student appointments to committees are made by the director in consultation with the faculty members involved in and affected by a specific committee's work.

a. Advising

Faculty members are required to advise and counsel undergraduate and graduate students on academic matters and should be available for advising during regularly scheduled office hours. General advising at the undergraduate level will be done by the assistant director (when available) or academic advisor who serves as the School representative for college and university functions related to undergraduate programs and activities. Each division coordinator (or appointed representative) shall also serve as a general advisor to students enrolled in the programs of the division. Designated faculty members are responsible for providing further academic counseling to undergraduate students. General advising at the graduate level may be conducted by the graduate coordinator, the division coordinator and/or the graduate faculty in the students' area of specialization.

b. Graduate Teaching Assistants

The School of Art recognizes a responsibility to fully assist and monitor activities of the Graduate Teaching Assistants (GTAs) it assigns to undergraduate instruction. Specific policies pertaining to the selection, administration, and continued evaluation of instruction by graduate assistants are spelled out in the School of Art *Graduate Handbook*.

c. Cheating and Plagiarism

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

d. Copyright Law Information

It is the policy of the School of Art that faculty members have the responsibility to inform students of their individual rights and responsibilities pertaining to access to copyrighted material that is provided in conjunction with coursework and to their own creative works submitted in fulfillment of academic requirements of courses.

It is the responsibility of faculty and staff to maintain School of Art archives and image resources in a way that is compliant with the United States Copyright Act of 1976 as amended, the Digital Millennium Copyright Act of 1998, and the Technology, Education and Copyright Harmonization Act of 2002. University policy on these laws is outlined in the university register 3342-5-12, 3342-5-12.1, 3342-9-01, and 3342-9-01.3. Specific suggestions are outlined in the Copyright Law Compliance and Best Practices Packet, which is available the School of Art office.

e. Student Grievance Procedure

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

f. Attendance

University policy on class attendance and class absence is outlined in the *University Policy Register*, 3342-01.2.

Regular attendance in class is expected of all students at Kent State University. The individual instructor has both the responsibility and the prerogative for managing student attendance. The instructor's policy regarding attendance for each course should be written in the course syllabus and communicated to students during the first week of the term. The policy may take alternate forms within the bounds of appropriate instructional techniques. Some divisions may have additional attendance policies.

While classes are conducted on the premise that regular attendance is expected, the University recognizes certain activities and events as legitimate reasons for absence from class. These include, for example, illness, death in the immediate family, religious observance, academic field trips, and participation in a University approved concert or athletic event. Even though any absence can potentially interfere with the planned development of a course and the student bears the responsibility for fulfilling all course expectations in a timely and responsible manner, instructors will, without prejudice, provide students returning to class after a legitimate absence with appropriate assistance and counsel about completing missed assignments and class material.

g. Transfer Credit Procedure

The academic advisor, in consultation as necessary with division coordinators, is responsible for the evaluation of undergraduate transfer credit and may consult with a faculty member who teaches the specific course or in the program at issue. Studio credit involves a portfolio review from the appropriate divisional area. Questions of transfer credit for other subject areas should be referred to the college advising office via the academic advisor.

Graduate transfer credit is evaluated according to the process described in the current graduate school catalog. Master's degree transfer credit may be accepted if the criteria are met and the student's adviser, the graduate coordinator, and the dean approve the transfer credit. Kent State University policy allows up to 12 credit hours to transfer into a graduate program from another master's degree program, provided those credit hours are of "B (3.0) quality" or better and less than six years old at the time the degree is conferred at Kent State.

h. Privacy of faculty and student records

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

i. Student-faculty relations

Interpersonal relations inevitably are difficult to prescribe and evaluate, and yet they set the tone and environment for the learning experience. In this regard, the committee views the following as essential.

- a. Courtesy/civility/respect
- b. Establishing a climate wherein questions, relevant comments, and intellectual interaction are encouraged
- c. Nondiscriminatory treatment of students based upon their characteristics

j. Student evaluations of instruction

All courses are evaluated each semester, including summer sessions, using the approved Student Survey of Instruction (SSI). The SSI must be conducted during the last week of class, prior to finals week and *not during finals week*. Faculty members should arrange for the administration of the survey by another faculty member, graduate student, or responsible student in the class. At no time should the faculty member being reviewed be present in the room during the survey. The SSIs are immediately returned in a sealed envelope to the School of Art office. The School of Art staff member responsible for SSI arranges for their appropriate scoring according to the approved group norms for the School of Art. SSIs are not available to individual faculty members until *after* grades are submitted to the Registrar. SSIs are maintained in the School office and are available for faculty review. SSIs for regional campus courses are administered and maintained by the campus on which the courses are taught.

ii. CURRICULAR POLICIES AND PROCEDURES

a. Curricular changes

Proposals for curricular changes, including new courses, may originate in any division of the School, in the Undergraduate Curriculum Committee, or in the Graduate Curriculum Committee. Such proposals must be submitted to and approved by the faculty, the director of the School, and the Curriculum Committee of the College of the Arts. The format for curricular changes established by the Provost's office shall be used in the submission of all curricular proposals.

b. Final Examinations

Final examinations and/or critiques in all courses must be offered at the time and date specified in the Universities schedule of final examinations. Changes in the time and/or date of a final examination require prior approval of the director and the dean, but in any case, the exam/review must also be offered at the time scheduled and publicized by the University for those students whose university sanctioned circumstances require them to take the exam/review at that time.

c. Grades

Faculty members must inform students of their progress throughout the semester. Grades are a faculty member's responsibility and should be assigned fairly and objectively. Submission of final grades must comply with University Policy, including but not limited to the deadline for the timely submission of grades at midterm and semester's end. Failure of faculty members to provide grades in compliance with University Policy will be taken into consideration in reappointment, promotion, tenure and merit decisions. Students have a right to discuss their grades with the faculty member. See Undergraduate Catalog: Grading Policies and Procedures at: <http://www.kent.edu/catalog/archive/2009/policies/gradingpolicies.cfm>.

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

iii. AMENDMENT AND REVISION

The implementation, modification, amendment and revision of this *Handbook* are governed by the applicable *Collective Bargaining Agreement*. The School faculty will review and update this *Handbook*, as needed, but at least every three (3) years. Suggestions for modifications or amendments to the *Handbook* may be initiated at any time by the director or by any faculty member. Proposed modifications or amendments are subject to discussion, revision, and recommendation by the faculty. When a proposed modification or amendment involves a major change in School of Art policy or practice the director may seek the recommendation of the faculty. If the director concurs with a proposed modification, amendment or revision, he/she will recommend the change(s) to the dean of the College of the Arts. All modifications, amendments and revisions of the handbook require the approval of the dean and the Office of the Provost. In reviewing this *Handbook* the dean may request revisions before lending final approval. If the School of Art does not adopt these revisions the dean shall consult the CAC with regard to the provision(s) in dispute before making a final determination and certifying final approval of the *Handbook*. Further, the dean may direct that the *Handbook* be modified, amended or revised to reflect changes in College or University policy.

iv. FACULTY GRIEVANCE AND APPEAL PROCEDURES**a. Informal Procedure**

Any faculty member who believes that he/she may have a grievance is strongly encouraged, before initiating a formal grievance or appeal, to talk with the director about any issue(s) of concern. The director may seek the advice and

recommendation of individual faculty members or faculty advisory groups in seeking informal resolution of a dispute or complaint.

b. Formal Procedure

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

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