

I. MATTERS OF SCHOOL GOVERNANCE AND RELATED PROCEDURES

1. Preamble

The Kent State University School of Communication Studies Handbook (hereinafter referred to as the *Handbook*) is designed to define the roles of faculty, students, and the Director in the affairs of the School of Communication Studies and to specify policies and procedures for decision-making and operations within the School.

Other University policies, regulations, and procedures take precedence if a conflict occurs between policies and procedures and the provisions within the *Handbook*. Also, Regional Campus Faculty, although sharing common concerns with the Kent campus for the quality of teaching, have differing and unique interests and programs and also are governed by appropriate Regional Campus documents.

2. Amending the Handbook

Upon petition signed by thirty percent (30%) of the regular Faculty, the Director shall call a meeting of the Faculty Advisory Committee within 2 weeks to consider specifically proposed changes in the *Handbook*.

Any section of the *Handbook* may be revised by an affirmative vote of two-thirds (2/3) of the tenured Faculty.

3. Communication Studies Faculty and Committees

1. School

The School of Communication Studies offers B.A. and M.A. degrees, and participates in a Ph.D. through CCI. The B.A. and M.A. programs function collectively as a school. The Ph.D. is administered and granted by the

College of Communication and Information (hereinafter referred to as the College or CCI).

University rules and other documents referring to "departments" apply to the School of Communication Studies as a whole. Communication Studies faculty on the Regional Campuses also are members of the School of Communication Studies and the College of Communication and Information on the Kent Campus, and, as appropriate, may serve on and participate in School, College, and University committees. The School may adopt, with the approval of the School Director and College Dean, any policies and procedures not in conflict with the provisions of the Handbook, the College of Communication and Information Handbook, the University Policy Register, and the Collective Bargaining Agreement.

2. Faculty Appointment and Employment

1. Definition of "Faculty"

The term "faculty" shall mean all regular full-time, tenure-track teaching personnel with rank of instructor, assistant professor, associate professor, or professor. In certain circumstances, when specified in the *Handbook*, "faculty" may be augmented by the entire instructional staff, including graduate appointees and temporary and part-time teaching staff.

2. Faculty and Staff Additions and Replacements

- a. Before making recommendations for faculty and staff replacements and additions, the Director will consult with the faculty and with the Dean to address the needs of the School.
- b. The need for new and replacement positions shall be determined by the School Director, in consultation with the FAC, and reported by the Director to the faculty of the School.
- c. The School's FAC will vote to recommend search committee members and a search committee chair to the Director.
- d. After all applicants for positions have been screened by the search committee, final candidates shall be made available for

interview by any interested regular faculty member of the School, who may make recommendations to the search committee.

e. The search committee recommends candidates for employment to the FAC, and the FAC forwards its recommendation to the Director.

f. Regular School faculty shall have the opportunity to provide input to the search committee, FAC, and Director on the recommendation of any candidate for appointment.

g. The School Director or his/her designee, in consultation with the FAC, participates in the recruitment of and makes recommendations for the appointment of Regional Campus faculty.

3. Committees

1. Faculty Advisory Committee (FAC)

In keeping with the Collective Bargaining Agreement, and to ensure the participation of the faculty in School affairs, there shall be a Faculty Advisory Committee. The FAC shall be a committee representative of the full-time Faculty as a whole. The FAC will be composed of at least the following minimal representation elected by the tenure-track faculty as a whole:

1. At least one full professor, one associate professor, and one assistant professor from the tenure-track Kent campus School of Communication Studies faculty;
2. One representative elected by and from the Communication Studies full-time, tenure-track, Regional Campus faculty;
3. One additional tenured faculty Kent campus School of Communication Studies faculty;
4. One representative from the Communication Studies Non-tenure track Kent campus School of Communication Studies faculty, if available; and

5. The School Director, who shall be an ex-officio non-voting member. The Director shall serve as Chairperson. If there is no faculty member in one of the above ranks available to serve, the FAC may, at its discretion, recommend to the School Director, a faculty member from the tenure-track Kent campus School of Communication Studies faculty of any rank to serve on the Committee. At its discretion, the FAC may meet as a Committee of the whole faculty.

The FAC shall be an advisory and recommendatory body to the School Director on academic matters of policy and procedure in the School of Communication Studies. The FAC shall participate in such matters as are specified in the *Handbook* and in the Collective Bargaining Agreement, including, but not limited to, decisions about research leaves, appointment and non-appointment of faculty, tenure and promotion, budgetary priorities, and selection and structure of committees. Only tenured faculty may participate in tenure and promotion recommendations.

The Faculty Advisory Committee should meet on a regular basis. Upon the recommendation of the FAC, the School Director shall convene a general meeting of the entire instructional staff, including graduate appointees and temporary and part-time teaching staff. Upon petition of thirty percent (30%) of the FAC, the Director shall convene a special meeting of the FAC or of the general faculty.

Quorum of the FAC shall be four members. In the event the FAC, at its discretion, meets as a Committee of the whole faculty, then one-half plus one of the regular full-time, tenure-track Kent Campus faculty shall constitute a quorum at all faculty meetings in which the FAC meets as a Committee of the whole faculty.

Only full-time faculty may vote at FAC or general faculty meetings.

A representative to the College Advisory Committee and a representative to the College Curriculum Committee (who is the Undergraduate Coordinator) shall be elected from and by the School FAC. The elections normally take place by the end of the spring semester for a term to begin with the ensuing fall semester.

2. Undergraduate Studies Committee (USC)

The Undergraduate Studies Committee assists the Undergraduate Coordinator with administration of the undergraduate programs. In consultation with School faculty and the Director, as appropriate, the USC makes recommendations on admissions policies, course scheduling, undergraduate curriculum development, undergraduate student progress and performance, undergraduate student honors and awards, and school and university policies that impact the undergraduate program. The USC assumes responsibility for writing intensive, diversity, and LER courses. The USC would conduct undergraduate program reviews in accordance with university policy.

The USC shall be composed of the Undergraduate Coordinator, who will serve as chairperson, at least two School faculty members (at least one of whom must be a full-time, tenure-track faculty member), and one undergraduate student. The FAC elects and recommends to the School Director all USC members. All elections normally take place by the end of the spring semester for a term to begin with the ensuing fall semester. Faculty members serve staggered 2-year terms. The undergraduate student member serves a 1-year term. The undergraduate student member shall participate in and vote on policy recommendations, but shall be excluded from all personnel matters. At its discretion, the USC may meet as an Undergraduate Studies Committee of the whole faculty for any undergraduate matters.

3. Graduate Studies Committee (GSC)

The Graduate Studies Committee assists the Graduate Coordinator with administration of the graduate programs. In consultation with School Graduate faculty and the Director, as appropriate, the GSC makes recommendations on graduate admissions, graduate appointments, course scheduling, graduate curriculum development, graduate student program reviews, graduate student progress and performance, graduate student honors and awards, and school and university policies that impact the graduate programs. The GSC also conducts periodic graduate program reviews in accordance with university policy.

The GSC shall be composed of the Graduate Coordinator, who will serve as chairperson, at least two School graduate faculty members, and one graduate student in the School. The School's graduate faculty elects and recommends to the School Director a minimum of two graduate faculty members, who serve staggered 2-year terms.

The Communication Graduate Student Association elects and recommends to the School Director the graduate student member, who serves a 1-year term. All elections normally take place by the end of the spring semester for a term to begin with the ensuing fall semester. As specified in *the Policy on Role and Status of Graduate Student Appointees* document, the graduate student member shall participate in and vote on policy recommendations, but shall be excluded from all personnel matters. At its discretion, the GSC may meet as a Graduate Studies Committee of the whole graduate faculty for any graduate matters.

Graduate faculty members of the GSC also serve as the Graduate Faculty Committee (GFC) to review and recommend criteria for graduate faculty membership in the School and to review and recommend graduate faculty membership and status. The Graduate Coordinator chairs the GFC.

4. [Student Grievance Committee \(SGC\)](#)

The policy and procedures governing student academic complaints are detailed in the *University Policy Register* under section 3342-4-02.3. In accordance with this policy, the School shall maintain a Student Grievance Committee for the purpose of resolving student grievances. Committee membership shall be composed of two faculty and two students (one undergraduate and one graduate). The FAC elects and recommends to the Director two faculty members to serve on the SGC. The Communication Graduate Student Association elects and recommends to the Director one graduate student to serve on the SGC. The Communication Undergraduate Student Association elects and recommends to the Director one undergraduate student to serve on the SGC. All elections are for 1-year terms and normally should take place at the beginning of the academic year. The Director shall appoint one of the faculty committee members to chair the SGC. Should a conflict of interest exist for any committee member, the School Director, in consultation with the FAC, shall name a temporary replacement to the SGC (any faculty member involved in the grievance shall not participate in such consultation). If the conflict of interest involves the committee chair, the other faculty member shall serve as temporary chair of the SGC.

When grievances arise out of student-faculty related problems, the student and the faculty member should attempt to resolve the problem. If no acceptable solution is reached, the following steps should be taken:

1. The student should consult with his/her academic advisor. If no satisfactory solution is reached with the advisor, the problem should be referred to the Undergraduate Coordinator or the Graduate Coordinator, as appropriate.
2. If, after consultation with the faculty member, the advisor, and the Undergraduate or Graduate Coordinator, the student

is not satisfied with the resolution of the grievance, he/she shall notify in writing the chair of the SGC, requesting a hearing by the Committee.

3. All parties involved in grievances referred to the Committee will submit written statements describing the situation. Students and faculty involved in grievances may present their cases in person to the Committee, if they so desire.
4. Recommendations of the Student Grievance Committee shall be forwarded to the School Director for disposition. The Director's decision will be binding on all parties, unless and until appealed to the College Dean.

5. Ad Hoc Committees

In consultation with appropriate faculty members or committees, the Director shall appoint, or request the appropriate coordinator to appoint, ad hoc committees to coordinate special events or to accomplish other School needs.

6. Regional Campus Representation on Committees

According to Article VI, section 6 of the Collective Bargaining Agreement, Regional Campus Faculty "have rights and responsibilities to the academic unit and college as well as to the campus of which they are resident Faculty. Consequently, Regional Campus Faculty will be represented on key departmental and college committees, which shall, where practicable, include, but not be limited to, the following: departmental FAC; college CAC; Search Committees; Review Committees; Promotion and Tenure Committees; and committees considering curriculum, departmental or college policy, instructional standards, and program development" (pp. 15-16).

The role of the Regional Campus faculty in School governance is set forth in Sections I and II of the Handbook.

II. TEACHING ASSIGNMENTS AND WORKLOAD INCLUDING WORKLOAD EQUIVALENCIES AND RELATED PROCEDURES

1. Faculty Workload

Pursuant to the *University Register*, "All regular, full-time faculty are expected to work full-time for the University. This does not mean that each contributes in the same way. Some professors are employed by mutual agreement between themselves and their departments solely for undergraduate teaching. For these persons the teaching load and other assigned duties shall be twenty-four credit hours per academic year. Some professors 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, theses, and dissertations."

1. Consistent with the *Collective Bargaining Agreement*, "Before the conclusion of each academic year, each continuing Tenured faculty member is to prepare and submit an annual workload summary report" updating the faculty member's accomplishments during that academic year. This "shall be in the form of an annual updated curriculum vitae and the course syllabi for each . . . course taught. . . . The chair shall add to the report copies of the summaries of course evaluations . . .". These must be completed using the University's electronic Faculty Information System.
2. Policies for summer workload are as specified in the *Collective Bargaining Agreement*.
3. Policies and procedures for outside employment and additional compensation are as specified in the *University Register*.

2. Statement of Workload Equivalents

The following statement is approved for School workload equivalents and may be modified by the Director in consultation with the Faculty Advisory Committee.

Tenure-track faculty workload is 12 semester hours of credit or the equivalent per semester, totaling 24 semester hours per year. Teaching load adjustments may be warranted for substantial involvement by a faculty member in any of the following activities: graduate faculty responsibilities, major research projects, thesis/dissertation advising*, and special departmental or university administrative and service obligations that may arise. These course load adjustments may be made by the School Director in consultation with the FAC and the Dean of the College of Communication and Information.

The credit workload hour (CWLH) equivalents for academic responsibilities include:

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1. Undergraduate Coordinator: 3 CWLH per semester
 2. Graduate Coordinator: 3 CWLH per semester
 3. Faculty Scholarship: 1-3 CWLH per semester**
 4. Director of Forensics: 1-3 CWLH per semester
 5. Basic Course Director: 3 CWLH per semester
 6. Undergraduate Advisor and Internship Coordinator: 3 CWLH per semester
 7. Associate Director: 3 CWLH per semester

*Workload equivalents for advising of graduate student projects, theses, and/or dissertations may be granted by the Director to faculty whose advising load is excessively heavy. Workload equivalents for advising are up to a maximum of 3 CWLH per semester.

**Workload equivalents for faculty scholarship may be granted by the Director to faculty who maintain an active program of scholarly productivity.

Workload equivalents for additional duties or special assignment are negotiable between the faculty member and School Director, with consultation from the FAC. Workload equivalents are subject to the Dean's approval.

3. Leaves of Absence

Policies and procedures for special leaves are as specified in the *University Register* for the following purposes: court leave, temporary disability or extended sick leave, military leave, sick leave, and research leave.

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

1. Procedures for Faculty Tenure, Promotion and Reappointment

1. Annually, the Faculty Advisory Committee shall consider each faculty member eligible for promotion and/or tenure, nominating those deemed qualified. Eligible faculty not nominated by FAC may submit self-nominations.
2. Each nominee then follows the University process (guidelines, timetables, and procedures) as circulated each fall by the Office of Provost. These procedures are administered by the School Director, in conjunction with the School's Ad Hoc Advisory Committee for Tenure, Promotion, and Reappointment, the College Advisory Committee, and the College Dean.
3. The Provost's guidelines and the procedures stated in the University Register, Collective Bargain Agreement, and the School of Communication Studies Promotion and Tenure Criteria (see Section III of the *Handbook*) form the basis of all tenure, promotion, and reappointment actions.
4. The School will follow the tenure procedures detailed in the University Policy Register regarding Tenure.
5. The School will follow the promotion procedures detailed in the University Policy Register regarding Promotion.

6. The School will follow the reappointment procedures detailed in the University Policy Register Regarding Reappointment. As stated in that document, "The Criteria used in assessing the quality of scholarship and university citizenship in the review of faculty seeking reappointment should conform to the unit's tenure guidelines in the unit's handbook" -- see University Policy 3342-6-16 (c).
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2. Criteria for Faculty Tenure, Promotion, and Reappointment - Kent campus

1. Tenure Criteria

a. General Criteria

- i. The policies and procedures for tenure are included in the University policy and procedures regarding faculty tenure (see, University Policy Register 3342-6-14). The minimal criteria for tenure in the School of Communication Studies at Kent State University are based on and consistent with that policy. (Quotations used herein are derived from that document.)

- ii. Minimum requirements in scholarship must be exceeded by candidates whose appointment includes graduate student instruction.

- iii. As a minimum requirement, a candidate for tenure at any rank in the School of Communication Studies must exhibit teaching effectiveness and university/professional citizenship.

- (a) In addition to standardized student evaluations, which must be included, other evidence of teaching effectiveness and the scholarship of teaching include: self, peer, former student, and external colleague evaluations of teaching (these must be performed in a detached and dispassionate manner); pedagogical materials prepared for teaching classes; significant involvement in curricular design and development; development of new academic programs, courses, and/or workshops; teaching innovations (including distance and online learning); undergraduate and graduate student advising; directing masters' theses, doctoral dissertations, and graduate and undergraduate student research and projects; mentoring resulting in achievements of current and former students; teaching awards.

(b) Evidence of effective university/professional citizenship includes: public service related to one's discipline, significant service to professional organizations; service as panel moderator or chairing sessions at conferences; critical responses to conference papers community service; chairing or membership on university, college, or school committees; service awards.

iv. As a minimum requirement, candidates for tenure at any rank in the School of Communication Studies must provide evidence of a sustained record of scholarly productivity.

(a) Examples of scholarship include, but are not limited to: original research and literature review articles published in refereed scholarly journals, books, book chapters, or monographs; presentations of original research and presentations that synthesize research presented at regional, national, or international conferences; authoring/ editing scholarly books; funded grants and extramural funding resulting in new knowledge; pedagogy publications in refereed journals and books; grant reviews; conducting instructional/training workshops; copyrighted electronic media or computer programs; teaching/training grants; and additional forms of scholarship where the candidate provides evidence of peer review.

(b) As a minimum requirement, candidates for tenure must demonstrate (a) a sustained record of programmatic research; (b) scholarly publications in the form of books, book chapters, and/or refereed articles in regional, national, or international communication journals; and (c) a record of paper presentations at international, national, and/or regional communication conventions.

(c) Candidates for tenure must establish scholarly independence through a sustained record of sole- and/or first-authored publications and papers.

(d) Candidates for tenure must establish the impact of their scholarship. Evidence of impact can be demonstrated through assessment of the quality and reputation of the journal publishing the research and citations indexes such as Google Scholar, external adjudication, invited reviews and presentations based on one's research, and demonstrated visibility of one's research in the wider community and society.

(e) These minimum requirements are explained for tenure at each rank

In Section B.

v. Many factors and criteria, both subjective and objective, are considered in recommending a faculty member for tenure. The overall evaluation of a candidate for tenure shall include consideration of the faculty member's personal integrity and professional behavior as recognized by the University community. A sound ethical approach to all aspects of teaching, research, publication, and the academic profession are expected of all who seek tenure and tenure in the School.

b. Application to the Ranks

i. For tenure at the rank of Assistant or Associate Professor:

(a) Academic Credentials and University Experience:

(1) The candidate must possess an earned doctorate degree in the discipline.

(2) If the appointment carries no years of credit toward tenure, the candidate in the School of Communication Studies is normally expected to have completed 5 years in rank as an Assistant Professor. Note: It is expected that candidates for tenure will have met criteria for promotion.

(b) Scholarship, Teaching, and Service:

(1) The candidate must provide documented evidence of teaching effectiveness described in section A 3(a) above and university citizenship/service described in section A 3(b) above.

(2) The candidate must provide documented evidence of scholarship described in section A 4(a) above since the last promotion or since joining the faculty at Kent State University. This must include of (a) a sustained record of programmatic communication research; (b) scholarly publications in the form of books, book chapters, and/or refereed articles in regional, national, or international journals; and (c) a record of paper presentations at international, national, and/or regional conventions.

(3) The awarding of tenure must be based on convincing documented evidence that the faculty member has achieved a significant body of scholarship that has had an impact on her/his discipline, has demonstrated excellence as a teacher, and has provided effective service. The candidate also is expected to continue and sustain, over the long term, a program of high quality teaching, and scholarship relevant to the mission of the candidate's academic unit(s) and the mission of the University. Tenure consideration can include evaluation of accomplishments prior to arrival at Kent State University to examine consistency, as well as grant proposals submitted but not funded, proposals pending, papers "in press," graduate students currently advised, and any other materials that may reflect on the candidate's potential for a long-term successful career. The tenure decision is based on all of the evidence available to determine the candidate's potential to pursue a productive career. Tables 1, 2, and 3 provide guidelines for the assessment of a faculty member's performance and a rating scale for use in the evaluation of candidates. For tenure at the rank of Assistant or Associate Professor, the faculty member must meet the criteria for an "excellent" rating in either scholarship or teaching with at least a "very good" rating in the other category. University citizenship must exceed the minimum Department criteria as outlined in Table 3.

ii. For tenure at the rank of Full Professor:

(a) Academic Credentials and University Experience:

(1) The candidate must possess an earned doctorate degree in the discipline.

(2) If the appointment carries no years of credit toward tenure, the candidate is normally expected to have completed 3 years in rank as an associate or full professor. In extraordinary cases, the candidate may have completed fewer years in rank.

(b) Scholarship and Service:

(1) The candidate must provide documented evidence of teaching effectiveness described in section A 3(a) above and university citizenship described in section A 3(b) above.

(2) The candidate must provide documented evidence of scholarship described in section A 4(a) above since the last promotion or since joining the faculty at Kent State University. This must include of (a) a sustained record of programmatic communication research; (b) scholarly publications in the form of books, book chapters, and/or refereed articles in regional, national, or international journals; and (c) a record of paper presentations at international, national, and/or regional conventions.

(3) Tenure at the rank of Full Professor recognizes the highest level of university achievement and national/international prominence. Evidence for this distinction includes a record of increased prominence in and impact on the field as evidenced by a sustained and ongoing scholarship. Tables 1, 2, and 3 below provide guidelines for the assessment of a faculty member's performance and a rating scale for use in the evaluation of candidates. For tenure at the rank of Full Professor, the faculty member must meet the criteria for an "excellent" rating in scholarship and teaching. University citizenship must exceed the minimum Department criteria as outlined in Table 3.

Scholarship	Definition	Accomplishments Corresponding to the Assessment Score
Excellent	Nationally/Internationally recognized research program	Demonstrated and sustained record of scholarship, ¹ invitations to give presentations, research- related service to federal/state agencies and/or organizations, awards, recognition from scientific societies. ²
Very Good	Emerging nationally recognized research program(s)	Demonstrated record of scholarship, presentations at well recognized meetings with

Scholarship	Definition	Accomplishments Corresponding to the Assessment Score
		rigorous criteria for paper review and Grant applications.
Minimum acceptability	Active research program(s)	Some peer-reviewed publications or “seed” grants, some presentations at meetings/seminars

(c.) The School of Communication Studies will follow the tenure procedures detailed in the University Policy Regarding Tenure

Table 1. Evaluation components for assessment of scholarship for promotion and tenure

Note:

[1] Excellence in scholarship includes consideration of factors such as:

(a) publications (e.g., articles in peer-reviewed journals of recognized quality, books, and book chapters). Evaluation of publication record will include an assessment of quality and impact on the field as well as quantity. Articles of exceptional length, impact and quality are given particular consideration.

(b) grants and other extramural funding where the role of the faculty member in securing the funding is clearly demonstrated and which are of sufficient magnitude to fully support research at a level and duration appropriate for the discipline, including funds for supplies, materials and personnel (graduate students, research technicians and/or post-doctoral associates. It also will include consideration of “Seed” grants -- extramural grants that are not of sufficient magnitude to fully support doctoral students or are intramural grants.

2 Recognition from scientific societies includes, for example, election to office, editorial board membership, editorship, etc. Service to federal/state institutions includes service on federal proposal panels, site visits, and other research related activities.

Table 2. Evaluation components for assessment of teaching for promotion and tenure

Teaching	Definition	Examples of Accomplishments Corresponding to the Assessment Score
Excellent	Innovative teacher; provides leadership in instructional development	Develop/revise courses, develop research projects for students (undergraduate and/or graduate), excellent student and peer perceptions, instructional creativity, actively participate in curricular revisions, significant involvement in directing doctoral dissertations and master's theses, and undergraduate projects
Very Good	Innovative teacher	Develop/revise courses, strong student and peer perceptions, work with graduate and/or undergraduate students in research
Minimum	Meets obligations well	Good student and peer perceptions

Table 3. Assessment of University Citizenship for promotion and tenure

Citizenship Assessment	Examples of Accomplishments Corresponding to the Assessment Score
Exceeds Obligations	Significant role in School, Campus, College and/or University as evidenced by productive service on committees, active participation in significant events, effectively chairing committees, specific administrative assignments, meaningful public outreach; and significant service to the discipline including editorships, editorial boards, manuscript reviewing, holding professional office, professional committee membership, etc.
Meets obligations	Meets the minimal School/Campus obligations and evidence of professional involvement and assumption of service responsibilities

2. Promotion Criteria

a. General Criteria

i. The policies and procedures for promotion are included in the University policy and procedures regarding faculty promotion (see University Policy Register 3342-6-15). The minimal criteria for promotion in the School of Communication Studies at Kent State University are based on and consistent with that policy. (Quotations used herein are derived from that document.)

ii. Minimum requirements in scholarship must be exceeded by candidates whose appointment includes graduate student instruction.

iii. As a minimum requirement, a candidate for promotion to any rank in the School of Communication Studies must exhibit teaching effectiveness and university/professional citizenship.

(a) In addition to standardized student evaluations, which must be included, other evidence of teaching effectiveness and the scholarship of teaching include: self, peer, former student, and external colleague evaluations of teaching (these must be conducted in a detached and dispassionate manner); pedagogical materials prepared for teaching classes; significant involvement in curricular design and development; development of new academic programs, courses, and/or workshops; teaching innovations (including online and distance learning); undergraduate and graduate student advising; directing masters' theses, doctoral dissertations, and graduate and undergraduate student research and projects; mentoring resulting in achievements of current and former students; teaching awards.

(b) Evidence of effective university/professional citizenship include: public service related to one's discipline, significant service to professional organizations; service as panel moderator or chairing sessions at conferences; critical responses to conference papers community service; chairing or membership on university, college, or school committees; service awards.

iv. As a minimum requirement, candidates for promotion to any rank in the School of Communication Studies must provide evidence of a sustained record of scholarly productivity.

(a) Examples of scholarship include, but are not limited to: original research and literature review articles published in refereed scholarly journals, books, book chapters, or monographs; presentations of original research and presentations that synthesize research presented at regional, national, or international conferences; authoring/editing scholarly books; funded grants and extramural funding resulting in new knowledge; pedagogy publications in refereed journals and books; grant reviews; conducting instructional/training workshops; copyrighted electronic media or computer programs; teaching/training grants; and additional forms of scholarship where the candidate provides evidence of peer review.

(b) As a minimum requirement, candidates for promotion to the ranks of associate and full professor must demonstrate

(1) a sustained record of programmatic communication research;

(2) scholarly publications in the form of books, book chapters, and/or refereed articles in regional, national, or international journals; and

(3) a record of paper presentations at international, national, and/or regional conventions.

(c) Candidates for promotion must establish scholarly independence through a sustained record of sole- and/or first-authored publications and papers.

(d) Candidates for promotion must establish the impact of their scholarship. Evidence of impact can be demonstrated through assessment of the quality and reputation of the journal publishing the research and citations indexes such as Google Scholar, external adjudication, invited reviews and presentations based on one's research, and demonstrated visibility of one's

research in the wider community and society, and other indicators of the impact of one's work.

(e) These minimum requirements are explained for promotion to each rank In Section b. below.

v. Many factors and criteria, both subjective and objective, are considered in recommending a faculty member for tenure and advancement in academic rank. The overall evaluation of a candidate for promotion shall include consideration of the faculty member's personal integrity and professional behavior as recognized by the University community. A sound ethical approach to all aspects of teaching, research, publication, and the academic profession are expected of all who seek promotion in the School.

b. Application to the Ranks

i. For promotion to the rank of Assistant Professor:

(a) Academic Credentials and University Experience:

(1) The candidate must possess an earned doctorate degree in the field.

(b) Scholarship, Teaching and Service/Citizenship:

(1) The candidate must exhibit teaching effectiveness and university citizenship.

(2) The candidate must exhibit evidence of published and presented scholarship consistent with the ability to achieve higher professorial rank. At a minimum, this should include presentation of papers at regional, national, or international communication conferences/conventions, and publication in regional, national, or international communication journals.

ii. For promotion to the rank of Associate Professor:

(a) Academic Credentials and University Experience:

(1) The candidate must possess an earned doctorate degree in the discipline.

(2) Typically, the candidate in the School of Communication Studies is expected to have completed 5 years in rank as an assistant professor. The University Policy provides that the candidate must have completed at least 4 years in rank as an assistant professor to be considered for promotion.

(b) Scholarship, Teaching, and Service:

(1) The candidate must provide documented evidence of teaching effectiveness described in section A 3(a) above and university citizenship described in section A 3(b) above.

(2) The candidate must provide documented evidence of scholarship described in section A 4(a) above since the last promotion or since joining the faculty at Kent State University. This must include of (a) a sustained record of programmatic communication research; (b) scholarly publications in the form of books, book chapters, and/or refereed articles in regional, national, or international journals; and (c) a record of paper presentations at international, national, and/or regional conventions. The record of programmatic research must be confirmed by outside reviewers per university policy.

(3) Promotion to Associate Professor is recognition for establishing a career likely to achieve national/international prominence as evidenced by factors such as those described in section B 2(b) above. Tables 1, 2, and 3 provide guidelines for the assessment of a faculty member's performance and a rating scale for use in the evaluation of candidates. For promotion from Assistant to Associate Professor, the faculty member must meet the criteria for an "excellent" rating in either scholarship or teaching with at least a "very good" rating in the other category. University citizenship must exceed the minimum Department criteria as outlined in Table 3.

iii. For promotion to the rank of Full Professor:

(a) Academic Credentials and University Experience:

(1) The candidate must possess an earned doctorate degree in the discipline.

(2) Typically, the candidate is expected to have completed 5 years in rank as an associate professor. In extraordinary cases, the candidate may have completed fewer years in rank as an associate professor.

(b) Scholarship, Teaching, and Service:

(1) The candidate must provide documented evidence of teaching effectiveness described in section A 3(a) above and university citizenship described in section A 3(b) above.

(2) The candidate must provide documented evidence of scholarship described in section A 4(a) above since the last promotion or since joining the faculty at Kent State University. This must include of (a) a sustained record of programmatic communication research; (b) scholarly publications in the form of books, book chapters, and/or refereed articles in regional, national, or international journals; and (c) a record of paper presentations at international, national, and/or regional conventions. The record of significant research must be confirmed by outside reviewers per university policy.

(3) Promotion to Full Professor recognizes the highest level of university achievement and national/international prominence. Evidence for this distinction includes a record of notoriety in and impact on the field as evidenced by a sustained and ongoing scholarship. Tables 1, 2, and 3 below provide guidelines for the assessment of a faculty member's performance and a rating scale for use in the evaluation of candidates. For promotion from Associate to Full Professor, the faculty member must meet the criteria for an "excellent" rating in scholarship and teaching. University citizenship must exceed the minimum Department criteria as outlined in Table 3.

(c) The School of Communication Studies will follow the promotion procedures detailed in the University Policy Regarding Promotion.

3. Criteria for Quality in Scholarship

Examples of Scholarship. (Note: these are examples of scholarship and do not reflect a priority order).

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1. Article in refereed journal
 2. Book that primarily is a report of original research
 3. Book that primarily synthesizes previous research and integrates the research into a new or existing theoretical framework
 4. Book that primarily is an application of principles from pedagogy and research
 5. Chapter in a book that reports original research
 6. Chapter in a book that synthesizes and integrates previous research
 7. Chapter in an applied communication book
 8. Refereed conference paper or panel
 9. Research grant or major grant application for original research
 10. Research grant or major grant application for integrative research
 11. Research grant or major grant application to test application of principles from research
 12. Paper that is invited due to reputation as a scholar
 13. Participation in learning communities or other interdisciplinary scholarship teams; or
 14. a textbook designed to be used in undergraduate or graduate courses
 15. Chapter in a pedagogy book or in a textbook
 16. Refereed conference paper or panel
 17. Paper that is invited due to reputation as a scholar of teaching
 18. Research grant or major grant application for teaching research
 19. Development of new academic programs, courses and/or workshops

The impact and consequences of one's work and consideration of scholarship beyond what is listed above will be give appropriate weight in each area, based upon adequately presented evidence.

Scholarship is an essential and critical component of University activity. The originality, quality, impact and value of the work must be assessed. To assist this process, the candidate shall submit the names of at least five (5) experts in her/his field who are considered capable of judging the candidate's work in a detached and dispassionate manner. Moreover, the candidate must provide the Ad Hoc RTP Committee with ample descriptive evidence of his/her scholarly activity.

In addition to scholarly publications or funded research, other scholarly activities including but not limited to serving on national grant review bodies, presenting at refereed professional meetings, chairing society committees, and presenting papers before learned societies should be considered. These latter activities complement scholarly publications and grant funded research. Faculty members are expected to hold membership in professional societies, attend and participate in institutes and seminars, organize institutes, seminars, and workshops, insofar as such activities enhance their professional competency.

3. Criteria for Faculty Tenure, Promotion, and Reappointment - Regional Campuses

School criteria for promotion and tenure of Regional Campus faculty are as stipulated in the School Handbook, **with the exception of scholarship expectations. Due to increased teaching responsibilities on regional campuses, Regional Campus** criteria for reappointment, promotion, and tenure will be weighted heavily by Kent Campus School of Communication Studies faculty in making personnel recommendations relative to related regional campus faculty. Consideration for regional campus workloads will be given in the recommending process. Under current criteria primary emphasis will be placed on quality of teaching and on service with evidence of scholarly/research activity having an emphasis somewhat less than that expected at the Kent campus. However, evidence of threads of inquiry shall be provided via grants, publications and presentations.

4. Faculty Grievance and Appeals

Kent State University maintains a formal Grievance and Appeals Procedure created by the Collective Bargaining Agreement by and between Kent State University and the Kent State Chapter of the American Association of University Professors.

The Faculty and the Director of the School of Communication Studies desire to maintain and encourage open communication to the extent that resorting to formal grievance procedures normally will not be necessary. To this end, the following two-step procedure is suggested for the internal adjudication of any faculty grievance. (In this regard, we note the following from the University Grievance and Appeals Procedure: "Any settlement, withdrawal, or other disposition of a grievance at the informal stage shall not constitute a binding precedent in the settlement of similar complaints.")

Step 1: The faculty member having a grievance should meet with the School Director and a reasonable effort should be made to adjust the grievance.

Step 2: If, after consultation with the Director, the matter remains unresolved, the faculty member may elect to bring the grievance before the Faculty Advisory Committee, which shall make an advisory recommendation to the School Director.

Should the grievance still remain unresolved, procedures in the Collective Bargaining Agreement shall then be followed.

CRITERIA, PERFORMANCE EXPECTATIONS, AND SCHOOL PROCEDURES RELATING TO FACULTY MERIT

1. Merit Eligibility

Only Kent Campus regular Faculty members participate in merit recommendations for Kent campus faculty. Regional Campus Faculty members are evaluated on their own campuses for merit awards. Individuals are eligible for

consideration for merit award if they are (1) a current member of the School Kent Campus Faculty and (2) have been a member for at least one full semester during the review period for merit awards. Eligibility for consideration is determined by the Collective Bargaining Agreement (CBA) Article XII Section 4.D. Review periods are set by the University.

For merit increases for School Kent Campus Faculty, the Director shall make available annually to the Faculty: (a) the number and names of those merit increases recommended and forwarded, (b) the range of such increases, and (c) the bases on which the increases were determined.

Procedures & Allocation of Funds Across Merit

General principles for merit awards are set by the CBA and University policies.

Procedures

Applying for merit is optional. Faculty are not required to apply for merit in each category (research, teaching, and service). A schedule of procedures shall be determined by the Director. Faculty members eligible for merit award shall be notified of their eligibility prior to the application deadline.

Eligible faculty who wish to apply for merit award shall submit a current curriculum vitae (CV) highlighting relevant items from the review period and submit a 1-page summary per category (research, teaching, and service), highlighting activity and accomplishments that took place during the review period in accordance with University policies.

A preliminary assessment of submitted materials is conducted by an ad hoc committee consisting of the Faculty members eligible to participate in the merit process. Any Faculty applying for the merit award who wish to participate in the evaluation may be included. Individual member assessments are recorded via a Faculty merit awards review sheet, agreed upon by the Faculty, which uses the following rating categories for evaluation purposes: Excellent, Very Good, Minimum, and No Award. Faculty who participate in the merit process do not rate themselves.

The Director shall make a preliminary determination available to the Faculty advisory body and applicants. This determination should reflect ratings provided by the Faculty. The Faculty advisory body shall respond to the preliminary recommendation provided by the Director. A Faculty member has the right to request reconsideration of the preliminary determination. Such a request will be considered by the Faculty advisory body who will make a recommendation to the Director. Sufficient time must be included in the schedule or procedures to allow for such requests to be made and evaluated.

The Director shall send a final determination with justification for awards to the Dean.

Allocation Categories

The allocation of merit funds shall be divided equally among the three categories of evaluation as defined by the CBA Article XII Section 4.A: (1) research and/or creative activities; (2) teaching; and (3) service to the academic unit/Campus, College, University, and/or academic profession (hereafter referred to as (1) research, (2) teaching, and (3) service).

Criteria and Performance Expectations

Research Evaluation

Recognizing that promotion, tenure, and faculty merit pay all involve evaluation, the bases for fair and equitable faculty evaluation are as follows: As a minimum requirement, candidates for merit awards in the School of Communication Studies must provide evidence of a sustained record of scholarly productivity.

Faculty Research Performance

Examples of scholarship include, but are not limited to: original research and literature review articles published in refereed scholarly journals, books, book chapters, or monographs; presentations of original research and presentations that synthesize research presented at regional, national, or international conferences; authoring/editing scholarly books; funded grants and extramural funding resulting in new knowledge; pedagogy publications in refereed journals and books; grant reviews; conducting instructional/training workshops; copyrighted electronic media or computer programs; teaching/training grants; and additional forms of scholarship where the candidate provides evidence of peer review.

As a minimum requirement, candidates to be considered for merit awards must exceed minimum expectations in terms of (a) a sustained record of programmatic research; (b) scholarly publications in the form of books, book chapters, and/or refereed journal articles in international, national, regional, and/or state outlets; and (c) a record of paper presentations at international, national, regional, and/or state communication conventions.

Evaluating merit in publications (e.g., articles in peer-reviewed journals of recognized quality, books, and book chapters) includes an assessment of quality and impact on the field as well as quantity. Articles of exceptional length, impact, and quality are given particular consideration.

Additionally, grant and extramural funding can be evaluated for merit. Grants and other extramural funding where the role of the Faculty member in securing the funding is clearly demonstrated and which are of sufficient magnitude to fully support research at a level and duration appropriate for the discipline, including funds for supplies, materials, and personnel (graduate students, research technicians and/or post-doctoral associates. It also can include consideration of “Seed” grants -- extramural grants that are not of sufficient magnitude to fully support doctoral students or are intramural grants.

Other criteria for evaluating candidates for merit awards in research:

Strong candidates for merit awards establish scholarly independence through a sustained record of sole- and/or first-authored publications and papers.

Strong candidates for merit awards establish the impact of their scholarship. Evidence of impact can be demonstrated through assessment of the quality and reputation of the journal publishing the research and citations indexes such as Google Scholar, external adjudication, invited reviews and presentations based on one’s research, and demonstrated visibility of one’s research in the wider community and society.

Teaching Evaluation

Recognizing that promotion, tenure, and faculty merit pay all involve evaluation, the bases for fair and equitable faculty evaluation are as follows: Student evaluation shall be considered in evaluating a faculty member's teaching. Such evaluation shall be secured in a systematic, valid, and reliable way to assure adequate representation of the total of the faculty member's students.

Data relevant to student evaluation are to be collected each semester for all courses (unless university policy dictates otherwise). The standard university evaluation form shall be used and administered using the approved procedures; the School or individual faculty members may include additional items for evaluation. All data collected are to be made available to the individual faculty member being evaluated.

Peer evaluations for teaching, research, and service are required for reappointment, tenure, and promotion decisions, and recommended for reappointment decisions.

Merit in teaching includes faculty activity related to developing/revising courses, developing research projects for students (undergraduate and/or graduate), excellent student and peer perceptions, instructional creativity, actively participating in curricular revisions, significant involvement in directing doctoral dissertations, master’s theses, and undergraduate projects.

1. Faculty Teaching Performance

The Faculty Senate has endorsed the Report on Faculty Teaching Performance

for distribution through the office of the Vice President of Academic and Student Affairs to Deans and Heads of all academic units throughout the University. It is the specific intent of the Faculty Senate that this document be the subject of discussion among the faculty at Kent State University, that the list of the basic requirements stated below be included in the Faculty Handbook of each department or school, and that the report be advertised and discussed with new faculty, with part-time and temporary instructors, and with graduate fellows and teaching assistants in every academic unit.

The list below does not address those subtle and complex qualities that go toward making an outstanding course or an outstanding professor. Rather it addresses those items that lie within the power of faculty to follow, exhibit, or adopt.

1. 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 school policy and the needs of students.

- b. Provision of syllabus including, but not limited to, the following:

- i. a statement on course objectives and expectations,

- ii. a general calendar indicating the substance and sequence of the course and important dates and deadlines; and

- iii. a clear statement of grading policy and grade weighting

- c. Punctuality in starting/ending classes.

- d. Reasonable notification of and provision for faculty absence.

- e. Adequate notification of assignments, examinations, and 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 on the students' papers or orally to the whole class as is appropriate to the character of the test or 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.

2. Basic Pedagogy

The intellectual and judgmental skill essential for acceptable teaching is more open to interpretation than class management techniques. However, the following items are presented as constructive suggestions for improving 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 relate directly to course content and assignments.

- f. Communication skills appropriate to the level of students and subject matter in the course.

g. Knowledge and currency regarding subject matter. ²

3. 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 on their personal or social backgrounds, preferences, or characteristics.

¹ It is largely the responsibility of the administration to identify the problem area in communication skills through appropriate screening procedures and when complaints are raised concerning faculty. A plan for faculty improvement should be prescribed and then appropriate class assignments be made for the faculty member involved.

² 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 department or school curriculum. The administration shares this responsibility, first in providing time and encouragement for professional development, and secondly, in responsibly managing class assignments appropriate to the knowledge and background of the individual faculty member.

Service Evaluation

Recognizing that promotion, tenure, and faculty merit pay all involve evaluation, the bases for fair and equitable faculty evaluation are as follows.

Evidence of effective university/professional citizenship includes: public service related to one's school, college, university, or discipline, significant service to professional organizations; service as panel moderator or chairing sessions at conferences; critical responses to conference papers community service; chairing or membership on university, college, or school committees; service awards.

Faculty Service Performance

Candidates for merit awards should exceed minimum expectations in service. Minimum expectations vary by professional rank.

Exceeding minimum expectations: significant roles in School, Campus, College, University, and/or disciplinary venues as evidenced by productive service on committees, active participation in significant events, effectively chairing committees, specific administrative assignments, meaningful public outreach, mentorship activities; and significant service to the discipline including

editorships, editorial boards, manuscript reviewing, holding professional office, professional committee membership, etc.

1. Faculty Professional Responsibilities

1. Faculty of the School of Communication Studies shall adhere to the Faculty Code of Professional Ethics as specified in the University Register.
 2. Faculty members of the School of Communication Studies shall establish and maintain specific office hours, which shall be announced to their classes and publicly displayed. Faculty members will hold a minimum of 5 office hours per week.
 3. Faculty members of the School of Communication Studies shall state in writing the expectations and requirements for each course that they teach. This statement shall be given to students normally no later than the end of the first full week of classes each semester. At the same time, a copy shall be filed with the School to provide for unexpected absences or questions that might arise.
-

2. Graduate Faculty Membership

This statement of policy pertains to graduate faculty membership procedures in the School of Communication Studies and is based upon policies and procedures approved by the Research and Graduate Studies Council and Dean of Research and Graduate Studies (see Addendum A). This statement of policy acknowledges that the nature of the School's graduate programs is communication theory and research. Our mission is to educate graduate students who are knowledgeable about and skilled in researching human symbolic interaction.

1. Membership and Procedures for Constituting the Graduate Faculty Committee

In accordance with the Graduate Faculty Membership Procedures (see below), the School of Communication Studies shall form a Graduate Faculty Committee,

selected by and from those members who currently possess graduate faculty membership and who have been approved to direct doctoral dissertations.

a. The Graduate Faculty Committee shall be composed of at least three faculty members of the Graduate Studies Committee.

b. The Graduate Faculty Committee will formulate and update the criteria used in determining the graduate faculty status of each member of the unit. Having gained approval of the School Director and the Dean of the College, these criteria will be used to determine the graduate faculty status of each member in the School of Communication Studies.

c. The Director of the School and graduate unit, in consultation with the Graduate Faculty Committee, will recommend to the Dean of the College the appropriate graduate faculty status for those members of the unit. Votes upon faculty status require a majority of the GFC for recommendation for graduate faculty membership. When a member of the committee is considered, that member will be absent, and the vote required will be a majority, or the Director's recommendation in the case of abstentions that result in a non-majority vote.

d. If a faculty member feels an error in judgment has been made, s/he may request reconsideration of the Dean, and may further appeal to the Provost, as prescribed in the Research and Graduate Studies Graduate Faculty Membership Procedures Policy.

2. Roles and Responsibilities

a. Graduate Faculty membership shall be assigned to faculty members with appropriate educational background who are currently engaged in scholarly research and professional involvement. All graduate faculty members are eligible to vote in meetings of the whole graduate faculty, to teach graduate classes, and to serve on master's committees.

b. Besides approval of Temporary Graduate Faculty Members who may meet a specific or limited need of the graduate program for a restricted time, the School of Communication Studies will approve faculty as full members of the Graduate

Faculty in one of four levels of membership as prescribed by the Division of Research and Graduate Studies:

- i. Master's Level 1 : May teach graduate courses, serve on master's committees, and, with School approval, may co-direct masters' theses.
- ii. Master's Level 2: May do the above and, with School approval, may direct masters' theses.
- iii. Doctoral Level 3: May do the above, serve on doctoral committees, and, with School approval, may co-direct doctoral dissertations.
- iv. Doctoral Level 4: May do the above and, with School approval, may direct doctoral dissertations.

3. Criteria for Graduate Faculty Membership Faculty must meet the following criteria to be appointed as full members of the Graduate Faculty at one of four levels:

a. Master's Level 1: (i.) Possess the doctoral degree. (ii.) Demonstrate the potential for good teaching, advising, and research direction at the graduate level. (iii.) Demonstrate scholarly activity resulting in refereed publications and other public dissemination of knowledge that merits professional recognition (e.g., publishing books and chapters). (iv.) Demonstrate a record of involvement in the profession (e.g., professional association membership and participation, professional meeting attendance and paper presentation, scholarly publication editing or refereeing).

b. Master's Level 2: (i.) Meet all criteria for Level 1. (ii.) Demonstrate good teaching, advising, and research direction at the master's level. (iii.) Demonstrate current scholarly activity by having published in the past 5 years in refereed scholarly journals or have accomplished an equivalent degree of scholarship (e.g., publishing scholarly books and chapters). (iv.) Demonstrate current professional involvement within the past 5 years.

c. Doctoral Level 3: (i.) Meet all criteria for Level 2. (ii.) Demonstrate a significant record of graduate teaching, advising, and research direction including experience in directing master's students' research. (iii.) Demonstrate significant scholarly activity by having published in the past 5 years several scholarly articles in quality refereed journals or the equivalent thereof (e.g., publishing scholarly books and chapters). (iv.) Demonstrate a significant record of professional involvement.

d. Doctoral Level 4:

i. Meet all criteria for Level 3.

ii. Demonstrate a significant record of research direction including experience in directing or co-directing doctoral student research.

iii. Demonstrate a current and continual record of significant and independent refereed research and publication in major scholarly journals in the field of Communication or the equivalent thereof (e.g., publishing scholarly books and chapters).

iv. Demonstrate a continual record of significant professional involvement.

In addition, individuals must meet the following criteria to be appointed as Temporary Members of the Graduate Faculty: (a.) Possess the appropriate graduate degree to work with masters or doctoral students. (b.) Demonstrate the ability or potential for research advisement at the appropriate graduate level. (c.) Demonstrate expertise in a given subject area through research, writings, and/or professional involvement.

4. Criteria for Temporary Graduate Faculty Membership

This status shall be assigned to a faculty member whose participation in the graduate program is desired by the graduate department for a limited period or for a limited objective. Normally, this status should be assigned for purposes of appropriate instruction of a graduate course for a semester or appropriate service on a graduate examination committee, a thesis committee, or a dissertation

committee. Upon the completion of the temporary assignment, the status of Temporary Graduate Faculty member is withdrawn.

5. Additional Graduate Faculty Involvement

Faculty members may have their graduate faculty status changed to include approvals for additional graduate faculty involvement at any time that an appropriate recommendation is made and approval granted, according to the approved process.

6. Graduate Faculty Status Review

The graduate faculty status of the members of the graduate unit should be reviewed periodically by the unit's Graduate Faculty Committee. This periodic review will take place every 5 years. Also, graduate faculty members who have been approved for directing doctoral dissertations will have that option reviewed every 5 years. Recommendations resulting from a review of Graduate Faculty status will be forwarded according to the process contained in section V.A.

Reducing responsibilities of graduate faculty membership normally occurs as the result of periodic review or for cause. If changes are recommended to be deleted through the process of periodic review, then the graduate faculty member in question may be granted a probationary period to address his or her professional record. At the end of the probationary period (which usually will be from 1 to 2 years), the Dean of the College will receive a recommendation from the Graduate Faculty Committee of the School with respect to that person's Graduate Faculty status. It is the ultimate responsibility of the Dean, in appropriate consultation with the School Director and Graduate Faculty Committee, to make decisions as to the appropriate graduate faculty status of the faculty.

7. Graduate Faculty Membership Procedures

(Note: The section below was "Addendum A" in the 6/22/2011 version of the School Handbook).

a. Each department/school shall form a Graduate Faculty Committee selected by and composed of those members who currently possess Graduate Faculty membership and who have been approved to direct masters theses and serve on doctoral committees. In graduate units offering the doctoral degree, the members of the Committee must also have been approved to direct doctoral dissertations.

i. The Graduate Faculty Committee will formulate and update the set of criteria to be used for determining the graduate faculty status of each member of the unit. This set of criteria will be forwarded to the Chair of the graduate unit for that person's approval. Having gained the approval of the Chair, the set of criteria will be recommended to the Dean of Research and Graduate Studies for use by that graduate unit in determining graduate faculty status. Upon receiving the approval of the Dean of Research and Graduate Studies, this set of criteria will then be used by the graduate unit.

ii. The Chair of the graduate unit, in consultation with the Graduate Faculty Committee, will recommend to the Dean of Research and Graduate Studies the appropriate graduate faculty status for those members of the unit being recommended for inclusion on the graduate faculty (using the set of criteria formulated and approved in section A). The Dean of Research and Graduate Studies may either accept or reject each recommendation (with the advice of the Graduate Faculty Committee of Research and Graduate Studies Council when appropriate). If the faculty member feels an error has been made in the judgment of his or her graduate faculty status by the Dean of Research and Graduate Studies, then reconsideration may be requested of the Graduate Dean. Failing to reach appropriate resolution between the faculty member and the Dean, the faculty member may appeal the decision to the Provost and Vice President for Academic and Student Affairs. The decision of the Provost is final and may not be appealed.

b. The following shall be used in making recommendations for graduate faculty membership:

i. Graduate Faculty Member: This status shall be assigned to those members with appropriate educational backgrounds who have produced scholarly research or creative activity of sufficient quality to merit professional recognition and who are effective in providing the appropriate training of graduate students (or have the potential for providing such training).

A Graduate Faculty member is eligible to teach graduate courses and to serve on masters' committees.

The following may be recommended for a Graduate Faculty Member and will depend upon the scholarly and creative record of the member:

(a) A Graduate Faculty member may be approved to direct master's theses, serve on doctoral committees and co-direct doctoral dissertations (with a member who is approved to direct doctoral dissertations).

(b) A Graduate Faculty member may be approved to direct doctoral dissertations. This approval is based upon a record of current scholarly research or creative activity of sufficient quality of merit professional recognition to ensure the timeliness of dissertation topic and research direction.

ii. Temporary Graduate Faculty Member: This status shall be assigned to a faculty member whose participation in the graduate program is desired by the graduate department for a limited period or for a limited objective. Normally, this status should be assigned to lead to the appropriate instruction of a graduate course for a semester or appropriate service on a graduate examination committee, a thesis committee, or a dissertation committee. Upon the completion of the temporary assignment, the status of Temporary Graduate Faculty Member is withdrawn.

c. The assignment of Graduate Faculty members to teach graduate courses, serve on master's or doctoral committees, direct master's theses, direct doctoral dissertations, and to otherwise conduct the affairs of the graduate program of a unit, remains the prerogative and responsibility of the Chair of the graduate unit according to customary procedures and consultation.

d. Faculty members may have their graduate faculty status changed to include approvals for additional graduate faculty involvement (items II. A. 1. and II.A. 2.) at any time that an appropriate recommendation is made and approval granted, according to the process contained in section I.B.

e. The graduate faculty status of the members of the graduate unit may be reviewed periodically by the unit of its Graduate Faculty Committee (such periodic review being initiated no more frequently than every five years). A Graduate Faculty member who has been approved for directing doctoral dissertations, will have that option reviewed every five years. Announcement of a periodic review shall be made by the graduate unit at least one year in advance of the review and in consultation with the Graduate Dean. Recommendation resulting from a review of graduate faculty status will be forwarded according to the process contained in section I.B.

Removing options of graduate faculty membership normally occur as the result of periodic review or for cause. If options are recommended to be deleted through the process of periodic review then the Graduate Faculty Member in question may be granted a probationary period in order to address his or her professional record. At the end of the probationary period (which usually will be from one to two years), the Dean of Research and Graduate Studies will receive a recommendation from the Graduate Faculty Committee of the Division of Research and Graduate Studies with respect to that person's graduate faculty status. It is the responsibility of the Division of Research and Graduate Studies to make decisions as to the appropriate graduate faculty status of the faculty.

Approved by Graduate College Council, May 7, 1986

3. Regional Campuses

1. Regional Campus faculty members are accountable to their respective deans in all matters except those pertaining to course content, modes of instruction, and eligibility for teaching. In regular consultation with the FAC, the School Director determines courses that Regional Campus faculty members are

approved to teach. Scheduling of teaching assignments and loads are the responsibility of the Regional Campus Deans.

2. Peer evaluation of teaching and research/creative activity are the joint responsibility of both Regional and Kent Campus colleagues and the School Director. Student and peer evaluation of classroom teaching, as required in the Handbook, applies equally to Regional Campus faculty.

V. OTHER SCHOOL GUIDELINES

(Note: According to the Collective Bargaining Agreement (CBA; p. 20), "... provisions contained in subsection v. are not subject to the grievance and appeals procedure contained in Article VII" of the CBA. If a Faculty member "believes that an administrator is not complying with a provision of sub-section v., that Faculty member can request that the matter be reviewed by the College CAC".

1. Objectives and Programs

The objectives of the School of Communication Studies are:

1. To develop in students knowledge and research skills in communication that will enable them to function effectively in interpersonal, group, organizational, and societal settings; and
2. To broaden and deepen the students' understanding of communication as it operates in society.

To accomplish these objectives, the School offers B.A., and M.A. degree programs and a Ph.D. program through the College of Communication and Information (CCI), and conducts research.

1. The B.A. degree focuses on the study and practice of communication in various contexts. Students study human communication processes including verbal and nonverbal codes; interpersonal, group, and organizational interaction;

and argumentation and persuasion. The curriculum provides humanistic and social scientific orientations for those seeking to participate in communication-related professions in business, the media, government, law, sales, and the like, or to pursue graduate education.

2. The M.A. degree provides a broad spectrum of knowledge about human communication. It is intended for those who wish to continue graduate study in communication beyond the bachelor's level, to teach at the secondary, community college, or small college level, to continue preparation for professional careers, or to prepare for nonacademic careers in which a broad understanding of communication theory and research is desirable.

3. The Ph.D. (CCI) is a research degree designed to prepare the recipient for a lifetime of research and teaching as a college or university professor, scholar, or communication specialist. The degree requires both comprehensive knowledge and methodological skills needed for generating knowledge and understanding of human communication processes.

2. Students

1. Student Academic Responsibilities

a. Regular class attendance is expected of all students. In cases when absence is unavoidable, student responsibilities are specified in the University Register.

b. All students are expected to perform their own academic work. Policies and procedures regarding suspected cases of cheating or plagiarism are as specified in the University Register.

c. All instructors are encouraged to take stern and severe actions against instances of cheating, plagiarism, and forgery, and to treat more lenient action by the instructor as exceptions only according to individual cases.

2. Student Representation

a. As specified elsewhere in the Handbook, undergraduate students shall be represented on the Undergraduate Studies Committee and on the Student

Grievance Committee. Graduate students shall be represented on the Graduate Studies Committee and the Student Grievance Committee.

b. The FAC shall determine the nature and extent of graduate and undergraduate student representation on other committees within the School.

3. Curricular Policies and Procedures

1. Degree programs, including course development and program review, are the responsibility of the faculty of the School of Communication Studies. Proposals for curricular changes, including new or revised courses, must receive approval of the Undergraduate Studies Committee or Graduate Studies Committee, which, in turn, recommends these to the School Director for approval and transmittal to the College Curriculum Committee.

2. The assignment of student grades is the responsibility of the class instructor of record, who submits final grades, and mid-term grades when appropriate, for forwarding to the University Registrar.

3. Course final examinations, when given, are to be administered at the time and date specified in the University Schedule of Final Examinations, unless prior approval of the School Director and/or College Dean is obtained for giving the examination at another time. Whether or not final examinations are administered, the designated final examination week will be treated as a part of the semester.

4. It is the policy of the School of Communication Studies not to award credit by examination for courses offered by Kent State University. However, CLEP and similarly earned credits may be recognized in evaluating credits submitted in transfer from another accredited college or university.

4. Positions

The overriding philosophy of the School of Communication Studies is that all faculty and the Director should teach, conduct research, and serve the University and their profession. All positions are intended to reflect these goals.

1. Director of the School

The chief administrative officer of the School of Communication Studies is a Director, who is recommended for appointment by the Dean of the College after consultation with the School's Faculty Advisory Committee (hereinafter referred to as the FAC). Procedures for selecting and reviewing the Director are specified in the Collective Bargaining Agreement. The School Director is responsible for recording, maintaining, and implementing policies and procedures, in regular and thorough consultation with the School's faculty and College and University administrators. The Director, in consultation with the FAC, shall insure coordination of all courses offered across Kent State University campuses.

The functions of the Director include those found in the appropriate sections of the Collective Bargaining Agreement, and other duties found in the University Register, the Handbook, and such others as may be assigned by the Dean of the College. The Director is the primary spokesperson for the School on matters relating to the University and non-University constituencies.

In regular consultation with the faculty, as appropriate, the Director's duties include, but are not limited to:

- a. Enforcing university regulations
- b. Representing the School in collegial and university matters
- c. Developing and carrying out administration and educational policies in the School
- d. Developing budgetary priorities, and overseeing and developing the School budget
- e. Recommending research, instructional, professional improvement, as well as personal leaves
- f. Recommending appointment, reappointment, tenure, promotion, and termination

- g. Appointing, evaluating, and recommending promotion and termination of non-academic personnel
- h. Overseeing administration of the graduate and undergraduate programs
- i. Overseeing faculty professional development
- j. Overseeing teaching assignments and schedules of instructional personnel
- k. Counseling faculty, instructors, and graduate assistants about teaching performance
- l. Supervising office staff, operations, and work schedules
- m. Maintaining relationships with the regional campus system about personnel and curricular matters
- n. Leading School development activities in consultation with the University Development Office
- o. Maintaining custody of university property charged to the School
- p. Supervising the academic counseling of majors in the School
- q. Overseeing alumni relations and activities
- r. Recommending Faculty Excellence Award increases in accordance with CBA and University policies

2. Undergraduate Coordinator

The FAC elects and recommends to the Director a regular, full-time, faculty member in the School of Communication Studies to serve as Undergraduate Coordinator for a renewable 2-year term. The election normally takes place by the end of the spring semester for a term to begin with the ensuing fall semester.

The Undergraduate Coordinator supervises operation and development of the School's undergraduate programs. In consultation with the Undergraduate Studies Committee, the faculty, and the Director, as appropriate, the Undergraduate Coordinator's duties include, but are not limited to:

- a. a. Evaluating students' eligibility for admission into the School's undergraduate programs
- b. Counseling transfer students and new undergraduate majors
- c. Administering undergraduate program policies and curriculum revision and development
- d. Serving as a liaison to the CCI advising staff
- e. Scheduling undergraduate classes and recommending undergraduate teaching assignments
- f. Supervising undergraduate student recruitment
- g. Chairing meetings of the Undergraduate Studies Committee
- h. Monitoring undergraduate student registration and academic progress
- i. Recommending undergraduate students for university, college, school, or professional awards
- j. Responding to student petitions and requests for program changes
- k. Updating undergraduate program catalog copy
- l. Maintaining supervisory responsibility for the LER, diversity, and writing intensive courses
- m. Serving as the School representative to the College Curriculum Committee

3. Graduate Coordinator

The Graduate Faculty elects and recommends to the Director a regular, full-time, graduate faculty member in the School of Communication Studies, who is approved to direct doctoral dissertations, to serve as Graduate Coordinator for a renewable 2-year term. The election normally takes place by the end of the spring semester for a term to begin with the ensuing fall semester.

The Graduate Coordinator supervises operation and development of the School's graduate programs. In consultation with the Graduate Studies

Committee, the Graduate Faculty, and the Director, as appropriate, the Graduate Coordinator's duties include, but are not limited to:

- a. Supervising and coordinating admissions to the School's graduate program
- b. Coordinating graduate advising and new graduate student orientation
- c. Recommending graduate students for appointment as graduate assistants and teaching fellows (and for part-time teaching, as appropriate)
- d. Recommending graduate assistant and teaching fellow duties
- e. Recommending the schedule of graduate classes and graduate teaching assignments
- f. Administering graduate program policies and curriculum revision and development
- g. Conducting graduate faculty reviews and recommending graduate faculty membership
- h. Supervising graduate student recruitment, preparation of recruiting materials, and the application process
- i. Monitoring graduate student registration and academic progress
- j. Responding to student petitions and requests for program changes, and clearing graduate students for graduation
- k. Conducting comprehensive exams, graduate student program reviews, and reviews of graduate student performance
- l. Recommending graduate students for university, college, school, or professional awards
- m. Updating graduate program catalog copy and the graduate student handbook
- n. Planning and administering the annual Cowperthwaite Lecture and Summer Visiting Scholar program
- o. Chairing meetings of the Graduate Studies Committee

- p. Serving as the School representative to the College Graduate Coordinators' Council and the College Doctoral Program Committee
- q. Advising the School's Communication Graduate Student Association

4. Basic Course Director

The FAC recommends to the School Director a Basic Course Director (BCD). The BCD (COMM 15000) coordinates the construction and dissemination of syllabi, assignments, forms, guidelines, and additional materials to instructors on all campuses in accordance with the course standards established by Communication Studies Undergraduate Committee and approved by the University's Curriculum Committee. The BCD prioritizes the standardization of the course across all sections of the course taught either by Faculty or Teaching Assistants at all campuses. The BCD develops and disseminates "The Common Syllabus" to all faculty and teaching assistants on all Kent State campuses to insure qualification for and/or inclusion in The Ohio Board of Regents Transfer Module and Kent State University's Liberal Education Requirements. In consultation with the faculty and School Director, as appropriate, the BCD's duties include, but are not limited to:

- a. Serve as Lecturer for the Lecture/Lab sections
- b. Developing and assessing appropriate uses of technology
- c. Developing expectations for the Assistant Basic Course Director
- d. Recommending a Teaching Assistant to serve as the Assistant Director
- e. Meeting regularly with and providing instructions for the Assistant Director
- f. Developing expectations for Teaching Assistants
 - i. Recommending Teaching Assistants to teach the basic course

- ii. Coordinating the efforts of the Teaching Assistants via regular meetings and contact
- g. Selecting textbook(s) and ancillary materials for the course
- h. Creating examinations and scoring criteria for the Lecture/Lab sections
- i. Facilitating regular training activities for Faculty and Teaching Assistants
- j. Conferring with basic course students who require assistance or intervention beyond the Faculty or Teaching Assistants' abilities or responsibilities
- k. Exercising efforts relevant to maintaining or increasing student registration in the course
- l. Serving as a liaison to other departments on campus by advising them of the importance of the basic course to their students and by consulting with them on ways to adapt the basic course to better serve their students.

The BCD will strive to maintain the intellectual standards and positive profile of the Basic Communication Course. The course director will communicate regularly with the Undergraduate Coordinator for the purpose of insuring fulfillment of the responsibilities and duties mentioned herein.

5. Undergraduate Advisor and Internship Coordinator

The FAC recommends to the School Director one full-time, faculty member to serve as Undergraduate Advisor and Internship Coordinator. In consultation with the faculty and School Director, as appropriate, the Undergraduate Advisor and Internship Coordinator's duties include, but are not limited to:

- a. Assisting students with their graduation plans and course registration
- b. Facilitating students' registration into internship hours
- c. Maintaining regular office hours and student advising appointments

- d. Maintaining student internship records
- e. Keeping up to date with university and school registration procedures and policies
- f. Serving on the Undergraduate Studies Committee

6. The Associate Director

The School may appoint an Associate Director. The Associate Director is recommended for appointment by the Director of the School after consultation with the School's FAC. The duties of the Associate Director are determined by the School Director and Dean.