

**HANDBOOK**  
**DEPARTMENT OF CHEMISTRY AND BIOCHEMISTRY**  
**KENT STATE UNIVERSITY**

**(Revised Fall, 2021)**

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**HANDBOOK**  
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**SECTION I: Preamble**

This department handbook (hereinafter “Handbook”) contains the operational policies and procedures for the Department of Chemistry and Biochemistry (hereinafter “Department”) within the College of Arts and Sciences (hereinafter “College”). The policies and procedures contained in this Handbook shall not conflict with any University, Administrative or Operational Policy of Kent State University, any applicable *Collective Bargaining Agreement*, or any federal, state, or local law. The Department of Chemistry adopted its first Handbook in 1969; revisions of that document were made in 1971, 1979, 1993, 1997, 2006, and 2007. The Department changed its name to the Department of Chemistry and Biochemistry and adopted this revision of the Handbook in 2010.

This Handbook is intended to:

- A. Instruct new and prospective faculty in the operations and policies of the Department.
- B. Make clear the delegation of responsibility in Departmental administration.
- C. Indicate the prerogatives and duties of faculty, students and staff, and establish procedures for the resolution of disputes.
- D. Establish criteria for faculty tenure, promotion as well as for faculty excellence awards.

**SECTION II: Goals, Objectives and Mission of the Department**

The Department pursues the following primary objectives:

- 1. Create an academic environment which promotes the intellectual and professional development of students and faculty;
- 2. Develop and maintain a commitment to scholarly activity in research, graduate education, and undergraduate education which is commensurate with the goals and mission of Kent State University, including
  - a. The training of B.S. and B.A. chemists in the theoretical and practical skills required for employment or admission to graduate or professional school; the oversight of the

- non-chemical parts of their training; and the provision of career advice upon request, and
- b. The training of M.A., M.S., and Ph.D. chemists in the theory of chemistry, the ability to conduct independent research, the clear expression of scientific ideas, and the teaching of chemistry;
3. Provide programs for all students which meet the educational and technical demands of the sub-disciplines represented in the Department;
  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. Provide the public with service commensurate with a University.

Implicit in these objectives is our responsibility as teachers, which includes but is not limited to, educating undergraduate and graduate students and providing continuing education while promoting and clarifying the role and philosophy of education.

A strong commitment to research means creating and maintaining a rigorous intellectual environment and achieving our broader commitments to the advancement of knowledge and service to the public.

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

The Department recognizes the inherent value of diversity in the members of the University Community, and thus subscribes to the letter and spirit of the University Diversity Vision Plan. The Department of Chemistry and Biochemistry shall strive toward excellence, which is only possible with a strong and ongoing commitment to building an environment that is welcoming, affirming, and empowering to all people regardless of race, ethnicity, gender, age, religion, physical disabilities, sexual orientation, socioeconomic status, and geographic origin. We hold that openness and acceptance is a core value, such that all members of the Department shall foster a free and open exchange of ideas and civil communication on all issues. This commitment will provide a rich educational experience that promotes full contribution to and participation in an increasingly diverse and democratic global society. The Department strives to remove barriers to the recruitment, retention, and advancement of talented students, faculty, and staff from historically excluded populations who are currently underrepresented. The Department, therefore, makes commitments to (i) establishing a diverse community, (ii) equitable retention at all levels, (iii) establishing and maintaining a welcoming environment for all members of the community, (iv) providing opportunities for diversity leadership, (v) ensuring equitable progress for all, and (vi) assisting every member of the department to develop diversity awareness and cross-cultural understanding and skills.

## SECTION III: Structure and Organization of the Department

### A. Definition of the Faculty

The terms "*Faculty*", "*members of the Faculty*", and "*Faculty members*" used in this handbook are defined as full-time faculty of academic rank who hold tenured or tenure-track appointments in the Department of Chemistry and Biochemistry at Kent State University and who, therefore, are members of the bargaining unit as defined in the current Collective Bargaining Agreement (CBA). Unless otherwise specified, voting rights on departmental matters are restricted to the Faculty.

### B. Administration

#### 1. Department Chair

The Department Chair (hereinafter "Chair") is the chief administrative officer of the Department (*See*, Appendix I of this Handbook) and reports directly to and is accountable to the Dean of the College (hereinafter "Dean"). The Chair is responsible for recording, maintaining, and implementing the policies and procedures stated in this Handbook through regular and thorough consultation with the Department faculty and the Department's various committees as provided in the Collective Bargaining Agreement. The Chair is also responsible for advancing Departmental initiatives and for representing the interests and needs of the Faculty to the University administration.

The Chair is an *ex officio*, non-voting member of all Department committees, and may make appointments as necessary and permitted to Department committees and to the various administrative and service positions in the Department.

The selection, review, and reappointment of the Chair is the responsibility of the Dean, who consults with the Department faculty on such matters. Procedures for the selection, review and reappointment of the Chair are included in the applicable *Collective Bargaining Agreement*.

#### 2. Assistant Chair

The Assistant Chair is appointed by the Chair after consultation with the Faculty Advisory Committee (hereinafter "FAC"). The term of service is two (2) academic years; reappointment to subsequent terms may be made following a satisfactory biennial performance review conducted by the Chair. The appointment may be terminated at any time by the Chair, in his/her sole discretion. The duties and responsibilities of the Assistant Chair are determined by the Chair in consultation with the FAC. The duties are described in the departmental *Operating Procedures* document and referenced

in the description of workload equivalents (see *Section IV F Faculty Workload and Workload Equivalents*) contained in this handbook.

3. Coordinator of Graduate Studies

The Coordinator of Graduate Studies is appointed by the Chair after consultation with the FAC. The appointment is for two (2) academic years; reappointment to subsequent terms may be made following a satisfactory biennial performance review conducted by the Chair. The appointment may be terminated at any time by the Chair, in his/her sole discretion. The Coordinator of Graduate Studies must be a full member of the Graduate Faculty holding the rank of Associate Professor or Professor. The Coordinator of Graduate Studies chairs the GSC and oversees the operation and development of the Department's graduate programs. The Coordinator of Graduate Studies serves as the Department liaison to the Graduate Dean of the College of Arts and Sciences and other graduate bodies. The duties of the Coordinator of Graduate Studies are described in the departmental *Operating Procedures* document and referenced in the description of workload equivalents (see *Section IV F Faculty Workload and Workload Equivalents*) contained in this handbook.

4. Undergraduate Curriculum Coordinator

The Undergraduate Curriculum Coordinator is appointed by the Chair after consultation with the FAC. The appointment is for two (2) academic years; reappointment to subsequent terms may be made following a satisfactory biennial performance review conducted by the Chair. The appointment may be terminated at any time by the Chair, in his/her sole discretion. The Undergraduate Curriculum Coordinator must hold the rank of Associate Professor or Professor. The Undergraduate Curriculum Coordinator chairs the Undergraduate Curriculum Committee (hereinafter "UGCC") and oversees the development of the Department's undergraduate programs. The Undergraduate Curriculum Coordinator serves as the Department liaison to the College of Arts and Sciences and serves as the Department's representative to the College Curriculum Committee. The duties of the Undergraduate Curriculum Coordinator are described in the departmental *Operating Procedures* document and referenced in the description of workload equivalents (see *Section IV F Faculty Workload and Workload Equivalents*) contained in this handbook.

5. Additional Administrative Appointments

Continuing appointments to other departmental administrative positions are made by the Chair after consultation with the FAC. Continuing appointments will be dependent upon the specific requirements of the position and an individual's qualifications for the position. Duties and terms of office shall be specified by the Chair and FAC in a departmental *Operating Procedures* document. If a workload equivalent is to be associated with the appointment, the position must also be referenced in the description of workload equivalents (see *Section IV F. Faculty Workload and Workload Equivalents*) contained in this Handbook.

#### 6. Non-Academic Staff

The Department's non-academic staff includes all classified and unclassified staff positions within the Department including, but not limited to the Business Manager, Laboratory Manager, Administrative Assistant, and other technical and secretarial staff. Each position has specific duties as defined in the departmental *Operating Procedures* document and/or the applicable position description.

#### C. Faculty Meetings and Department Committees

Faculty meetings are announced in advance by the Department Chair to Kent and Regional Campus Faculty. Any member can request the Chair to call a meeting; the Chair shall be compelled to call a Faculty meeting if 5 or more Faculty petition for a meeting. There shall be at least one Faculty meeting each semester. A written agenda is distributed at least one (1) day before the meeting. A quorum shall be constituted when Regional and Kent Campus Faculty attendance exceeds 50% of the current number of eligible voting Kent Campus faculty. Faculty and committee meetings are advisory and recommendatory to the Department Chair.

The membership, structure, and function of some of the Department's committees are governed by University, Administrative and Operational Policies and the applicable *Collective Bargaining Agreement*. The Chair may establish other departmental standing and ad hoc committees in consultation with the FAC. The Chair will welcome requests from faculty members for positions on the Department's various committees. The Chair, when making appointments to Department committees, will be mindful of the diversity of disciplines within the Department and will consider the expertise and interests necessary for the effective functioning of specific committees. If necessary to accomplish the Department's business, committee memberships and individual service assignments may be reassigned during the year by the Department Chair in consultation with the FAC.

The TT CBA provides that the Faculty of the Department ensure that Regional Campus Faculty are appropriately represented on key Department and College committees, including but not limited to the FAC, the CAC, the RTP Committee,

Chair Review Committees, and committees considering curriculum, department or college policy, instructional standards, and program development.

The Department Chair or Committee Chair may at any time invite additional faculty, graduate students, or undergraduate students to participate in committee deliberations (excepting the RTP and Chair Review Committees, where no additional participation beyond that specified in this Handbook shall be solicited). Invited participants shall not be eligible to vote on any committee resolutions following deliberations.

#### 1. Faculty Advisory Committee (FAC)

The FAC is structured and operates as described in the applicable *Collective Bargaining Agreement*. The FAC is elected directly by the full-time Faculty of the Department as defined in section III A, "Definition of the Faculty," above.

The TT CBA provides that the tenured and tenure-track faculty of the Department may decide whether and to what extent full-time non-tenure (NTT) track faculty shall be represented on the FAC. NTT faculty shall not be elected to the FAC of the Department of Chemistry and Biochemistry.

FAC terms are for one (1) year. Elections are conducted in the Spring Semester and the FAC members assume office on July 1. The FAC shall consist of seven tenured and tenure-track Faculty members (five Kent Campus members with at least one member at the rank of Assistant or Associate Professor and at least one member at the rank of Full Professor, and representatives from two Regional Campuses) plus the Department Chair (nonvoting). The FAC must include Faculty members from a minimum of three different academic divisions.

Kent Campus representatives are elected by Kent Campus Faculty in two rounds of voting. In the initial round, Faculty members vote for up to ten candidates. The ten Faculty receiving the most votes constitute the slate of candidates for the second round of voting. If this slate of candidates does not include a Faculty member at the rank of Assistant or Associate Professor, the Assistant or Associate Professor receiving the most votes shall replace the tenth-ranked candidate. A similar procedure shall apply to ensure representation by a faculty member at the rank of Full Professor and representation from a minimum of three divisions. In the second round, Faculty members vote for up to five candidates. The Kent Campus FAC members will consist of the five candidates receiving the most votes. If this list does not include a faculty member at the rank of Assistant or Associate Professor, the Assistant or Associate Professor receiving the most votes shall replace the fifth ranked candidate. A similar procedure shall apply to ensure representation by a Faculty member at the rank of Full Professor and representation from a minimum of three divisions. Regional Campus representatives are elected by simple majority vote of the Regional Campus



faculty. The Regional Campus FAC members will consist of the two candidates – from different campuses – receiving the most votes. Ties are resolved by a random drawing overseen by two staff members. A Faculty member shall not be eligible for reelection to the FAC for any academic year following three consecutive years of FAC service.

The FAC is convened and chaired at least once per semester by the Chair who, in consultation with the FAC, sets the agenda for its meetings. FAC members may request that items be added to the agenda; the Graduate Student Organization may also request that new business be placed on the FAC's agenda. Additional meetings of the FAC may be called by the Chair, as needed, or upon a request by at least one-half of the members of the FAC. The FAC elects one (1) member to act as the Department representative to the College Advisory Committee (hereinafter "CAC").

## 2. Graduate Studies Committee (GSC)

The GSC is composed of one (1) Faculty member appointed from each academic division (Analytical, Biochemistry, Inorganic, Organic, and Physical) by the Department Chair in consultation with the Coordinator of Graduate Studies (CGS) and considering the recommendations made by the divisions. The Department Chair appoints one additional, at-large GSC member with advice from the FAC. One voting graduate student representative is appointed by the Graduate Student Organization. The Coordinator of Graduate Studies may request the recusal of the graduate student representative at any time.

The GSC assists the Coordinator of Graduate Studies, who serves as the GSC chair, with the oversight and development of the Department's graduate program. The GSC reviews proposals for new graduate courses, changes in course content and related curricular matters, and conducts periodic reviews of the Department's graduate program as a whole. The GSC serves as the Curriculum Committee for graduate curriculum. The GSC is responsible for evaluating applications for admission, evaluating and recommending candidates for graduate appointments, and monitoring the progress and academic performance of graduate students in the Department. The GSC also serves as the graduate student academic complaint committee; the committee follows the policies and procedures governed by University Policy 3342-4-02.3 when considering graduate-student academic complaints.

In the event that a member of the GSC is the subject of or may otherwise be involved with a student complaint, the Department Chair, in consultation with the FAC, will select a replacement from the full-time tenured and tenure-track faculty. If the Coordinator of Graduate Studies is the subject of or may otherwise be involved with a student complaint, the Department Chair will appoint a member of the GSC to chair the committee and will appoint an additional member to the committee from the full-time tenured and tenure-track faculty.

3. The Undergraduate Curriculum Committee (UGCC)

The UGCC is composed of a representative nominated and/or appointed by the Chair from each academic division (Analytical, Biochemistry, Inorganic, Organic, and Physical, and the Regional Campus Committee), and the Assistant Chair. The UGCC shall be chaired by the Undergraduate Curriculum Coordinator. The UGCC assists the Undergraduate Curriculum Coordinator supervise and coordinate the Department's undergraduate curricular programs. The UGCC makes recommendations on any and all matters which affect the undergraduate academic programs of the Department including, but not limited to, faculty proposals for new courses, changes in course content, major requirements, and other curricular matters. The UGCC reviews and decides student appeals regarding course substitution.

4. Undergraduate Student Academic Complaint Committee (UGACC)

The UGACC is composed of three (3) Faculty representatives, the Assistant Chair, and one undergraduate student member. The student member is chosen by the Chair, in consultation with the FAC. The Chair of the UGACC is elected by the UGACC at the beginning of each academic year. The policies and procedures of this committee are governed by University Policy 3342-4-02.3.

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

5. Divisional Committees (Analytical, Biochemistry, Inorganic, Organic, Physical).

The Divisional Committees have initial responsibility for recommending suitable faculty to teach upper division and graduate courses in their respective specialties as well as to prepare and administer graduate candidacy exams. The Divisional Committees are expected to be the source of all curriculum proposals. The membership of each Divisional Committee is determined by personal choice of each tenured and tenure-track Kent Campus Faculty member upon joining the Department. Subsequent requests to change division membership must be approved by the Department Chair. Each tenured and tenure-track Kent Campus Faculty member shall be a voting member of one and only one Divisional Committee, except as noted below; regional campus Faculty are not members of Divisional Committees. The

Department Chair (without vote), Assistant Chair (with vote), and Coordinator of Graduate Studies (with vote) may serve as members of divisions, but may not serve as Divisional Committee Chair. Each Divisional Committee shall have a minimum membership of three Faculty. If membership in any committee falls short of the minimum, the Department Chair, in consultation with the FAC, shall appoint to that committee a Faculty member who is already a member of another Divisional Committee. This person will be a voting member of both Division Committees. The Chair of each divisional committee shall be elected annually by the members of the Divisional Committee.

6. Regional Campus Committee (RCC)

The Regional Campus Committee consists of all Regional Campus full-time Faculty and is chaired by the Assistant Chair. The committee shall normally be convened at least once per academic year for the purpose of discussing matters of specific interest to the regional-campus Faculty members. These issues may include, but are not limited to, evaluation and delivery of courses offered at regional campuses; issues concerning reappointment, tenure, and promotion; review of non-tenure track faculty at regional campuses; program development; selection of regional-campus FAC representatives; issues related to teaching assignments and class schedules, including appropriate application of workload equivalencies; Faculty professional improvement, research, and other leaves; issues related to the advising and retention of students and insuring that instructional standards are followed. The committee chair may invite other department members to RCC meetings as appropriate to the matters being discussed.

7. Ad Hoc Reappointment, Tenure, and Promotions (RTP) Committee

The Ad Hoc Reappointment, Tenure, and Promotions Committee is composed of all full professors in the Department plus tenured members of the FAC. In the event that a Regional Campus member of the FAC is not tenured, a tenured Regional Campus representative, appointed by the Chair, will sit on the Promotions Committee in his/her stead. The policies and procedures which govern the Department's Ad Hoc Reappointment, Tenure and Promotion (RTP) Committee are included in University Policy 3342-6. Procedural and operational guidelines for this committee are provided annually by the Office of the Provost. This committee reviews materials relevant to the professional performance of faculty who are candidates for reappointment, tenure, or promotion in rank, and makes recommendations to the Chair on each of these personnel decisions. It is the responsibility of this committee to provide a detailed review of the quality of each candidate's scholarship, teaching, and service. The recommendations of this committee and of the Chair, together with the materials assembled for the committees, are forwarded to the Dean of the College.

8. Other Department Committees

The Chair may establish, charge, and appoint the membership of other departmental committees (such as the Departmental Safety Committee) as required by the Department. In establishing departmental committees, naming members, and designating a committee chair, the Chair shall consult with the FAC. The Chair will welcome requests and preferences from the faculty before establishing and making appointments to departmental ad hoc and standing committees. The membership and duties of these committees may be found in the departmental *Operating Procedures* document.

D. Graduate Assistants:

Duties are assigned by the Coordinator of Graduate Studies and Assistant Chair in consultation with the involved Faculty. Faculty-graduate assistant conferences are scheduled at the beginning of each semester, at which time the faculty member in charge of the course carefully defines the responsibilities of the assistants. Appointments of Graduate Assistants are initiated by the Graduate Committee. Grant-supported Research Assistantship appointments are initiated by the research advisor. All such appointments must be authorized by the Coordinator of Graduate Studies and the Department Chair. In the case of Research Assistantships, the Department Chair will certify that funds are available from the project director and that any future support by the Department has been planned in consultation with the Coordinator of Graduate Studies.

## **SECTION IV: Appointment and Employment Procedures and Regulations**

A. Appointment to Regular (tenurable) Faculty Ranks:

Appointment of full-time faculty will not ordinarily be made at the rank of Instructor. An earned doctoral degree in a related discipline is required for all faculty appointments to a tenure-track position in the department; postdoctoral experience is preferred.

## B. Faculty Ranks

The basic definitions of faculty ranks are the following:

### 1. Instructor

This rank is intended for persons initially hired with an M.S. degree in Chemistry or an allied field. Normally, the Department does not hire at the rank of Instructor except for part-time and full-time non-tenure track (NTT) faculty positions whose duties are restricted to instructional laboratory supervision.

### 2. Assistant Professor

This rank is the normal entry-level rank for tenure-track faculty holding an earned doctorate in Chemistry or an allied field by the effective date of appointment.

### 3. Associate Professor

Promotion to this rank presumes prior service as an Assistant Professor and significant academic achievements; hire into this rank requires the documented establishment of an independent research program and significant scholarly achievements. All Faculty at this rank shall hold an earned doctorate in Chemistry or an allied field (*See*, Section V of this Handbook).

### 4. Professor

Promotion to this rank requires credentials and achievements beyond those required for promotion to Associate Professor. This promotion is reserved for senior faculty members who have achieved significant recognition in their discipline and shown *significant* leadership in Departmental and University service (*See*, Section V of this Handbook). The Department expects a continuously high level of service from all Faculty holding this rank.

### 5. Research Associate and Research Assistant Professor

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. Research Associates and Research Assistants do not vote on Department committees and do not participate in Department governance.

### 6. Adjunct Faculty Appointments

These appointments are held primarily by faculty from other institutions or persons on the staffs of community-based agencies and organizations. Adjunct Faculty appointments are made at the discretion of the Chair in consultation with

the FAC. Adjunct Faculty members do not vote on Department Committees and do not participate in Department governance. Specific privileges of adjunct Faculty members are negotiable with the Department Chair and are detailed in a letter of appointment.

Dual credit instructors who are approved by the Department to teach Kent State Chemistry courses in the high-school setting shall meet the same standards as any adjunct faculty member. In keeping with state requirements, it is expected that high school teachers teaching Dual Enrollment courses in chemistry will hold at least a masters degree in Chemistry or Biochemistry (an MAT or other masters degree in teaching is not acceptable). Masters degrees in other related fields must be approved by the Chair. Dual Enrollment instructors shall work in close cooperation with a Faculty member from the host campus; see section IV.F.3 for the earned workload equivalence.

#### 7. Visiting Faculty Appointments

Visiting Faculty appointments at an appropriate faculty rank may be made when leaves of absence occur or special needs arise and funds are available. A visiting faculty member is typically a faculty member from another institution who is employed by the Department for a period not to exceed one (1) year. In the event that a Visiting Faculty member is employed in that capacity for a second consecutive year, the Visiting Faculty member will then become a full-time non-tenure track (NTT) Faculty member. Visiting Faculty members do not vote on Department Committees and do not participate in Department governance. Visiting Faculty may engage in research laboratory work only when sponsored by a regular Faculty member.

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

Full-time non-tenure track faculty (NTT) appointments are made on an annual basis (*See*, Section VI of this Handbook). NTT appointments are not included under the umbrella of the **University policy and procedures regarding Faculty tenure** (*See*, University Policy Register 3342-6-14) and NTT faculty members are not entitled to any rights with regard to tenure. NTT faculty members who teach classroom lecture courses shall hold an earned doctorate in Chemistry or an allied field by the effective date of appointment.

#### 9. Part-Time Faculty Appointments

When the Department cannot meet its teaching needs from the ranks of its full-time tenured and tenure-track Faculty, full-time non-tenure track (NTT) faculty and graduate students, part-time faculty appointments will be made from an established pool of qualified applicants not currently on regular appointment at the University. Appointees to part-time positions are selected by the

Department Chair with the advice of the FAC and the Assistant Chair from the pool of applicants maintained by the Department.

#### 10. Graduate Faculty Status

Faculty involved in the graduate program are expected to present evidence of their endeavors as witnessed by publication, proposals submitted for extramural funding, and dissemination of research in various venues as appropriate to the discipline. Faculty are also expected to attend departmental colloquia and divisional seminars. Newly hired faculty on the Kent Campus shall be eligible for F4 status, and newly hired faculty on the regional campuses shall be eligible for F1 status; see below. Regional Campus faculty may apply at any time for increased graduate faculty status by submitting to the Coordinator of Graduate Studies (a) a current vita which details how the criteria have been met for increased graduate faculty status and (b) a memo requesting a review of graduate faculty status. The **Administrative policy regarding graduate faculty** is included in the University Policy Register. (*See*, University Policy Register 3342-6-15.1)

It is understood that Full (F) graduate faculty status is only available to Faculty having their primary appointment in the Department of Chemistry and Biochemistry at Kent State University; Associate (A) status is for graduate faculty having their primary appointments elsewhere.

A1/F1 status Faculty may teach graduate coursework and serve on master's committees.

A3/F3 status Faculty have the privileges of A1/F1 status and may direct master theses, may serve on doctoral committees, and may serve, with approval of the Chair, as a co-advisor for a doctoral dissertation.

F4 status Faculty have the privileges of A3/F3 status and may direct doctoral dissertations.

**Membership Criteria:** All new tenure track appointees will receive F4 status on entry with the presumption that they will be immediately engaged in scholarly research, and that they have met the criteria for this status as a basis for their appointment.

A1/F1 status requires a Ph.D. degree in Chemistry or a closely related science and must have published two papers (or two book chapters, or one monograph, or one book, or one paper and one substantive grant proposal to an extra mural agency) in refereed journals within the preceding five years.

A3/F3 status requires A1/F1 criteria plus one grant proposal submitted (or funding from such) to a national agency within the past five years.

F4 status requires A3/F3 criteria plus four (4) additional grant proposals submitted to an extramural agency (or additional funding of \$150,000 from external sources after adjustment for percent collaboration as shown in the KSU transmittal form) within the past five years, plus 3 additional refereed papers or book chapters (or one monograph or one book, or demonstration of exceptional publication quality within a substantial body of scholarship).

Specific circumstances might prevent a faculty member to reach these metrics and the decision may be appealed to the graduate committee. The graduate committee will review the appeal and will take these circumstances into consideration when making its final recommendation.

### C. Recruiting Faculty

The Department supports the goals of equal opportunity and affirmative action in recruiting and in making appointments to the Faculty. Search Committees are appointed by the Chair after consultation with the FAC and faculty members in the specific area(s) or discipline(s). The search committee solicits applications and recommends to the Chair a slate of candidates to be invited to campus for an interview. Search committees will survey student perceptions of faculty candidates as part of the interview process. The search committee will solicit recommendations regarding the candidates from the Faculty, and selection of the candidate recommended to the Chair for appointment to the Faculty is by majority vote of the tenured and tenure-track Faculty. The search committee may also recommend its choice of candidate, if different, to the Chair. Recommendations are advisory to the Chair, who then makes a recommendation to the Dean. If the Dean concurs with the Chair, a recommendation is forwarded to the Office of the Provost. If the Chair's recommendation is different than that of the search committee and the faculty, the Chair shall inform the Dean of all recommendations and the reasons for the disagreement.

### D. Role and Responsibility of the Faculty

**Research, Teaching, Service:** Each Faculty member is expected to contribute to the Department, Campus, College and the University according to the terms and condition of his/her letter of appointment. Some Faculty members make their primary contribution in teaching while others emphasize research.

Scholarly activity is expected of all Faculty members, although the extent and/or type of activity may vary with the terms of each Faculty member's assignment and campus location. All graduate faculty members are expected to be involved in significant research activity, serve on graduate student committees, and direct graduate student research. Supervision and direction of undergraduate research projects and theses is part of the teaching function.

Service to the University is a responsibility of each Faculty member. Department, Campus, College, and University committee or task force membership is expected as a normal part of a Faculty member's contributions;



most faculty members will be assigned to three or four departmental service positions (committees or individual service assignments) in addition to Division Committee membership. Faculty members are expected to attend faculty meetings and assigned committee meetings. Some service assignments carry workload equivalencies, see IV.F of this Handbook. Special or outstanding service above and beyond that which is typical may also be considered during the tenure and/or promotion reviews of a Faculty member, but service alone will not reduce the expectations of quality teaching and scholarly activity. Public service is encouraged and recognized as a part of the professional responsibilities of each Faculty member, although contributions in this area can be expected to vary widely due to the nature of the various disciplines within the Department.

#### E. Faculty Code of Ethics

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

#### F. Faculty Workload and Workload Equivalents

All full-time tenured and tenure-track Faculty of the department are expected to carry a workload of twenty-four (24) credit hours per academic year. Full-time non-tenure track faculty members are expected to carry a 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 Chair with the approval of the Dean. The FAC shall advise the Chair on issues related to teaching assignments, class schedules and the appropriate application of workload equivalents. The Chair shall provide each Faculty member with a statement of her/his workload.

##### 1. Lecture Courses

In lecture courses, each credit hour counts as 1 credit hour of load toward the 24-credit hour load per academic year. Each course section with an enrollment of 100 (or more) students earns an additional one hour of workload credit; each course section with an enrollment of 200 (or more) students earns an additional 2 hours of workload credit. These additional workload credits (for >100 and > 200 student sections) shall only be awarded to faculty whose exams and quizzes require an extensive written component.

The total credit for team-taught courses shall be pro-rated between instructors, such that the total workload credit equals the course credit hours. For divisional-seminar and recent development/problem solving courses, 1 credit hour shall be awarded to the Faculty member organizing the course. All graduate Faculty (F3 and F4 status) are expected to attend and participate.

##### 2. Laboratory Courses

In laboratory courses in which the faculty member has full responsibility for instruction (i.e. no graduate teaching assistant is involved), the faculty member will receive one semester credit hour of load per contact hour for each laboratory section of the course. Thus, a faculty member teaching a one credit hour laboratory section involving three contact hours per week for a full semester will receive three semester credit hours of load. An additional credit hour per course (not per section) will be earned for laboratory preparation performed solely by the faculty member when there is no graduate teaching assistant or other technical assistance available.

In laboratory course sections in which the faculty member has the assistance of a graduate teaching assistant, one load hour will be awarded for each credit hour of laboratory. At the discretion of the Chair, the faculty member may be assigned to be in attendance throughout the entire laboratory period, in which case, one additional semester credit hour of load will be awarded per laboratory timeslot. When two or more sections of the same laboratory course meet at the same time, the load credit is the credit hours for one section.

### 3. Workload Equivalents

In addition, the Chair may, in consultation with the FAC and with the concurrence of the Dean, assign workload equivalencies for specific duties which are considered essential to the academic mission of the Department. The Department's expectations and specifications for such workload equivalencies are given in the table below. The workload equivalencies listed in Table 1 are the maximum load equivalencies for these assignments; Departmental teaching needs and other extenuating circumstances may result in the award of fewer workload equivalents than specified in the table. The CBA specifies the compensation for Faculty members who develop or revise courses for Distance Learning format. If workload equivalency is chosen as compensation, this workload equivalency shall not be less than 3 credit hours of workload equivalents. Workload equivalencies from grant cost share agreements shall not exceed 50 % of an individual Faculty member's annual workload. The minimum lecture teaching load, as defined in F1, for all Faculty members is 5 credit hours per academic year (minimum lecture teaching load is 3 credit hours per academic year for the Assistant Chair, Coordinator of Graduate Studies, CAC representative, or Undergraduate Curriculum Coordinator); additional workload equivalents shall not reduce the annual lecture teaching load below this minimum.

**Table 1 Workload Equivalents Table**

<b>Title/Name of Assignment</b>	<b>Maximum Load Equivalent (credit hours)</b>	<b>Frequency</b>	<b>Brief Description of Duties</b>
<b>Assistant Chair</b>	10	Academic Year	Responsible for assigning and scheduling teaching activities. Responsible for lower division course offerings. Maintains student records and compiles statistical information.
<b>Coordinator of Graduate Studies</b>	5	Academic Year	Chairs the GSC, represents Department in A&S Graduate Council, responsible for the graduate program, including recruitment of new graduate students, ensuring adequate graduate course offerings, and ensuring student progress.
<b>Undergraduate Curriculum Coordinator</b>	3	Academic Year	Chairs the UGCC, responsible for all undergraduate curriculum matters, represents Department at the College Curriculum Committee. Processes requests for new undergraduate courses and is responsible for updating the chemistry section of the University Catalog.
<b>CAC representative</b>	3	Academic Year	Attends all CAC meetings, carefully reviews all tenure and promotion cases at the College, summarizes all viewpoints of Chemistry tenure and promotion cases at the CAC, submits all ballots to the College on time.

<b>Title/Name of Assignment</b>	<b>Maximum Load Equivalent (credit hours)</b>	<b>Frequency</b>	<b>Brief Description of Duties</b>
<b>Undergraduate Program Advisors</b>	1	Semester	Must be regularly available to meet with students regarding course selection and progress towards degree.
<b>New Course Development</b>	1 - 3	Semester	Each new course developed at the request of the Department; 1 c.h. for each c.h. of the course (max = 3 c.h.). Must be approved in advance by the FAC; results must be documented in a report.
<b>Major Course Revision</b>	0.5 – 1.5	Semester	Each course substantially revised at the request of the Department; 0.5 c.h. for each c.h. of the course (max = 1.5 c.h.). D.L. revisions shall be awarded a minimum of 3 c.h. per CBA. Must be approved in advance by the FAC; results must be documented in a report.
<b>Laboratory Course Coordinator</b>	1 – 2	Semester	Coordinates laboratory syllabi and examinations, organizes T.A. meetings. 1 c.h. if assigned > 4 lab sections; 2 c.h. if assigned > 10 lab sections.
<b>Dual Enrollment Course Advisor</b>	1	Semester	1 c.h. per course section overseen.
<b>Graduate Faculty Duties</b>	0.5	Semester	Prepare and grade entrance and candidacy exams, attend graduate student seminars. Must have F3 or F4 graduate status.
<b>Graduate Student Research Direction</b>	1.5 – 3	Academic Year	1.5 c.h. for each graduate student supervised in CHEM 60199, 60299, 60898, 80299, or 80898. Max. = 3 c.h.

<b>Title/Name of Assignment</b>	<b>Maximum Load Equivalent (credit hours)</b>	<b>Frequency</b>	<b>Brief Description of Duties</b>
<b>Undergraduate Student Research Direction</b>	0.5 – 2	Academic Year	0.5 c.h. for each undergraduate student supervised per semester in CHEM 40796, 40099 or HONR 10096, 20096, 30096, 40096, or 40099. Max. = 2 c.h.
<b>Research and Grant Productivity</b>	1 - 16	Academic Year	Calculated and allocated following the algorithm given in Appendix 1.
<b>Junior Faculty Release</b>	18	Probationary Period	Workload equivalence may be taken in any distribution, with approval of the Chair, during the probationary period, with a maximum of 12 c.h. in any academic year.

### 5. Overload Assignments

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

Up to five workload hours in any semester may be carried forward as either debits (Faculty member owes Department workload) or credits (Department owes Faculty member release) into subsequent semesters. All workload carry-forwards must be by mutual agreement between the Faculty member and Department Chair; workload debits shall not be incurred for course cancellation due to low enrollment. A maximum of five hours may be carried forward from any given semester, and the total workload balance carried forward may not exceed seven hours. Tenure-track and tenured Faculty must discharge the accrued workload within the following academic year that it is originally credited or debited; non-tenure track faculty must discharge the accrued workload balance within the same academic year that it is originally credited or debited. Any accrued workload shall be tallied, along with notation indicating the semester

in which the workload was originally accrued, on a Faculty member's annual workload statement until the accrued workload is discharged.

#### G. Teaching Assignments and Class Schedules

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

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

All Faculty members shall provide the Assistant Chair with updated productivity data at the end of each academic year. Faculty workload statements, including administrative assignments and research productivity credits, for the Fall semester shall normally be distributed at least thirty (30) days prior to the beginning of the term; a tentative Spring workload statement shall be included with the Fall workload statement. An updated Spring workload statement shall be issued to Faculty members only in the event of changes to the teaching assignments.

#### H. Summer Teaching Assignments

The Chair welcomes requests for summer teaching assignments from all full-time Faculty members. Summer teaching assignments are not guaranteed to any Faculty member. The size, content, and staffing of summer courses are dictated by budgetary constraints and curricular needs. Staffing priority is given to those Faculty members who have demonstrated quality in previous teaching assignments as well as those Faculty members who have had fewer summer teaching credit hours in prior years. The Department will endeavor to distribute summer teaching opportunities equitably among members of the Faculty bargaining unit(s) without regard to academic rank. Faculty members may elect not to accept a summer assignment. See also CBA.

#### I. Other Faculty Duties

**Advising:** Faculty are required to advise and counsel undergraduate and graduate students on academic matters. Individual Faculty members are responsible for providing academic counseling to undergraduate students assigned to them and to other undergraduate students who seek such advice, as needed. Student advising at

the graduate level is conducted by the student's thesis/dissertation advisor, the student's thesis/dissertation committee members, and the Coordinator of Graduate Studies. In order to assist in student advising, Faculty members must maintain current knowledge of University, College, and Department programs and requirements.

**Grades and Student Records:** Faculty members must inform students of their progress throughout the semester. Grades are a Faculty member's responsibility and should be assigned fairly and objectively. Submission of final grades must comply with University Policy, including but not limited to the deadline for the timely submission of grades. Failure of Faculty members to provide grades in compliance with University Policy will be taken into consideration in reappointment, promotion, tenure and merit (Faculty Excellence Award) decisions. Students have a right to inspect the written work performed during a course and discuss the grade with the Faculty member.

All members of the Department must 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, Banner ID, or any other system which might identify a student with her/his education record.

**Office Hours:** Faculty members are expected to schedule and attend at least five (5) office hours per week (*See, University Policy Register 3342-6-18.101*). The office hours shall be posted on the Faculty member's office door and communicated to the Department 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.

**Participation in University Activities:** Faculty members are expected to participate in recruitment programs, graduation ceremonies and other activities which are appropriate to their role as a Faculty member in the Department.

**Student and Peer Evaluation:** A Student Survey of Instruction (hereinafter "SSI") is required in each lecture and laboratory course in each semester and will be conducted under the auspices of the Chair pursuant to applicable University policies and procedures. Probationary Faculty members are required to undergo peer review of teaching at least once during each year of the probationary period. Faculty holding the rank of Associate Professor may request the Chair to periodically assign peer evaluations throughout their time in rank, in anticipation of the review for promotion to the rank of Professor.

**Syllabi:** Faculty members are expected to provide students with a syllabus for each course, including seminar and recent-advances/problem-solving courses, which includes the subject matter to be covered, 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.

#### J. Basic Standards for Faculty Pedagogy

It is the responsibility of faculty members to remain current in the material covered in their own courses and to be knowledgeable about important developments in the broad area of chemistry. Faculty should also be aware of changes in cognate courses within the department or in other units as they relate to the courses being taught. The administration shares this responsibility, first in providing encouragement and opportunities for professional development, and second, in responsibly managing class assignments appropriate to the knowledge and background of the individual faculty member.

**Classroom Management:** While the intellectual and judgmental skills essential for acceptable teaching are more open to interpretation than class management techniques, the following classroom management techniques are expected from all Faculty:

Content, assignments, and lectures are reasonable considering the level, aims, and nature of the course.

Effective use of class time, and punctuality in starting/ending classes.

Adequate class and course preparation.

Adequate notification of assignments, examinations, changes in syllabus.

Testing and grading practices that relate directly to course content and assignments.

Provision of reasonable make-up procedures for legitimately missed exams or other graded work.

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.

Evaluation of work within a reasonable time frame that allows the student to benefit from the instructor's comments prior to the next assignment.

Reasonable notification of, and provision for, faculty absence.

**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 following are essential:



An attitude/manner that projects courtesy, civility and respect.

An awareness and climate in the classroom wherein questions, relevant comments, and intellectual interaction are encouraged.

Nondiscriminatory treatment of students based on their personal or social backgrounds, preferences, or other irrelevant characteristics.

K. Safety and Chemical Hygiene

Laboratory safety and chemical hygiene policies are mandated by state and federal statutes. The Faculty Safety Advisor and the Chemical Hygiene Officer (positions described in the Departmental *Operating Procedures* document) shall assist Faculty members in the Department in order to maintain safe and hygienic laboratories. The Faculty Safety Advisor shall conduct an annual inspection of all research laboratories for safety and hygiene. Inspections should seek to identify unsafe working conditions such as those resulting from improper sample and waste storage, electrical problems, housekeeping, and the like. Faculty members are obligated to cooperate with these inspections and to cooperate with the correction of any deficiencies. The Department shall conduct annual safety and hygiene training sessions. All members of the Department, including faculty, staff, post-doctoral fellows, and students, share responsibility for properly storing labeled samples and properly discarding all chemical, biological, radiological, and other hazardous waste. All laboratory personnel (postdoctoral associates, graduate assistants, undergraduate researchers, visitors) must safely discard all chemical waste and properly store labeled samples and other chemicals prior to separation from the Department. Faculty members must certify that all chemical waste, samples, and other chemicals and hazardous materials have been discarded, restocked, or stored as an asset for future use prior to the conclusion of an appointment in the Department.

L. 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*, CBA Article VIII).

M. Faculty Workload Summary Reports

All Faculty members are required to provide an updated curriculum vitae (CV) and updated productivity data to be kept on file in the Department office. Faculty will also ensure that all course syllabi are on file in the Department office.

N. Faculty Leaves

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

University leaves include but are not limited to:

1. Research leaves (*See* UPR 3342-6-11.8 ).
2. Leaves of absence without pay (*See* UPR 3342-6-11.9).
3. Faculty professional improvement leaves (*See* UPR 3342-6-12).
4. Research/Creative Activity appointments (*See* UPR 3342-6-15.3).

O. Faculty Absence and Travel Policy

Faculty members who will be absent from campus for professional or personal reasons must submit a **Request for Absence Form** with the Chair. The request should be made at least two (2) weeks prior to the planned absence and is subject to the approval of the Chair and the Dean. Arrangements for any classes to be missed during the absence must be addressed to the satisfaction of the Chair before approval will be granted.

P. Faculty Sick Leave

The Chair is responsible for keeping complete records of Faculty sick leave; however, Faculty members are also required to submit the appropriate sick leave forms to the Chair. Sick leave forms should be completed and submitted to the Chair within forty-eight (48) hours after an absence. (*See* UPR 3342-6-11.1)

Q. Outside Employment and Other Outside Activities

Faculty members may engage in professional activities outside the university provided that the activities do not compete with University activity or the Faculty member's employment with the University (*See*, University Policy Register 3342-6-24). All such activities must be approved in advance by the Chair and the Dean. Each academic year, each Faculty member must disclose and seek approval for all continuing outside employment or other outside activities on the form provided by the University. Any outside employment or other outside activities are subject to the Faculty Code of Ethics and the University's conflict of interest policies. (*See*, University Policy Register 3342-6-17 and 3342-6-23)

R. 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.

### S. Academic Misconduct

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

## SECTION V: Promotion, Tenure and Reappointment

Performance in scholarship, teaching and service constitute the primary considerations for promotion, tenure and reappointment. We broadly define Scholarship in Chemistry as activity that yields new knowledge in the subject area regarding its scientific content or instruction and is subject to external evaluation.

Scholarship in Chemistry includes Discovery, Integration, Application and Pedagogy. Discovery involves the advancement of knowledge through original research. Such research includes the elucidation of phenomena and facts, the development of theory/methods and the extension of pre-existing knowledge. The results of this scholarship are usually evidenced in the form of research papers/presentations and the submission/award of external research grants. This scholarly work is expected to generate a measureable impact on the field. Integration involves the assembly of disparate knowledge into a more unified whole. This area of scholarship involves the demonstration of new and seminal relationships of published research and not just simple compilation. Normal outlets for this mode of scholarship are in the form of published monographs, review articles, and edited Proceedings Volumes. Application in chemistry involves research that directly addresses practical societal/industrial concerns; such studies might consider problems of biomedical, environmental or manufacturing importance. These activities are normally documented by the publication of papers and the submission/award of patents and external research grants. Pedagogical scholarship in chemistry includes the transformation and extension of knowledge and research skills for their transmission to undergraduate and graduate students. Evidence for pedagogical scholarship might include publications such as textbooks, pedagogical papers/materials, and papers/presentations of student research as well as the submission/award of external grants for instruction.

Serious consideration will also be given to other important Scholarly Activities that are not readily subjected to external evaluation, and these include: mastery of chemical knowledge in one or several research specialties and familiarity (at least) with modern chemistry as a whole; the act of teaching of chemical knowledge/practice in lecture/laboratory courses; and the personalized teaching of chemical knowledge, scientific thinking and laboratory skills through the direction of graduate and/or undergraduate research.

Consideration will also be given to Departmental, University, and Professional Citizenship for service activities within and outside the University that are not necessarily related to the candidate's special field of knowledge.

### A. Reappointment

The policies and procedures for reappointment are included in the **University policy and procedures regarding faculty reappointment** (*See*, University Policy Register 3342-6-16). Each academic year, reappointment guidelines for Kent and Regional Campus Faculty are distributed by the Office of the Provost. Probationary tenure-track Faculty members are reviewed by the Department's Ad Hoc RTP Committee (*See*, Section III of this Handbook). The FAC, in consultation with the Chair, normally assigns one or more Faculty members each academic year to visit the classes of each probationary Faculty member and generally evaluate the probationary Faculty member's teaching performance. A written report of the evaluation is submitted to the Chair for placement in the Faculty member's reappointment file. Probationary Faculty will create or update their reappointment file and submit the file to the Chair who will make these materials available to the Ad Hoc RTP Committee. Each probationary Faculty member is discussed by the committee which then votes on the Faculty member's annual reappointment. The Chair independently assesses the accomplishments of each probationary Faculty member and forwards her/his recommendation and the committee's recommendation to the Dean. The Chair informs each probationary Faculty member of the committee's recommendation and provides her/him with a copy of her/his recommendation to the Dean. Probationary Faculty members who are not to be reappointed must be notified according to the schedule established in the *Collective Bargaining Agreement*. For Faculty members whose appointment is in the Regional Campuses, recommendations on reappointment from the Chair are forwarded to the Dean and the appropriate Regional Campus Dean.

For probationary Faculty, reappointment is contingent upon demonstration of adequate progress toward the requirements for tenure. Moreover, the Faculty member must have established and articulated short- and long-term plans for achieving these goals. For Faculty members following the traditional tenure clock for Assistant Professors, the review after completion of three (3) full years in the probationary period at Kent State University is particularly critical. Upon completion of the third year of the probationary period, the Ad Hoc RTP Committee should consider the record of the candidate's achievements to date. This record should be considered a predictor of future success. The hallmark of a successful candidate is a record of compelling evidence. This record can be demonstrated through review of the candidate's grant proposals, peer reviewed publications, as well as an assessment of scholarly impact (as measured by journal impact factors, citation indexes, and other measures of journal quality). Specific concerns expressed by the Ad Hoc RTP Committee and/or the Chair during this stage of the probationary period should be addressed by the candidate in subsequent reappointment reviews. Finally, the overall evaluation of a candidate for reappointment should consider the Faculty member's professional integrity and behavior as recognized by the University community. Ethical lapses have their greatest impact on students, but may also affect Departmental staff and Faculty colleagues as well as the larger research community. Professional behavior and integrity shall be evaluated in the context of University Policy regarding the Faculty code of professional ethics (see University Policy Register

3342-6-17), the KSU Code of Conduct (see University Policy Register 3342-6-01), and giving consideration to any Faculty sanctions (see CBA Article VIII) that may have been applied.

In the event that concerns about a candidate's performance are raised during the reappointment process, the Ad Hoc RTP Committee and the Chair shall provide detailed, prescriptive comments to serve as constructive feedback. If such concerns arise during a review that occurs after completion of three (3) full years in the probationary period, the Chair, in consultation with the FAC, will advise and work with the candidate on a suitable, positive plan for realignment with the Department's tenure and promotion expectations; however, the candidate is solely responsible for her/his success in implementing this plan. A candidate who fails to demonstrate likely success in the tenure process will be notified promptly that she/he will not be reappointed.

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

#### B. Tenure and Promotion

The policies and procedures for tenure are included in the **University policy and procedures regarding faculty tenure** (See, University Policy Register 3342-6-14) and the policies and procedures for promotion are included in the **University policy and procedures regarding faculty promotion** (See, University Policy Register 3342-6-15). Tenure and promotion are separate decisions. The granting of tenure is a decision that plays a crucial role in determining the quality of university Faculty and the national and international status of the University. The 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 is also expected to continue and sustain, over the long term, a program of high quality teaching, scholarship, and service relevant to the mission of the candidate's academic unit(s) and to the mission of the University. Tenure considerations can include an 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 accepted for publication, 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 for and commitment to pursue a productive career. Promotion, on the other hand, is recognition based on a candidate's accomplishments completed during the review period and promotion decisions

are based on papers published, and grants received during the review period, as well as teaching performance and service to the University.

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 tenure and promotion should consider the Faculty member's professional integrity and behavior as recognized by the University community. Ethical lapses have their greatest impact on students, but may also affect Departmental staff and Faculty colleagues as well as the larger research community. Professional behavior and integrity shall be evaluated in the context of University Policy regarding the Faculty code of professional ethics (see University Policy Register 3342-6-17), the KSU Code of Conduct (see University Policy Register 3342-6-01), and giving consideration to any Faculty sanctions (see CBA Article VIII) that may have been applied.

### C. Criteria for Tenure and Promotion

The Ad Hoc RTP Committee shall consider the following areas of Faculty performance when making recommendations on tenure and promotion. The tables and text below are designed to facilitate assessment of performance of those candidates who are being evaluated for tenure and promotion. During the probationary period, these tools should be used for developmental assistance and projection of future success in achieving tenure and promotion.

Tables 2A or 2B, 3A or 3B, and 4 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 minimally meet the criteria for a rating of "very good" in both scholarship and teaching; promotion to Associate Professor also requires an assessment of "Satisfies Obligations" with respect to University Citizenship (Table 4). Candidates for promotion to Professor must have an average rating of "excellent" (by meeting the criteria for "excellent" in both scholarship and teaching, or by meeting the criteria for "outstanding" in one category and "very good" for the other) in the categories of scholarship and teaching. Promotion to Professor also requires an assessment of "Exceeds Obligations" using Table 4. These same categories and assessment tools apply for tenure decisions on the Kent Campus. Candidates for tenure on the regional campuses must satisfy the requirements for promotion or show potential for achieving the requirements for promotion to Associate Professor by having a rating of at least "excellent" in teaching and "good" in research. All candidates for early promotion must significantly exceed the ratings required for on-time promotion.

The Department recognizes that Chemistry Faculty at the Regional Campuses have a primary obligation for lower-division instruction. The Regional Campus Faculty may not have access to suitable laboratory space and the specialized equipment necessary to conduct publishable research or submit competitive proposals. Consequently, the guidelines for assessing the scholarship and teaching of Regional Campus Faculty are given in Tables 2B and 3B, while those

for Kent Campus Faculty are given in Tables 2A and 3A.

### 1. Scholarship

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; these individuals shall not include the candidate's doctoral or postdoctoral mentors. The Chair shall solicit letters from at least five (5) experts from this list. In addition, the Chair shall solicit additional letters from experts not on this list. Moreover, the candidate must provide the Ad Hoc RTP Committee with ample descriptive evidence of his/her scholarly activity. A Faculty member's specific area of specialization may be a factor in the number and size of grants received and in the scope and time required for research and the resulting publications.

In addition to funded research and scholarly publications, 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.

### **Standards for the Evaluation of Scholarship and Research:**

All Faculty of the department are expected to seek excellence in scholarly activity. Indicators on which the assessment of the quality of scholarly activity is based are provided in Tables 2A for Kent Campus Faculty and 2B for Regional Campus Faculty.

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

To achieve "excellent" in the category of the scholarship at the time a Faculty member stands for tenure and promotion, she/he should have established a research program which demonstrates an impact upon his/her discipline.

Within this context, during annual reappointment reviews, each Faculty member who will seek tenure or promotion is obligated to provide evidence supporting his/her scholarly record. This obligation will be met by providing specific information about article and journal quality and impact, funding history and plans, and description in the Faculty member's supplementary materials of any

other evidence of scholarship that the faculty member deems appropriate. Candidates for promotion to the rank of Associate Professor shall present three announced Departmental colloquia to demonstrate the progress of scholarly activities and plans in the Department; one colloquium is to be given in the second year of the probationary period and another shall be given in the academic year before the candidate plans to stand for promotion. Candidates for promotion to the rank of Professor shall present one announced departmental seminar in the academic year before the candidate plans to stand for promotion. The members of the Department's Ad Hoc RTP Committee and the Chair shall evaluate a candidate's record in light of the Department's expectations for a successful tenure decision.

Publications include papers in peer-reviewed journals of recognized quality, monographs, books, and book chapters. Evaluation of publication record will include an assessment of quality and impact on the field as well as quantity. The publications shall arise from research conducted while at Kent State University during the time in rank (except for cases where credit for prior work was given in the original letter of offer). Journals are expected to be comparable in quality to the journals of the American Chemical Society. Papers of exceptional length, impact and quality are given particular consideration; the candidate for tenure and/or promotion is expected to provide compelling evidence to support any claims of exceptional quality. Meeting abstracts are not considered to be publications.

"Grants" refers to 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). "Starter Grants" are extramural grants that are not of sufficient magnitude to fully support doctoral students. "Seed Grants" are internal Kent State University grants that are designed to lead to subsequent successful applications for "Grants." Grantsmanship should be commensurate with the field of research with the recognition that the dollar amount of awards varies among fields.

***Table 2A Evaluation Components for Assessment of Scholarship for Promotion and Tenure of Kent Campus Faculty***

Scholarship	Definition	Typical Accomplishments Corresponding to the Assessment Score
<b>Outstanding</b>	Internationally acclaimed research program	Approximately three publications per year (or demonstration of exceptional publication quality within a substantial body of scholarship) in current rank (or in the most



Scholarship	Definition	Typical Accomplishments Corresponding to the Assessment Score
		recent 5-year period in rank) and the award of extensive and substantive, nationally competitive extramural research grants as a principal investigator. Continuous submission of proposals for research support from Federal or National agencies. Other evidence of recognition may include invitations to give presentations, research-related service to federal/state organizations, awards and other recognition from scientific societies. <sup>2</sup>
<b>Excellent</b>	Nationally/Internationally recognized research program	Approximately two publications per year (or demonstration of exceptional publication quality within a substantial body of scholarship) in current rank (or in the most recent 5-year period in rank) and the award of substantive, nationally competitive extramural research grant(s). Continuous submission of proposals for research support from Federal or National agencies. Other evidence of recognition may include invitations to give presentations, research-related service to federal/state organizations, awards and other recognition from scientific societies. <sup>2</sup>
<b>Very Good</b>	Emerging nationally recognized research program	Approximately five publications based on work performed while in rank at KSU (or demonstration of exceptional publication quality within a

Scholarship	Definition	Typical Accomplishments Corresponding to the Assessment Score
		substantial body of scholarship) and the award, either as PI or co-PI, of a nationally competitive grant of sufficient size to support the candidate's research. Continuous submission of proposals for research support from Federal or National agencies.
<b>Good</b>	Active research program	Some peer-reviewed publications and internal KSU "seed" grant(s). Active submission of proposals for funding from extramural agencies.
<b>Weak</b>	Limited research program	Occasional publications or meeting presentations; no grants supporting research
<b>Poor</b>	No research program	No publications, presentations, or grants

<sup>1</sup>These accomplishments are intended to be neither all-inclusive nor exclusionary.

<sup>2</sup>Recognitions from scientific societies include, 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 2B Evaluation Components for Assessment of Scholarship for Promotion and Tenure of Regional Campus Faculty***

Assessment of Scholarship	Definition	Accomplishments Corresponding to the Assessment Score
	Highly recognized and consistently productive research	Approximately five (5) publications based on work performed while in rank at KSU (or demonstration of exceptional publication

<b>Assessment of Scholarship</b>	<b>Definition</b>	<b>Accomplishments Corresponding to the Assessment Score</b>
<b>Outstanding</b>	program	quality within a substantial body of scholarship) and the award, as PI or co-PI, of a substantial nationally competitive grant for research, pedagogy, or training. Continuous submission of proposals for research support from Federal or National agencies.
<b>Excellent</b>	Established research program	Approximately four (4) publications based on work performed while in rank at KSU (or demonstration of exceptional publication quality within a substantial body of scholarship) and the award of significant extramural funding. Oral or poster presentations of scholarly work at regional, national, or international meetings or venues. Exceptional successes in either publishing or securing extramural funding may be given special consideration.
<b>Very Good</b>	Emerging research program	A minimum of two (2) publications based on work performed while in rank at KSU and the submission of quality proposals for competitive grants to support scholarship. Oral or poster presentations of scholarly work at regional, national, or international meetings or venues.
<b>Good</b>	Active research program	Presentations of scholarly work at local venues. One publication. Proposals for support of scholarship.
<b>Poor</b>	No research program	No publications, presentations, or proposals.

<sup>1</sup>These accomplishments are intended to be neither all-inclusive nor exclusionary.

## 2. Teaching

Criteria for the evaluation of the teaching are listed in Tables 3A for Kent Campus Faculty and 3B for Regional Campus Faculty. Course revision is defined as making a substantial modification to a course such as developing several new laboratory experiments, addition of distance learning options, formally proposing and implementing major changes in course content/format, etc.

Other information, such as written comments from colleagues within and beyond the Department, College or University administrators, shall be considered when available. Peer reviews and summaries of Student Surveys of Instruction (SSI; including all student comments) must be submitted as part of a candidate's file for reappointment, tenure and promotion. Copies of representative syllabi, examinations, and other relevant teaching material shall also be made available for review. Documentation related to graduate student, undergraduate student,

and post-doctoral student training should be included in materials provided by a candidate for reappointment, tenure and promotion. It is anticipated that Kent Campus Faculty members will effectively mentor graduate students (particularly at the doctoral level) and/or postdoctoral students. Evaluation of teaching will account for differences in missions and expectations across campuses.

***Table 3A Evaluation Components for Assessment of Teaching for Promotion and Tenure of Kent Campus Faculty***

<b>Assessment of Teaching<sup>2</sup></b>	<b>Definition</b>	<b>Accomplishments Corresponding to the Assessment Score</b>
<b>Outstanding</b>	Outstanding teacher; provides leadership in instructional development	Developed or significantly revised courses, outstanding student and peer evaluations across a breadth of courses and levels, award of a substantial pedagogical or training grant, instructional creativity, leadership in curricular revisions, development of research projects for students (undergraduate honors or individual investigation or graduate students). Other recognition may include teaching awards from outside the Department.
<b>Excellent</b>	Innovative teacher; provides leadership in instructional development	Developed or significantly revised courses, excellent student and peer evaluations, instructional creativity, actively participates in curricular revisions. Other recognition may include teaching awards from outside the Department and development of research projects for students (undergraduate honors or individual investigation or graduate students).
<b>Very Good</b>	Innovative teacher	Strong student and peer evaluations. Other recognition may include the development of research projects for students (undergraduate honors or individual investigation or graduate students) and the Development or significant revision of courses.
<b>Good</b>	Meets obligations well	Marginal student and peer evaluations.
<b>Fair</b>	Substandard teacher	Weak student and peer evaluations.
<b>Poor</b>	Substandard, ineffective teacher	Weak student and peer evaluations, pattern of complaints.

<sup>1</sup>These accomplishments are intended to be neither all-inclusive nor exclusionary.

<sup>2</sup>The assessment of teaching involves an overall evaluation of teaching and is not solely derived from any single evaluative measure.

***Table 3B. Evaluation Components for Assessment of Teaching for***

### *Promotion and Tenure of Regional Campus Faculty*

Assessment of Teaching <sup>2</sup>	Definition	Accomplishments Corresponding to the Assessment Score
<b>Outstanding</b>	Outstanding teacher; provides leadership in instructional development	Outstanding student and peer evaluations, award of a substantial pedagogical or training grant, demonstrated instructional creativity, active participation in curricular revisions, development of research projects for students (undergraduate honors or individual investigation students). Other recognition may include teaching awards from outside the Department.
<b>Excellent</b>	Innovative teacher	Excellent student and peer evaluations, instructional creativity. Other recognition may include teaching awards from outside the Department and development of research projects for students (undergraduate honors or individual investigation students).
<b>Very Good</b>	Innovative teacher	Strong student and peer evaluations. Other recognition may include the development of research projects for students (undergraduate honors or individual investigation students).
<b>Good</b>	Meets obligations well	Marginal student and peer evaluations.
<b>Fair</b>	Substandard teacher	Weak student and peer evaluations.
<b>Poor</b>	Substandard, ineffective teacher	Weak student and peer evaluations, pattern of complaints.

<sup>1</sup>These accomplishments are intended to be neither all-inclusive nor exclusionary.

<sup>2</sup>The assessment of teaching involves an overall evaluation of teaching and is not solely derived from any single evaluative measure.

### **3. University Citizenship**

A faculty member's contributions as a University citizen include collegial and productive service to the Department, the Campus, the College, and the University as outlined in Table 4. Candidates should list the administrative assignments completed, the Departmental and University committees that they chaired, and other committee participation. The candidate's documentation of service should provide some indication of the candidate's role and duties in each assignment. Less tangible components of citizenship include active participation in department events such as faculty and student recruitment, colloquia and seminars, department meetings, etc., as well as public outreach and public and professional service.

Being an active and useful citizen of the Department, Campus, College and

University is expected and valued; however, service of any magnitude cannot be considered more important than a candidate's research and other scholarly activity and instructional responsibilities. Service expectations for promotion to Professor are higher than for promotion to Associate Professor.

***Table 4. Assessment of University Citizenship for Promotion and Tenure***

<b>Citizenship Assessment</b>	<b>Examples of Accomplishments Corresponding to the Assessment Score</b>
Exceeds obligations	Significant role in Department, Campus, College and/or University as evidenced, for example, by productive service on committees, demonstration of leadership by effectively chairing important committees, active participation in significant events, effective service in specific administrative assignments, meaningful public outreach.
Satisfies obligations	Meets the minimal Department/Campus obligations by effectively participating in assigned committees.
Does not meet obligations	Does not meet Department/Campus obligations in a timely manner or does not actively participate in significant departmental/campus events.

## **SECTION VI**

### **RENEWAL OF APPOINTMENT AND THIRD-YEAR FULL PERFORMANCE REVIEWS OF FULL-TIME NON-TENURE TRACK (NTT) FACULTY**

#### **A. Renewal of Appointment**

Appointments for full-time non-tenure track (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.

#### **B. Performance Review Process**

Non-tenure track (NTT) faculty are subject to a performance review in the third consecutive year of appointments following any initial appointment or any previous performance review before any subsequent annual appointment can be anticipated or authorized. This performance review shall be conducted in the Department Ad Hoc RTP Committee for all NTT faculty on all campuses. Each academic year review guidelines and timelines are distributed by the Office of the Provost.

Each NTT faculty member undergoing a performance review shall prepare and submit a primary file together with a file of supporting materials for their performance review. The primary file shall include:

- (i) an overview statement summarizing the candidate's main accomplishments during the review period,
- (ii) an up-to-date curriculum vitae,
- (iii) a list of all courses taught during the review period,
- (iv) copies of all peer teaching evaluations and Student-Survey-of-Instruction (SSI; including all student comments) summary sheets for all classes taught during the review period.

The supporting file shall include the following materials for each course taught by the candidate during the review period:

- (i) the course syllabus,
- (ii) course materials developed by the candidate,
- (iii) copies of all quizzes and exams.

If a particular course has been taught on more than one occasion, these supporting materials should be provided only for the most recent offering of that course. NTT faculty members are free to provide any additional materials or information beyond those stated here, as they deem appropriate, in support of their performance review.

The minimum satisfactory expectations for NTT teaching performance include a demonstration of effective instruction appropriate for the level of each course and strong perceptions of instruction as documented in peer teaching evaluations and Student Surveys of Instruction. The overall evaluation during the third-year full performance review shall also include consideration of the faculty member's personal integrity and professional behavior as recognized by the University community. Ethical lapses have their greatest impact on students, but may also affect Departmental staff and Faculty colleagues as well as the larger research community. Professional behavior and integrity shall be evaluated in the context of University Policy regarding the Faculty code of professional ethics (see University Policy Register 3342-6-17) and giving consideration to any Faculty sanctions (see CBA Article VIII) that may have been applied.

At the conclusion of the review, the NTT Faculty member will be provided with a written summary of its outcome and conclusions and an indication of whether an additional appointment may be anticipated and, if so, under what programmatic, budgetary and/or anticipated staffing or projected enrollment circumstances. In

the event that an additional appointment is not indicated, the NTT Faculty member is to be provided with an additional explanation of 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.

An additional appointment immediately subsequent to the completion of the performance review normally is expected to be part of a three-year term of renewable annual appointments, provided that continuing programmatic need and budgeted resources supporting the position can be anticipated for the term in question.



## SECTION VII MERIT AWARDS

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

The Collective Bargaining Agreement often recognizes three (3) broadly interpreted categories of meritorious Faculty performance, consistent with the mission of the Department of Chemistry and Biochemistry. These categories include: (1) documented meritorious performance in research and/or creative activities; (2) documented meritorious performance in teaching; and (3) documented meritorious service to the Department, College, University, and/or academic profession.

The applicable Collective Bargaining Agreement may leave relative weighting of these categories to departmental determination. The FAC shall then recommend the weighting for each category; this recommendation must be approved by a vote of the faculty members included in the merit pool prior to the submission of faculty merit applications. The Department of Chemistry & Biochemistry has historically weighted the categories: (1) Research and Creative Activities (50%), (2) Teaching (30%), and (3) Service (20%). The merit pool for each category is product of the weighting and the funds available for distribution.

To be eligible for consideration for a merit award, an individual must be a current member of the bargaining unit and have been a member of the bargaining unit for at least one full semester during the period established as the review period for the awards. Only documented meritorious performance that took place during the merit period and while the individual was a member of the bargaining unit may be considered when allocating Faculty Excellence Awards. In the case of long-term projects, some portion of the work, including its initial and/or final phases, may have been undertaken outside of the merit period or while the faculty member was not a member of the bargaining unit. Only the portion of grant funding pro-rated for the merit period shall be considered; funding on multi-investigator grants must also be pro-rated for the applicant's percent contribution to the project.

When Merit is provided for as part of the Faculty Collective Bargaining Agreement, the Chair, in consultation with the FAC, will develop and distribute guidelines for Merit applications. These guidelines will provide further detail about what metrics will be reviewed, but these guidelines are not meant to be exclusive of other activities and metrics that an applicant may believe to be meritorious. The Department usually considers:

- (1) Research and Creative Activity: Grant Funding (provide title, agency, list all investigators, percent contribution, pro-rated amount – see above, and active dates within the merit period), grant submissions (provide title, agency, list all investigators, percent contribution, requested amount, and date of submission), and completed publications (provide full reference and citation data) in ACS-quality journals recognized by the department.

(2) Teaching: Dissertations and Theses (including senior honors) directed to completion, teaching awards, complete Student Surveys of Instruction (including all comments), and a narrative describing the applicant's meritorious contributions to the department's teaching mission.

(3) Service: A list of all meritorious contributions to service (to the department, university, and beyond), and a narrative describing the applicant's meritorious contributions to service.

Consistent with the procedure described by the University Merit Guidelines, the FAC will meet to consider all applications. As the committee reviews each application, it shall rank the documented contribution within each category on a scale of 1 – 10, with zero (0) being least meritorious and ten (10) being most meritorious. The sum of all faculty rankings within a category shall be calculated (there is no predetermined sum), and the recommended award shall be equal to the applicant's percentage of the total sum of rankings multiplied by the merit pool available for that category.

## SECTION VIII

### FACULTY GRIEVANCE AND APPEAL PROCEDURES

Disputes should be resolved informally, within the Department, whenever possible, and they should be taken up with the Chair at the earliest opportunity. This handbook incorporates the Grievance and Arbitration procedures of the University, given in the CBA.

#### 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 Chair about any issue(s) of concern. The Chair may seek the advice and recommendation of individual faculty members or the Faculty Advisory Committee 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 Department, whenever possible. The Chair and/or other faculty members will initiate an informal dialogue with all parties involved in a dispute and strive to reach a resolution agreeable to all parties.

## SECTION IX

### HANDBOOK MODIFICATION, AMENDMENT AND REVISION

The implementation, modification, amendment and revision of this Handbook is governed by the applicable *Collective Bargaining Agreement*. The Department 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 Chair or by any Faculty member. Proposed modifications or amendments are subject to discussion, revision, and approval by the FAC. When a proposed modification or amendment involves a major change in Department policy or practice, the Chair shall obtain the approval of the majority of the Faculty. If the Chair concurs with a proposed modification, amendment or revision, he/she will recommend the change(s) to the Dean. All modifications, amendments and revisions of the Handbook require the approval of the Dean. In reviewing this Handbook, the Dean may request revisions before lending final approval. Further, the Dean may direct that the Handbook be modified, amended or revised to reflect changes in College or University policy.

Each 1 c.h. of research productivity workload equivalency shall be earned with 20 research productivity credits. Research productivity credits are earned by:

Five times (5x) the number of peer-reviewed research or review articles published in the past three years. Bonus credit may be awarded for publications of exceptional quality.

Five times (5x) the number of external grant proposals submitted in the past three years. Proposals submitted to the annual "Research Incentive" (or the equivalent) competition conducted by the Division of Research and Sponsored Programs and funded by an allocation from the Ohio Board of Regents are specifically excluded from earning productivity credits.

Grant income (in dollars, and pro-rated for the Faculty member's contribution) in the past three years divided by 5000. Research productivity credits are not earned from grants from which workload equivalents are concurrently shown as cost share.

The Department Chair shall allocate research productivity workload by, first determining the total coursework to be offered (considering such things as university and professional requirements and the maximization of Departmental income), and adjusting the teaching assignments of the Faculty to cover the courses to be taught. If teaching assignments require adjustment of teaching loads upward from the target loads arrived at by application of the research productivity equivalencies, the increase shall be distributed across the Faculty so that the final loads retain the rank ordering of the target loads across the Department as closely as possible.