

## **School of Information Faculty Handbook**

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# **I. Matters of School Governance and Related Procedures**

## **I.1. Preamble**

The Kent State University School of Information Faculty Handbook (hereinafter "Handbook") defines the roles of the faculty and the Director and contains policies and procedures for decision-making and procedures for the School of Information (hereinafter "School") within the College of Communication and Information (hereinafter "College"). The policies contained in this Handbook are consistent with the University Policy Register, the Handbook of the College of Communication and Information, the University Faculty Handbook, Graduate Studies policies and regulations, and the faculty Collective Bargaining Agreements. The policies of the above-named groups take precedence over School policies.

It is each faculty member's responsibility to become familiar with the policies and procedures of this Handbook, the University Policies, and applicable current Tenured/Tenure-Track (TT) and Full-time Non-Tenure Track (FT-NTT) Collective Bargaining Agreements (CBA). It is the responsibility of the Director to distribute the Faculty Handbook to all newly hired faculty prior to the start of their first semester.

### **Modification, Amendment, and Revision of the Handbook**

The implementation, modification, amendment, and revision of this Handbook are governed by the applicable CBA. The School faculty will review and update this Handbook, as needed, but at least once every three (3) years. Per section 1.3.6.f. of this Handbook, the School Director will appoint, in consultation with the FAC, an Ad Hoc Committee for FAC Handbook revisions. Alterations or amendments to this Handbook may be recommended by the faculty, Faculty Advisory Committee (FAC), as defined in section I.3.1 of this Handbook, or the Director. Revisions may also be necessary due to a change in University Policy or applicable Collective Bargaining Agreements. Before any addition, revision or alteration is officially incorporated into the Handbook, it must be approved by the FAC, School Director and the Dean of the College.

## **I.2. Structure and Organization of the School**

### **I.2.1 Definition of the faculty**

The term "faculty" used in this handbook refers to faculty who hold full-time tenured or tenure-track (TT) or full-time non-tenure track (FT-NTT) appointments at the University with the School of Information as their home academic unit (tenure home or more than 50% appointment) and who therefore are members of either the TT or FT-NTT bargaining unit as defined in the respective current CBA.

The term "faculty" excludes part-time instructors, post-doctoral fellows, and visiting instructors.

### **1.2.2 Administrative and Service Positions**

#### **Director**

The School Director (hereinafter “Director”) is the chief administrative officer of the School, reporting directly to and accountable to the Dean of the College (hereinafter “Dean”). The Director is responsible for recording, maintaining, and implementing the policies and procedures stated in this Handbook through regular and thorough consultation with the School faculty and the School’s various committees, as provided for in the Collective Bargaining Agreement.

The Director is an *ex officio*, non-voting member of all School committees, and may make appointments as necessary and permitted (by policies) to School committees and to the various administrative and service positions in the School.

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

Continuous assessment of all aspects of the School is necessary. Assessment data shall be used to determine how the school meets its mission, goals, and objectives. The Director shall make certain that all assessment data are collected, made available, and used to inform recommendations and decisions. The Director, in consultation with the faculty, will systematically review assessment data relevant to the School operations and management.

#### **Faculty Service Positions**

The following are full-time faculty administrative service positions carrying workload equivalency (see Handbook Section II.1.2. The director, in consultation with the faculty, decides which faculty service positions are needed on an annual basis. The duties and responsibilities of the Faculty Service Positions are at the discretion of the Director. The duties associated with Faculty Service Positions shall be specified in a written letter of appointment and referenced in the description of workload equivalents contained in this handbook. The term of service for a Faculty Service Position is a one-year, renewable appointment and the appointment may be terminated by the Director at their sole discretion.

#### **Assistant/Associate Director**

The Assistant/Associate Director is a full-time member of the Faculty who is appointed by the Director, in consultation with the FAC, and will receive workload equivalency for the duties carried out in this capacity.

#### **Graduate Coordinator**

The Graduate Coordinator is appointed by the Director after consultation with the FAC. The specific duties and responsibilities of the Graduate Coordinator are determined by the Director in consultation with the FAC. Such duties and responsibilities may include overseeing the operation and development of the School’s graduate programs, admissions, assessment, and reporting of statistical data to the University or external constituents, representing the school at college committees, such as doctoral studies, graduate coordinators, or other representation relevant to graduate programs.

#### **Program Coordinator**

The Director, in consultation with the School’s FAC, may appoint a Program Coordinator for any of the School’s programs, as necessary.

The specific duties and responsibilities of the Program Coordinator are determined by the Director in consultation with the FAC for each assignment, including any summer responsibilities and compensation when workload equivalence is not provided.

#### **School Representative to College Advisory Committee (CAC)**

Per TT CBA, Article VI, Section 3 “Department representatives to the CAC shall include at least one (1) tenured Faculty member.” A tenured member will be elected from and by the School’s FAC no later than the first new Academic Year FAC Meeting to serve as the School of Information representative on the College Advisory Committee (CAC).

#### **Additional Administrative and Service Appointments**

Appointments to other school administrative positions are made by the Director after consultation with the FAC. Appointments will be dependent upon the specific requirements of the position and an individual’s qualifications for the position.

#### **Professional Staff**

The School’s professional staff includes all classified and unclassified staff positions within the School. Each position has specific duties as defined in the applicable position description.

### **I.3. School Committees**

All School committees are advisory and consultatory to the Director. The membership, structure, and function of some of the School’s committees are governed by University, Administrative and Operational Policies, and the applicable CBA. The Director may establish other school standing and ad hoc committees in consultation with the FAC. The School Director will welcome requests from faculty members for positions on the School’s various committees and will consult with the FAC on committee membership, per the applicable CBA. The Director appoints a faculty member as Chairperson following consultation with the faculty member for each standing committee, in consultation with the FAC.

The Chair of each standing committee must report on its activities and bring issues and motions to the monthly FAC meetings. At the end of each academic year, committees shall submit an annual report of their activities to the FAC and the Director.

The standing committees are: Faculty Advisory Committee (FAC), Curriculum Committee (CC), Student Academic Complaint Committee (SACC), Faculty Affairs Committee (FA-Com), and Student Affairs Committee (SAC). Other committees include the Graduate Faculty Committee; the Ad Hoc Tenure-Track Reappointment, Tenure, and Promotion Committee; the Ad Hoc Non-Tenure Track Review Committee; and various other ad hoc committees as needs arise.

#### **I.3.1. The Faculty Advisory Committee (FAC)**

The FAC is structured and operates as described in the applicable TT CBA VI, Section 3.A.B. The FAC is the primary advisory and consultatory body to the School’s Director for those academic matters which are central to the school’s academic mission, on other matters for which the Director seeks its recommendation, and for other matters of concern to the FAC.

##### *a. Membership*

Members of the FAC include all TT faculty of the School. When a new FT-NTT faculty member is hired, the FAC will vote on their membership in the FAC. All FT-NTT faculty elected as FAC members serve as voting members of the FAC. The Director is a non-voting ex officio member of the FAC and serves as Chair.

Per TT CBA, Article VI, Section 3.A “Full-time non-tenure track faculty members who are elected to the Faculty Advisory Committee shall not participate in personnel decisions regarding tenure-track Faculty members, including but not limited to appointment, reappointment, tenure, promotion, merit, or sanctions.” FT-NTT faculty participation in TT personnel matters is limited to the possibility of serving as a member of a TT Faculty search committee.

For the FAC to conduct business, a quorum of 50% must be present. A passing vote of the FAC shall be a majority (over 50%) of eligible voting members.

*b. Purpose*

The purpose of the FAC is to represent the interests of the faculty as a whole in advising and consulting with the Director on matters which include, but are not limited to:

- Faculty personnel decisions (e.g., tenure and promotion, the appointment of new faculty, non-reappointment and dismissal, evaluations relating to salary increases, adjustments, merit increases, and research and other leaves),
- Financial and human resource decisions (e.g., allocation and reallocation of new or vacant staff positions),
- Budget priorities and guidelines, including review of teaching assignments and requests for funding and allocation of discretionary resources,
- Academic issues (e.g., program development and discontinuance, instructional standards, student advisement), and,

Other decisions (e.g., selection and structure of committees, class schedules, and maintenance of the School's Faculty Handbook).

*c. Preferred Structure and Process of FAC meetings*

- FAC meetings are normally scheduled by the Director on a monthly basis. Special meetings may be called by the Director or at the request of a majority of the FAC or by the CAC representative. Faculty can recommend agenda items at any time. The agenda and supporting documents shall be sent to the FAC in a timely manner prior to the meeting. In cases where it is not possible to attend a meeting in person, FAC members may attend remotely.
- Minutes of the prior meeting, consisting of a summary of the issues discussed and decisions reached, if any, shall be distributed to FAC for corrections in a timely manner prior to the next FAC meeting. A vote to approve minutes of the prior meeting will take place at the next meeting.
- The preferred method for obtaining a vote of the FAC is the formal process of motions, discussion, and voting found in Robert's Rules of Order (<https://robertsrules.org/>). Voting may also use electronic means, when in-person voting is not possible.

### **I.3.2. Curriculum Committee (CC)**

*a. Membership*

The CC is organized in accordance with the TT CBA Article VI Section 3C. TT faculty members shall constitute a majority of its membership. When there are five (5) or more FT-NTT faculty in the School, at least one (1) representative will be elected to the CC by the FT-NTT faculty. The following non-faculty, non-voting representatives attend the CC meetings: at least one staff member responsible for School curricula, and at least one graduate student representative. It is best practice for committee members to strive for at least one representative from each degree program with additional faculty elected with consideration for the size of the student body for each program, as well as curricular needs.

The Director and/or the Director's designee (see section I.2.2. in this Handbook) shall be an ex officio non-voting member of the CC. Committee meetings are open to all FAC members.

*b. Purpose*

The CC follows University and College curricular guidelines and policies to coordinate all curricular proposals, changes, and reviews for all degree programs in the School. Its goal is to ensure that the curriculum meets the standards of the University, College and outside accrediting bodies.

The CC continually reviews the programs and curriculum, identifies gaps in the programs of study, and coordinates faculty efforts for program development with new courses. The CC also reviews programs and curricula for overall relevance, and updates and deactivates courses when necessary. The review process also includes policies and documents regarding assessments, curriculum standards, and offerings. In collaboration with the School Director or the Director's designee, the CC reviews curricular assessment data for all programs, as they relate to school, university, and accreditation reporting and reviews.

All curriculum proposals and changes must be reviewed by the CC and the FAC. If both groups recommend an action and the Director, or Director's designee approves, the proposals and changes will be forwarded to the Curriculum Committee of the College and to higher committees, such as the Educational Policies Council (EPC), as necessary.

**I.3.3. Student Academic Complaint Committee (SACC)**

The policy and procedures governing student academic complaints are detailed in the University Policy Register under section 3342-4-02.3. An "academic complaint" is defined as a formalized complaint regarding those aspects of the educational process involving student performance, evaluation, or grading in courses, and includes an appeal of dismissal from the program of study in which the student is engaged.

*a. Membership*

The School Director, in consultation with the FAC, will select three to five of its full-time faculty members to serve as the student academic complaint committee. TT faculty members shall constitute a majority of its membership. If the student lodging a complaint is a graduate student, a graduate student member will be added to the committee. Similarly, if the student lodging the complaint is an undergraduate, an undergraduate student member will be added to the committee membership. The nomination and selection of student members are governed by the University Policy Register under section 3342-4-02.3. All members shall participate fully in committee deliberations and shall vote on the recommendation to be forwarded to the Director.

If a conflict of interest exists for any committee member, the Director, in consultation with the FAC, shall name a temporary replacement to the SACC (any faculty member involved in the grievance shall not

participate in such consultation). If the conflict of interest involves the committee chair, another faculty member shall serve as temporary chair of the committee for that case.

In any given year, the School Director, in consultation with the FAC, may select to combine the Student Affairs Committee with the Student Academic Complaints Committee. In such years, membership of the combined committee should be based on the Student Academic Complaints Committee membership requirements (with exception to student members in the discussion of graduate assistantship, scholarship, and award matters).

*b. Purpose*

The purpose of the committee is to resolve student grievances by hearing any academic complaints lodged by students and making recommendations to the Director concerning the resolution of those complaints.

The procedure is governed by the University Policy Register under section 3342-4-02.3.

#### **I.3.4. Faculty Affairs Committee (FA-Com)**

*a. Membership*

TT faculty members shall constitute a majority of its membership. It is recommended that the committee should include representation of the three TT ranks (Assistant, Associate, Professor) and one FT-NTT faculty member. Due to the scope of this committee, there is no student representation. Committee meetings are open to all FAC members.

*b. Purpose*

The Faculty Affairs Committee may develop, maintain, review, and recommend policies and procedures for TT, FT-NTT, and part-time faculty, related to onboarding, teaching, research, advising, mentoring, workload, promotion, and retention. The committee also works collaboratively with the School Director to provide oversight on ethical concerns associated with the areas listed above. In collaboration with the School Director or the Director's designee, the committee reviews faculty assessment matters and faculty data, as they relate to school, university, and accreditation reporting and reviews. The Committee presents its recommendations to the FAC and the Director for approval.

#### **I.3.5 Student Affairs Committee (SAC)**

*a. Membership*

TT faculty members shall constitute a majority of its membership. Committee membership, when possible, should have diverse representation reflecting School curricular areas and the composition of the student body. Due to the scope of this committee, there is no student representation. Committee meetings are open to all FAC members.

In any given year, the School Director, in consultation with the FAC, may combine the Student Affairs Committee with the Student Academic Complaints Committee. In such years, membership should be adjusted to reflect the needs of the Student Academic Complaints Committee.

*b. Purpose*

The Student Affairs Committee has responsibility for oversight of School scholarship, award, and honors recipients. The committee reviews graduate assistant applications and makes recommendations for interviews. In collaboration with the School Director or the Director's designee, the committee reviews



student assessment data, as they relate to school, university, and accreditation reporting and reviews. The Committee presents its recommendations to the FAC and the Director for approval.

### **I.3.6. Ad Hoc Committees**

As previously noted, the Director may establish ad hoc committees in consultation with the FAC. The following ad hoc committees are required when needed. Ad hoc committees will be inactivated at the completion of their task.

#### **I.3.6.a Graduate Faculty Committee (GFC)**

The Graduate Faculty Committee (GFC) evaluates School faculty to determine their eligibility for graduate faculty status and forwards its recommendations to the Director who then forwards to the Dean for final approval. In the School of Information, the GFC is composed of all members of the graduate faculty who have full membership status. Current Graduate Faculty status listing is available on the Graduate Studies website.

#### **I.3.6.b. TT Reappointment, Tenure, and Promotion Committees (RTP)**

Ad Hoc RTP Committees are convened by the Director and are composed of all tenured faculty at or above the rank to which the candidate is applying for promotion. The policies and procedures which govern the School's Ad Hoc Reappointment, Tenure and Promotion (RTP) Committees are included in University Policy. Procedural and operational guidelines for the committees are provided annually by the Office of the Provost. The RTP Committees review materials relevant to the professional performance of faculty who are candidates for reappointment, tenure, or promotion, requests for extension of probationary period (tolling), and to make recommendations to the Director on each of these personnel decisions. The recommendations of the committees and the Director, together with the materials assembled for the committees, are forwarded to the Dean of the College.

#### **I.3.6.c. FT-NTT Review Committee (NTT-RC)**

In those years when reviews of FT-NTT faculty must be made, the Director convenes the ad hoc FT-NTT Review Committee as a non-voting member. The committee will be composed of all tenured faculty (regardless of rank) and all FT-NTT faculty who have successfully completed two full performance reviews and are at or above the rank of the NTT faculty under review. No member of the committee may be present when the committee reviews FT-NTT faculty in a rank higher than that of the committee member, or for the review of a spouse or relative. University policies and procedures in force at the time of the review govern the School's FT-NTT review process.

#### **I.3.6.d. Faculty Search Committees**

The need for new positions shall be determined by the Director, in consultation with the Dean and the FAC.

Upon the notification of approval to search for a new faculty member from the Dean and the University, the Director will appoint an ad hoc Search Committee in consultation with the FAC. TT faculty members shall constitute a majority of its membership.

The Search Committee is responsible for facilitating the search process, including the creation of the position advertisement, review of applications, selection of candidates for further consideration, solicitation of feedback from faculty, staff, and students in the School's community, and making final assessments and recommendations of position finalists to the Director.

Director Search Committees are governed by the Governance Article of the TT CBA.

**1.3.6.e. Accreditation Committee**

At least two years leading to a program accreditation review, the Director, in consultation with the FAC, forms and convenes the Ad-Hoc Accreditation Committee. The Director, in consultation with the FAC, determines the assigned responsibilities for the coordination and distributed responsibilities for different areas of assessment, which will be specified by each program's accreditation standards. Generally, the Committee will assist in the preparation for the accreditation review, such as data availability, plan for the self-study, program self-study, etc. The Director or the Director's designee is an ex-officio member. School staff members and student representatives may participate as needed. Committee meetings are open to all FAC members.

The Committee shall meet to plan the preparation of the steps required by each accrediting body at least two years leading up to the accreditation review. The Committee reviews matters and assists in the preparation for the accreditation review, such as data availability, plan for the self-study, program self-study, etc.

**1.3.6.f. Handbook Committee**

An Ad Hoc Committee shall be established for FAC Handbook review.

## **II. Teaching Assignments and Workload Including Workload Equivalencies and Related Procedures**

### **II.1. Faculty Workload**

The Faculty has instructional responsibilities in the areas of class management, basic pedagogy, and student relations. Faculty members have professional responsibilities to themselves, their colleagues, and their students. Faculty members also have responsibilities to advance the field of information through professional, creative, and/or research activities. These policies are listed in the University Register. Proper ethical conduct is expected of all faculty members in accordance with the University's Faculty Code of Professional Ethics, as is confidentiality of information about students or colleagues as stipulated by the Family Educational Rights and Privacy Act (FERPA). The essential duties of each full-time faculty are stated in their initial Letter of Offer.

#### **II.1.1. Workload Policies**

Pursuant to the University Policy Register, full-time faculty are defined as those whose sum of their teaching, research, and/or administrative responsibilities and assignments constitutes full-time employment (one hundred percent full-time employment) at Kent State University.

Per *University Policy Register* 3342-6-18, all full-time tenured and tenure-track faculty of the Department are expected to carry a maximum workload of twenty-four (24) credit hours per academic year. All full-time non-tenure track faculty members are expected to carry a maximum workload of thirty (30) credit hours per academic year. The workload for each individual faculty member is assigned by the Director with the approval of the Dean. The FAC shall advise the Director on issues related to teaching assignments, class schedules, and the appropriate application of workload equivalents. The Director shall provide each faculty member with a statement of her/his workload.

Summer workload is separate and related policies are specified in the respective CBAs. Policies and procedures for outside employment and additional compensation are as specified in the University Policy Register.

#### **II.1.2. Statement of Workload Equivalents**

The following statements are approved for the School workload equivalents and may be modified by the Director in consultation with the Faculty Advisory Committee (FAC):

- According to the CBA, the TT faculty workload is twelve (12) semester hours of credit or the equivalent per semester, totaling twenty-four (24) semester hours per year. In the School of Information, a typical workload includes teaching (6 hours per semester), research, student advising, and service.

- FT-NTT faculty workload is fifteen (15) credit hours per semester or thirty (30) credit hours for the academic year. A typical workload includes teaching (12 hours per semester), student advising, and service.

In recognizing individual faculty's unique contributions and special assignments, adjustments to workload may be warranted for substantial involvement by a faculty member within the scope of the faculty member's appointment responsibilities. For example, external funding could result in course buyouts, causing a recalculation of the faculty member's teaching-related workload. Load calculations and adjustments are made at the discretion of the Director. In general, the credit workload hour (CWLH) equivalents for academic responsibilities include, but are not limited to:

#### **Teaching related workload**

- A 3-credit graduate-level course: 3 CWLH per semester, with possible additional adjustment for teaching large-enrollment sections of more than 25 students
- A 3-credit undergraduate-level course: 3 CWLH per semester, with possible additional adjustment for teaching large-enrollment sections of more than 35 students
- Student advising and supervision of thesis/dissertation, credit-bearing internships and individual investigations: 1-3 CWLH per semester, depending on the scope and quantity of work.
- Major curriculum development, which can include, but is not limited to the development of new minors, concentrations, degree programs and significant non-routine course revisions. 1-3 CWLH per semester

#### **Scholarship (Research or Creative Activity) workload**

- Faculty Scholarship: 3-6 CWLH per semester

Workload equivalents for faculty scholarship may be granted by the Director to faculty who maintain an active program of scholarly productivity, based on evidence of research activity from the past academic year and planned activities, as reflected on the workload statement.

#### **Service workload**

- Executive Officer of a major academic or professional organization (e.g., President, Secretary, etc.), and/or Editor (or similar) of a scholarly journal, etc.: 1-3 CWLH per academic year

##### **FT-TT faculty**

- Per CBA and University Policy Register 6-18, university service, such as committee work, is expected from all regular, full-time faculty as part of their normal duties. In those cases when such service is very heavy, load equivalence may be given.
- Active professional service is expected and may be considered when workload equivalencies are calculated.

##### **FT-NTT faculty**

- Per CBA, any non-teaching assignments must be considered when workload equivalencies are calculated.

#### **Administrative service workload**

Appointments (such as Assistant/Associate Director, Graduate Coordinator, Undergraduate Coordinator, or Program Coordinator) are at the discretion of the Director. Workload equivalents for additional duties or special assignments are negotiable between the faculty member and Director, in consultation with the FAC. Workload equivalents are subject to the Dean's approval.

### **II.1.3. Annual Workload Summary for Tenured Faculty**

Continuing tenured faculty prepare and submit an annual workload summary report for the previous academic year to the Director by the end of each Spring semester. The report becomes an ongoing record of faculty professional activities related to the assigned workload. The report shall be accompanied by the following items:

- an annually updated curriculum vitae, and
- course syllabi for each course or section of a course taught during the previous academic year.

If necessary, the Director may request additional information from the faculty member to clarify summary information, and the faculty member shall respond in a timely fashion. The purpose of this report is to document faculty workload, including utilization of the specified work equivalencies, for the academic year. Any other use of the report requires the consent of the faculty member.

## **II.2. Teaching Assignments**

The Director, in consultation with individual faculty members and the FAC, makes faculty teaching assignments. After the formulation of a tentative teaching schedule, the Director shall make available to all faculty a copy of this schedule and invite comments and recommendations for alterations, additions, etc. Course selection, teaching schedule, mode of delivery, and term decisions are made based on program needs, with as much consideration as possible for the preferences and wishes of the faculty. Faculty expertise and programmatic need are taken into consideration in the assignment of instructional workload. All faculty members will be asked to teach core courses as necessary.

Considerations of program needs govern summer and intersession teaching assignments and decisions are made by the Director. First teaching priority is reserved for TT faculty with second priority reserved for FT-NTT faculty; however, summer and intersession teaching appointments are never guaranteed.

## **II.3. Other Teaching Related Duties**

### **II.3.1. Office Hours**

During the regular academic year (fall and spring semesters), faculty are expected to maintain at least five scheduled office hours per week, with adjustments made depending on workload assignments per University Policy (UR 3341-6-18.101). Office hours must be published in a place where students in courses and advisees can access them. Faculty are expected to notify advisees and students in their classes of hours when they are available for consultation. If students are unable to meet during regularly scheduled hours, faculty are expected to schedule appointments with students outside of the posted office hours at a mutually convenient time. Faculty are expected to be mindful of issues that affect students' availability for face-to-face and virtual meetings, including work schedules, time zone differences, and technology

limitations. Faculty should also be mindful of the need to be responsive and timely in their communication with students.

### **II.3.2. Academic Advising**

Faculty are expected to counsel graduate students on the nature of the School's academic programs and their progress towards program requirements. Faculty should provide insight and guidance on coursework, program options within and outside the School, career advice, mentoring, and the value of affiliation with professional associations. Advising should be done in a timely manner and being mindful of student availability to have face-to-face and virtual meetings.

Faculty should be familiar with the section on academic advising in the University Faculty Handbook, including university policies on professional ethics, access to student records, and FERPA, as well as the various School handbooks and advising tools, available to all faculty and students in the School Student Advising Center.

### **II.4. Faculty Mentoring**

The School is committed to supporting and mentoring faculty at all stages of their careers. To help achieve these aims, the School has established a faculty mentoring program.

### **II.5. Sanctions**

A sanction is a documented corrective action in response to a faculty member's unsatisfactory performance of his/her duties and responsibilities as a member of the faculty. See "Sanctions for Cause" in the current TT or NTT CBA for a detailed description of the sanctions process.

### **II.6 Faculty Grievance and Appeal Procedures**

#### **1. Informal Procedure**

Any faculty member who believes that he/she may have a grievance is strongly encouraged, before initiating a formal grievance or appeal, to talk with the Director about any issue(s) of concern. The Director may seek the advice and recommendation of individual faculty members or faculty advisory groups in seeking informal resolution of a dispute or complaint.

#### **2. Formal Procedure**

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

Faculty grievances that are not directly related to the terms or conditions of employment and are not academic appeals are appropriately addressed within the School, whenever possible. The Director

and/or faculty members will initiate an informal dialogue with all parties involved in a dispute and strive to reach a resolution agreeable to all parties

## **II.7. Authorization of Absence and Travel Policy**

Faculty who will be absent from campus for professional or personal reasons when under contract, must file a Faculty Absence Authorization form requesting that the absence be approved. Faculty must make satisfactory arrangements for any classes that will be missed before the absence will be approved. Travel for attendance at professional and scholarly meetings is encouraged and costs incurred during travel may be eligible for reimbursement by the university if the faculty member's request for funding is approved.

Per University Policy, university-approved travel is generally defined as transportation on university business in excess of one's normal commute and does not include the commute between the employee's home and his/her primary work location. Reimbursement for university-approved travel, if funds permit, is provided in accordance with University policies (UR 3342-7-13). The request for absence with or without reimbursement must be filed in advance of the proposed absence. The Director will approve or deny such request in a timely manner. Faculty should follow the School and CCI [travel guidelines](#) to ensure timely reimbursement.

# **III. Reappointment, Tenure, and Promotion (RTP) Criteria and the Criteria and Processes Relating to Other Faculty Personnel Actions**

## **III.1. Role and Responsibility of Faculty Members**

Each faculty member is expected to contribute to the University and to the School. An active scholarly record is expected by all tenured and tenure-track faculty. Effective teaching is expected of all faculty members. Graduate teaching by all full-time graduate faculty members with appropriate status may include supervision of internships and practica, portfolios, research projects, individual investigations, and thesis or dissertation committee work and supervision. Meaningful and highly responsive academic advising and mentoring are also expected. Part-time instructors are not eligible for the supervision of graduate work or student academic advising.

## **III.2. Appointment and Employment Procedures and Regulations**

### **III.2.1 Faculty Appointments**

#### **III.2.1.1 Appointment to Tenure-Track Faculty Position**

Appropriate educational background and potential for effective teaching, research, publications, and service (to the University, the community and/or the profession) are key criteria used by search committees in evaluating candidates for appointment to the TT faculty. Acceptable, minimal educational credentials normally will include a research doctorate (Ph.D. or equivalent) in the discipline. Candidates with substantial progress made toward completion of the doctoral dissertation may also be acceptable for appointments at the Assistant rank. In such cases, faculty are appointed to an NTT position until the completion of their doctoral degree, at which time they can move to a TT position.

Peer-reviewed publications, a dissertation, successful grant seeking, and plans for future work will be considered evidence in evaluating a candidate's potential for research and publication. Evidence of potential teaching effectiveness may include letters of recommendation, a guest lecture delivered by the candidate, a teaching portfolio including sample syllabi and student surveys of instruction (SSIs), and information gathered through the interview process. Other evidence may be used as appropriate. Potential for service will be evaluated by means of letters of recommendation and evidence of active participation in professional organizations (meetings attended, committee assignments, offices held).

Appointments are normally made at the rank of Assistant Professor. When an open rank position is approved, the successful candidate must meet the promotion criteria to the relevant rank listed in this Section to be appointed at a higher rank, following the RTP Committee voting procedure for the relevant rank.



### **III.2.1.2 Appointments to Full-Time Non-Tenure Track Faculty Position**

FT-NTT faculty members are full-time faculty who are appointed annually to a limited term of employment with the University. FT-NTT appointments are not included under the umbrella of the *University policy and procedures regarding faculty tenure* (University Policy Register 3342-6-14) and NTT faculty members are not entitled to any rights with regard to tenure. The renewal process will be covered below under *Renewal of Appointment and Third-Year Full Performance Reviews of Full-Time Non-Tenure Track (FT-NTT) Faculty*.

FT-NTT faculty should have an appropriate educational background, including a doctoral degree (or relevant professional qualifications) in the discipline. In general, FT-NTT faculty are expected to have substantial professional experience, be active in their field professionally, and provide evidence of teaching effectiveness. Evidence of effectiveness in teaching may include a record of successful teaching in the last three years in the specialty area to be covered in the curriculum, letters of recommendation, a guest lecture delivered by the candidate, a teaching portfolio including sample syllabi and student surveys of instruction (SSIs), and information gathered through the interview process. Additional evidence may include recent service in relevant professional organizations, substantial professional experience in the specialty area to be covered in the curriculum, and a record of recent publications. Other evidence may be used as appropriate.

FT-NTT faculty in the School are typically appointed to one of two NTT tracks: Instructional for those whose primary role is to deliver instruction, or Practitioner for those from academia, industry, and/or other professional fields whose primary role is to deliver instruction or service in professional programs and applied areas.

Appointments are normally made at the rank of Assistant Professor. On rare occasions, exceptional candidates lacking a doctoral degree but with a Master's in the discipline, substantial, relevant professional accomplishments, substantial teaching experience, and/or research publication record may be considered for an NTT appointment at the ranks of Lecturer.

### **III.2.1.3 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. Visiting Faculty appointments include post-doctoral fellows. A visiting faculty member is typically employed by the School for a period not to exceed one (1) year. During the first year, visiting faculty are welcome to attend FAC meetings, but they do not possess membership or voting rights. In the event a visiting faculty member stays beyond one (1) year, they become members of the FT-NTT faculty, and are governed by the FT-NTT CBA.

#### **III.2.1.4 Part-Time Instructor Appointments**

When the School cannot meet its teaching needs with its full-time faculty, part-time instructor appointments normally are made from an established pool of qualified applicants not currently on regular appointments at the University.

For the initial appointment to the rank of part-time instructor appointment, a candidate should have an appropriate educational background, including a doctoral degree in the discipline. Candidates lacking a doctoral degree but with a Master's in the discipline, substantial, relevant professional experience subsequent to the receipt of the highest degree, professional accomplishments, substantial teaching experience, and/or research publication record can apply to the Director for consideration.

### **III.3. Graduate Faculty**

As a graduate degree-granting School, the School normally requires that all faculty hired for full-time positions be eligible for appointment to the graduate faculty as associate or full members. The Administrative policy regarding graduate faculty is included in the University Policy Register (University Policy Register 3342-6-15.1).

#### **III.3.1 Graduate Faculty Membership**

The School's Graduate Faculty Committee (GFC) evaluates faculty for graduate faculty status and forwards recommendations to the School's Director or designee for approval. The awarding of this status shall be assigned to those faculty members with appropriate educational backgrounds who have produced scholarly research or creative activity of sufficient quality to merit professional recognition and who are effective in providing the appropriate training of graduate students, based on criteria stated in the University Policy 3342-6-15.1.

TT faculty are recommended for full membership in the Graduate Faculty. Duties and privileges of full members include:

- Teach graduate courses
- Advise graduate students on their program of study
- Serve on master's and doctoral examination committee
- Direct master's thesis, projects, and capstones
- When appropriate and as judged by the GFC, direct doctoral dissertations

FT- NTT faculty are recommended for associate membership in the Graduate Faculty. Duties and privileges of associate members include:

- Teach graduate courses
- Advise graduate students on their program of study
- Direct master's projects and capstones
- When appropriate and as judged by the GFC, serve on master's and doctoral examination committees
- When appropriate and as judged by the GFC, direct master's theses
- When appropriate and as judged by the GFC, co-direct doctoral dissertations

Faculty may have their graduate faculty status changed to include approvals for additional graduate faculty involvement whenever appropriate, with the recommendation of the GFC and approval of the Dean. All full and associate members of the graduate faculty shall have their graduate faculty status reviewed according to the schedule set in the University Policy Register (University Policy Register 3342-6-15.1).

### **III.3.2 Criteria for Membership in the Graduate Faculty**

#### **1. Full Membership (F)**

Appointment of full-time TT faculty status. Possession of a doctoral degree in the discipline, substantial research publications over the past five years, and evidence of successful graduate teaching are the principal criteria considered in arriving at a recommendation concerning full membership in the Graduate Faculty.

#### **2. Associate Membership (A)**

Appointment of full-time NT-NTT faculty status. Possession of a doctoral degree and in exceptional cases a master's degree in the discipline (see section *III.2.1.2 Appointments to Full-Time Non-Tenure Track Faculty Position*), substantial professional experience, and evidence of strong potential for successful graduate teaching and/or scholarship are the principal criteria for associate membership in the Graduate Faculty.

#### **3. Temporary Membership (T)**

A person may be assigned as a temporary member of the Graduate faculty when his/her participation in the graduate program is desired by the School for a fixed, limited period, or limited objective. Possession of a doctoral degree or a minimum of the master's degree in the discipline and at least two years of successful professional experience subsequent to the receipt of the highest degree are the minimum criteria for temporary membership in the Graduate Faculty (see section III.2.1.4 of this Handbook). Normally, Temporary status should be given to those assigned to lead the instruction of a graduate course for a semester (part-time instructors). Possession of a doctoral degree and a substantial record of research publications is required for appropriate service on a graduate examination committee, a thesis committee, or a dissertation committee, as judged by the GFC. Upon the completion of the temporary assignment, the status of Temporary Graduate Faculty member ends.

### **III.. Reappointment, Tenure, and Promotion (RTP)**

A variety of disciplines under the umbrella of the information sciences are represented in the School. There are multiple discourses that take place in parallel among these disciplines to which a faculty member might contribute. The discourses include scholarship, teaching, and service. The expectation is that faculty will make contributions through scholarship, teaching, and service according to the criteria within this handbook. It is the responsibility of individual faculty members to demonstrate and provide

evidence of the impact of their efforts, in line with the criteria articulated in this Handbook. Furthermore, it is the responsibility of the faculty to apply handbook criteria in this Handbook.

General statements regarding reappointment, tenure, and promotion, including means of initiating promotion procedure and dates of notice of tenure decisions and reappointments are contained in the University Policy Register (UPR), 6-14 (tenure), 6-15 (promotion), and 6-16 (reappointment) and in the current TT CBA (see Article XI; Addendum A, Addendum B, and Addendum C).

In addition to the indices listed for each area below, evidence may be documented in the candidate's narrative through self-evaluation, peer evaluation, external colleague evaluation (which should be detached and dispassionate), and adjudication. Statements concerning the composition of the RPT Committee are contained in Section III, Subsections D.3 and D.4, of this document.

### **III.4.1 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 are distributed by the Office of the Provost.

Circumstances may arise that require extension of the probationary period (tolling). 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).

In making a reappointment decision, each member of the School's Ad Hoc RTP Committee will render a judgment as to whether, "[g]iven the years of service to date and the number of years until mandatory tenure review, it is reasonable to expect that the probationary faculty member will eventually undergo a successful tenure review" (University policy and procedures regarding faculty reappointment, Section D).

#### **Necessary conditions for annual Reappointment:**

- Documented evidence of progress in scholarship, considering the accumulated years of service.
- Documented evidence of progress in teaching, considering the accumulated years of service.
- Documented evidence of progress in service, considering the accumulated years of service.

In addition to providing documented evidence for each annual reappointment review of progress in scholarship, teaching and service, in no later than the second annual review probationary faculty members must also articulate in their narrative a plan for achieving tenure. For each annual review, candidates should also address any concerns expressed by the Ad Hoc RTP Committee and/or the Director, CAC and Dean in previous reviews.

Sections III.4.4-6 of this Handbook offer guidelines and examples of acceptable documentation of scholarship, teaching, and service, as well as criteria for evaluating achievements in each of the three

areas. At a minimum, probationary faculty should achieve ratings of “good” with sustained progress towards achieving required ratings for tenure.

### **III.4.2 Tenure**

The policies and procedures for tenure are included in the *University policy regarding faculty tenure* (See University Policy Register 3342-6-14). Each academic year, tenure guidelines are distributed by the Office of the Provost. Probationary periods and notices dates are described in the university policy (3342-6-14), which states “[t]he terms and conditions of every appointment, including credit for the previous academic appointment and specification of the year in which tenure procedures will take place, shall be stated in writing, which shall be in the possession of both Kent State University and the faculty member before the appointment is finalized. The tenure decision should be based upon these initial terms and conditions.”

Per University policy, “those faculty members involved in making a tenure decision are asking the question; ‘Is this candidate likely to continue and sustain, in the long term, a program of high-quality scholarship, teaching, and service relevant to the mission of the academic unit and the mission of the university?’”

#### **Necessary Conditions for Tenure:**

- Documented evidence of achievement at the level of “very good” in either research or teaching, and “good” in the other. (See Sections III.4.4 and III.4.5)
- Documented evidence of achievement at the level of “good” in service (See Section III.4.6 below)

### **III.4.3 Promotion**

The policies and procedures for promotion are included in the University policy regarding faculty tenure (See University Policy Register 3342-6-15). Each academic year, promotion guidelines are distributed by the Office of the Provost.

#### **Promotion to Associate Professor**

Per University Policy 3342-6-15, a “faculty member will not usually be considered for advancement to this rank until completion of five years as an assistant professor, but in cases where the candidate has met the expectations or promotion, they may be considered after completion of fewer years as an assistant professor.” The criteria will remain the same, in cases of early consideration for promotion to associate rank. Promotion to the rank of associate professor is not possible without a successful review for tenure.

#### **Necessary Conditions for Promotion to Associate Professor:**

- Documented evidence of achievement at least at the level of “very good” in either Scholarship and Teaching and “good” in the other (See Sections III.4.4 and III.4.5 above).
- Documented evidence of achievement at the level of “good” in service

#### **Promotion to Full Professor:**

Per University Policy 3342-6-15, a “faculty member will not usually be considered for advancement to this rank until completion of five years as an associate professor, but in cases where the candidate has met the expectations for promotion, they may be considered after completion of fewer years as an associate professor.” The criteria will remain the same, in cases of early consideration for promotion to full rank. Promotion to the rank of full professor is not possible without successful review for tenure. Promotion to the rank of full professor does not involve an assessment of productivity within a set number of years but it recognizes success in meeting the School’s requirements for scholarship, teaching, and service commensurate with the rank of full professor, irrespective of the number of years in the rank of associate professor.

**Necessary Conditions for Promotion to Full Professor:**

- Documented evidence of achievement at the level of “excellent” in either Scholarship or Teaching, and very good in the other. (See Sections III.4.4 and III.4.5 above)
- Documented evidence of achievement at the level of “very good” in Service (See Section III.4.3 above)

**III.4.4 Scholarship**

***Definition of Scholarship***

At Kent State, "scholarship" is broadly defined to include research, scholarly, and creative work. Scholarship may include commercialization activities relevant and appropriate to the academic discipline. At the School of Information, scholarship includes the process of creating and disseminating new research-based knowledge within the fields of information science and across other disciplines. It also involves rethinking current knowledge in order to present new understandings or interpretations of theoretical and practical information.

***Evidence of Scholarship***

Evidence of research-based activities that demonstrates quality, impact, permanence, and rigor, includes but is not restricted to:

- Peer-reviewed publications, both published and in-press, such as articles, monographs, chapters, or papers in conference proceedings;
- Solicited and invited articles, such as journal articles, book chapters, and encyclopedia articles;
- Invited participation in programs, presentations (including posters and visual demonstrations), keynote addresses, or invited publication of scholarly papers at professional and scholarly meetings at international, national, state and local levels;
- Submitted research proposals for external funding (e.g., grants) opportunities;
- Secured professionally reviewed research grants, especially external awards;
- Development and curation of juried exhibitions;
- Innovative fora for scholarly contributions, such as blogs, wikis, or other participatory media that impact the discipline;
- Research partnerships with other academic units, institutions, organizations, or entities;
- Evidence of outstanding achievement, such as awards and honors;
- Patents;
- Development of software, electronic tools, and other resources as a result of research-based projects; and

- Editorial work and/or serving in an editorial capacity as a recognized high-standing scholar.

### ***Assessment of Evidence***

The principles for the evaluation and reward of scholarship relate to the individual within the context of the department, school, college, and university governance structure. An individual faculty member's scholarly work is considered first within the context of the School's mission, and subsequently within the context of the college and university mission.

Across the School's disciplines, researchers employ methodologies from diverse academic disciplines. The School does not assume any value hierarchy among research methods. The School considers the quality of the research and resulting products and outputs on the attributes defined above. It is the candidate's responsibility to provide evidence of quality and impact based on these attributes, taking the school's values into consideration:

- Publications of original research in peer-reviewed journals are central to one's scholarship legacy;
- Journal articles and other peer-reviewed publications are evaluated based on the scope and reputation of the publication (determined by using traditional measures and other indicators of impact), the review process by which submissions are accepted, and the impact of the candidate's work;
- For books and book chapters, the reputation and selectivity of the publisher, and the degree to which the book or chapter is subjected to peer-review, are considered;
- In judging the value and importance of conference presentations as scholarly works, the following are taken into consideration:
  - the prestige of the meeting as evidenced by selectivity (e.g., acceptance rate),
- The School values all levels of authorship, including single and co-authorship. When reporting co-authored papers, the role and the degree of contribution by each co-author must be clearly communicated by the faculty member. Suggested areas for delineation could include the design of research questions, main argument, sections of paper written, data analysis, computation, survey instruments, methods.

In evaluating research performance, the overall sustainability and impact of the research record are assessed at each stage of career development:

- A record of research is a steady flow of scholarly output that reflects continued programmatic development of rigorous scholarship;
- Effective scholarship requires the development of a coherent research agenda, productivity in the form of peer-reviewed scholarly communication and resulting influence and impact of value to the school, the college, the university, and the field.

Table 1, below, provides guidelines for the assessment of scholarship for reappointment, tenure, and promotion during the faculty member's probationary and tenured period at Kent State University, as per the expectations set in the initial letter of offer, and as evidenced in the faculty member's curriculum vitae and narrative statement. **Evidence of impact in Scholarship can include any of the items in the Evidence of Scholarship list above.**

**Table 1.** Evaluation components for the assessment of scholarship

Scholarship	Definition	Accomplishments
Good	Active research program(s)	Has a sustainable research agenda, has made some progress toward demonstrating the impact of the research through peer-reviewed publications and presentations, and/or “seed” grants
Very Good	Emerging state, regional or nationally recognized research program(s)	Achieves “good” level and/or demonstrates a record of peer-reviewed scholarly publications and presentations and evidence of increasing impact.
Excellent	State, regional, national or internationally recognized research program	Achieves “very good” level and/or also maintains a strong record of peer-reviewed scholarly outputs demonstrating an established reputation in the area of scholarship, influence, and impact in the field, state, regionally, nationally and/or <b>internationally</b> .

### III.4.5 Teaching

Teaching discourse involves activities that promote the development of effective strategies to impart knowledge or skills and effectively communicate information to students. Such activities include instruction, program and curricular development and revisions, academic advising, supervision of internships, student research, individual investigations, and serving or directing thesis and dissertations. Additional activities are included below in the list of potential evidence for teaching effectiveness.

It is well-known and supported by research that student's assessments of instruction effectiveness (SSIs) are not reliable, do not provide an accurate assessment of instruction, and introduce biases against certain groups of instructors. The weight of SSIs in a faculty review of instruction effectiveness should not be greater than other measures. Evaluation of instructional effectiveness assumes consistent triangulation between various measures, including student perception of instruction, peer evaluation, and the faculty member's reflection on their performance and effectiveness. Consideration of students' assessment of teaching effectiveness should include factors such as overall response rate, distribution of responses as well as outlier responses. Various teaching metrics, beyond instruction, should be considered in this holistic and broad context.

Evidence of effectiveness and impact in the area of teaching include but are not limited to:

- Design and development of new courses;



- Design, revision or review of areas of study;
- Peer evaluation of teaching, syllabi, and instructional materials by multiple peers ranked at or above the candidate and for different courses;
- Student surveys of instruction;
- Reflective teaching, including revising courses based on feedback from students, peers, and instructional designers;
- Measures of student achievement, such as student learning outcomes, etc.;
- Teaching awards;
- Publication of textbooks;\*
- Invited participation in programs or presentations of papers on teaching at professional meetings at international, national, state, and local levels;
- Publication of research findings that enhance curricular content and teaching;\*
- Creative or innovative activity related to teaching, such as development or innovative use of technology, effective active learning activities, etc.;
- Evidence of expanding expertise in pedagogy;
- Evidence of effective advising;
- Supervision of individual investigations, research papers/projects and internships and practica;
- Serving on and chairing thesis and dissertation committees;
- Submitted grant proposals for curricular, program development, and student scholarships.

*\*May also be classified as Scholarship.*

Table 2 below provides a guideline for assessing teaching for candidates for reappointment, tenure, and promotion in the School. **Evidence of effectiveness, innovation, and/or impact in Teaching can include any of the items in the bulleted list above.**

**Table 2.** *Evaluation components for the assessment of teaching*

Teaching	Definition	Accomplishments
Good	Effective teacher	Demonstrates teaching effectiveness: Receives positive student and faculty peer evaluations. Reflects on student and peer feedback. Communicates regularly and effectively with advisees. Implements changes based on feedback. Regularly updates course syllabus and materials.
Very Good	Reflective teacher; contributes to the curriculum	Achieves “good” level and demonstrates positive instruction evaluations by students and faculty peers, growth as a reflective and effective teacher, contributions to the curriculum, currency in the subject content, effective advising and mentorship.
Excellent	Innovative teacher; provides leadership in instructional or curricular development	Achieves “very good” level and demonstrates innovative teaching, leadership or contributions to curriculum and/or program development, leadership in student advising and mentorship.

#### **III.4.6 Service**

University service, such as committee work, is expected from all regular, full-time faculty as part of their normal service. Service activity is broadly defined to include committee and administrative service to the school, college, and university; professional service to the faculty member’s discipline, the provision of professional expertise to public and private entities beyond the university, and serving on regional, national, and/or international organizations. All faculty members are expected to demonstrate quality engagement and contributions to the University and their professional discipline.

Evidence of activities and impact in this area include but are not limited to:

- Participation, leadership and/or election on university, college, and school committees and boards;
- Presenting or organizing university fora and exhibits;
- Serving as an advisor to student organizations;
- Service to the professional community and professional associations at international, national, state, and/or local levels;
- Active participation or leadership in professional committees and working groups at international, national, state, and/or local levels;

- Submitting peer-reviewed grants, especially to external funding agencies, related to one's service as defined above;
- Peer reviewing activities for journals, conferences, publication proposals, and/or funding agencies;
- Participating in journal or monograph editorial activities;
- Presentations related to one's service as defined above;
- Organizing events such as conferences, workshops, and seminars;
- Formal mentoring of junior faculty.

Table 3 below provides a guideline for assessing Service for candidates for reappointment, tenure, and promotion in the School. **Evidence of activities and impact in Service can include any of the items in the bulleted list above.**

**Table 3.** *Evaluation components for the assessment of service*

Service	Definition	Accomplishments
Good	Active service record	Contributes regularly to committee work at the school, college, or university level and participates in school, college, or university events, as requested. Actively engages with professional organizations.
Very Good	Sustained professional, community and/or university service	Achieves "good" level and demonstrates contributions to committee work at the school, college, or university level, represents the school at the university and professional engagements, establishes a reputation for service in the professional community through active engagement and/or professional leadership efforts.
Excellent	University, nationally/ internationally recognized leadership and service	Achieves "very good" level and demonstrates leadership role(s) in school, college, or university service work, leadership role(s) in committees, working groups, or special interest groups in professional or academic organizations: effort that shapes the direction of the profession.

### **III.5. Renewal of Appointment and Performance Reviews of Full-Time Non-Tenure Track (FT-NTT) Faculty**

A variety of disciplines under the umbrella of the information sciences are represented in the School. There are multiple discourses that take place in parallel among these disciplines over which an FT-NTT faculty member might exert impact. These discourses include teaching, university citizenship, and professional development.

At the School, the expectation is for FT-NTT faculty to make contributions primarily through teaching, advising responsibilities, and other curricular activities as defined in Section III.4.2. When appropriate, an FT-NTT faculty member may be assigned non-teaching duties as part of an annual workload. Such non-teaching duties may include but are not limited to committee responsibilities at the school, college, or university level; outreach responsibilities; other administrative duties to meet programmatic needs; or service to the profession.

It is the responsibility of individual faculty members to demonstrate and provide evidence of the impact of their efforts. Furthermore, it is the responsibility of the faculty who review these efforts to assess whether they meet the requirements as determined in this Handbook. General statements regarding review, renewal of appointment, and promotion, including means of initiating review procedures and appointment terms, conditions, and renewals are contained in the FT-NTT CBA (see Article X; Addendum B and Addendum C). In accordance with the current FT-NTT CBA, the School determines criteria and procedures for reappointment; the College determines promotion criteria and procedures.

### **III.5.1 Renewal of Appointment**

Appointments for full-time non-tenure track (FT-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. Policies and procedures for performance reviews, terms of renewal, and notification of the decision are based on FT-NTT CBA, Article X.

Annual reviews by an FT-NTT Review Committee and regular meetings with the Director are recommended but per the CBA, there is no obligation for FT-NTT faculty to participate in such reviews, and failure to do so shall not lead to any negative results.

#### **One-year appointments**

FT-NTT members in year one (1) or two (2) of employment will be notified if opportunity for additional appointment is either anticipated or not anticipated, according to the timeline and procedure described in the FT-NTT CBA Article X, Section 4. It is at the Director's discretion to perform a review in the first and/or second year of employment. If there is a review, the Director will inform the faculty member of the process.

### **III.5.2 Full Performance Reviews for FT-NTT Faculty**

The expectation for FT-NTT faculty is to make contributions primarily through teaching, advising, and other curricular activities. When appropriate, an FT-NTT faculty member may be assigned non-teaching duties as part of an annual workload. When such duties are assigned, they will be part of the faculty's performance reviews.

Evidence of activities and evaluation components for assessing achievements in teaching and teaching-related responsibilities are described in Section III.4.2 of this Handbook. Evidence and evaluation

components for assessing service are described in Section III.4.3 of this Handbook. Additional administrative duties will be reviewed based on the letters of agreement for such appointments.

### **First Full Performance Review**

An FT-NTT faculty member who has received appointments for three (3) consecutive academic years shall be subject to a Full Performance Review during the third year of appointment before a fourth annual appointment can be anticipated or authorized. As described in FT-NTT CBA Article X, Section 4.C., if a fourth annual appointment is not anticipated, the FT-NTT Faculty member will not be scheduled for a Full Performance Review.

The Full Performance Review will follow the format, procedures, and timelines established by the University, as annually distributed through the Office of Faculty Affairs.

It is the responsibility of individual faculty members to demonstrate and provide evidence of the impact of their efforts. Faculty should consult the criteria and documentation requirements listed in this Handbook and are also encouraged to consult with the Director about the review process. Furthermore, it is the responsibility of the faculty who review these efforts to assess whether they are rigorous, substantial, and legitimate, as determined in this Handbook.

### **Necessary Conditions for First Full Performance Review**

- Documented evidence of achievement at the level of “very good” in teaching (See Section III.4.5 above)
- When appropriate, documented evidence of achievement at the level of “good” in service (See Section III.4.6 above)

### **Additional Three-year Performance Reviews**

An FT-NTT faculty member who has successfully completed three (3) consecutive years of employment and one (1) Full Performance Review becomes eligible for appointment to a three-year term of annually renewable appointments which are conditional from year to year only upon continued satisfaction with demonstrated performance, continued programmatic and staffing need within the academic unit and continued budgetary resources supporting the position.

### **Necessary Conditions for Additional Full Performance Review:**

- Documented evidence of achievement at the level of “excellent” rating in teaching (see Section III.4.5 above);
- When appropriate, documented evidence of achievement at the level of “good” in service (see Section III.4.6 above).

### **III.5.3 Simplified Performance Reviews**

After nine (9) and twelve (12) years of consecutive appointments, FT-NTT Faculty members shall undergo a simplified performance review. The review will follow the format, procedures, and timelines established

by the University, as annually distributed through the Office of Faculty Affairs. Per FT-NTT CBA Article X, Section 9, FT-NTT faculty members will submit to the School's Director a vitae, summaries of student surveys of instruction, if applicable, and a narrative of up to five (5) pages in which the FT-NTT Faculty member describes her/his professional activities during the past three (3) years.

#### **III.5.4 Administrative Performance Reviews**

After fifteen (15) years of consecutive appointments, and every three (3) years thereafter, FT-NTT faculty members shall be reviewed by the School's Director. This administrative performance review will follow the format, procedures, and timelines established by the University, as annually distributed through the Office of Faculty Affairs. To complete this review, the School's Director will schedule a meeting with the FT-NTT faculty member who will submit, prior to the meeting, a current vitae and a narrative of 1-3 pages in which the FT-NTT Faculty member describes their professional activities during the past three (3) years prior to the meeting.

#### **I.5.6 FT-NTT Faculty Promotion**

The College Non-Tenure Track Promotion Advisory Board (NPAB) reviews FT-NTT faculty applications for promotion in rank and makes recommendations to the Dean. The Dean records the vote and forwards their recommendation to the Provost, who makes a final assessment and determination.

Eligibility for promotion in rank, procedures, and minimum required materials for inclusion in the promotion file are described FT-NTT CBA, Addendum C, *Guidelines and Procedures for Full-Time Non-Tenure Track Faculty Promotion*. FT-NTT Faculty members who intend to apply for promotion in rank must notify the College Dean, in writing, by the deadline stated in the *FT-NTT Faculty Promotion Guide* issued annually by the Office of Faculty Affairs.

Evidence of accomplishments in performance and professional development are required.

Accomplishments and/or contributions in the area of University Citizenship are neither required nor expected, except as to the extent such accomplishments and/or contributions are appropriate to the FT-NTT Faculty member's track and/or workload assignments, but will, when they exist, contribute to the bargaining unit member's overall record of accomplishments.

## **IV. Criteria, Performance Expectations, and Procedures Relating to Merit Awards**

According to the TT CBA, Article XII, Section 4, the University may establish an additional salary pool for the purpose of rewarding meritorious faculty performance during the period reviewed and motivating future meritorious performance. The related criteria and procedures for such merit awards are described in this section.

As a general principle, TT CBA notes that “While there is no guarantee that all who are eligible and apply for a merit award will receive one, no limit shall be imposed on the number or percent of eligible Faculty who may receive an award in each academic unit or Regional Campus. In some cases, two or more Faculty members may have equally meritorious performance in a given category; however, in no case should all eligible Faculty members in an academic unit or Campus receive identical merit awards in any of the three (3) categories of Scholarship/creative activity, Teaching, and Service. Instead, differences in award amounts shall reflect differences in Faculty performance in each of the three (3) categories.” (Article XII, Section 4, #7)

### **IV.1. Award Categories and Criteria**

When Merit Awards are to be made, a merit award pool for this purpose shall be established for the School with an established allocation of the pool to three (3) broadly-defined categories of documented meritorious faculty performance:

- 1) Scholarship: 40% of the pool;
- 2) Teaching: 40% of the pool; and
- 3) Service to the academic unit, college, university, and/or profession: 20% of the pool.

The specific performance criteria and indices will follow previously established standards from Section III for Reappointment, Tenure, and Promotion (RTP) reviews.

### **IV.2. Procedures**

#### **IV.2.1. General procedures and timelines**

Merit Awards for any given year shall be conducted in accordance with the general principles per TT CBA (Article XII, Section 4) and guidelines issued by the Office of the Provost.

#### **IV.2.2. Unit procedures and timelines**

When the Dean notifies the Director of the amount of money in the School merit award pool, the Director will call for a meeting with all eligible faculty (as defined by the CBA and the distributed university merit awards guidelines) to establish and document specific unit procedures and timelines, including but not limited to:

- Application submission and review of timeline, deadlines, and format; and

- Initial determination, reconsideration process, and final determination timeline.

### **IV.2.3. Participation**

Applying for the Merit Award is optional for eligible faculty:

- Eligible faculty members may apply for a Merit award in any or all award categories specified by the unit deadline and in the agreed format;
- All eligible faculty can review and rate applications without applying for the award;
- Eligible faculty who do not apply for an award may choose not to participate in the evaluation process.

### **IV.2.4. Application materials**

Faculty may elect to participate in three, two, one, or none of the award categories. For faculty electing to participate in any or all categories (Scholarship, Teaching, and Service), a separate Merit application must be submitted for each award category:

- Each application must include a brief narrative documenting performance and relevant accomplishments for the period specified in the CBA and Merit guidelines, based on the criteria adopted in section IV.1. Each narrative should not exceed two pages in length.
- Key narrative documentation for each category includes but not limited to the following (see the RTP section for full details):
  - Research: publications, presentations, other scholarly output, awards and recognition, impact;
  - Teaching: student surveys of instruction (SSIs), peer evaluations, teaching awards, curriculum development activities, teaching impact and recognition, advising students; and
  - Service: roles, activities, and contributions in school, college, local, national, and international organizations and initiatives; awards and recognition.
- An updated curriculum vitae (with highlights of activities reported in the narrative for the review period) should also be submitted.

### **IV.2.5. Application peer reviews**

Peer-reviews of merit applications process:

- After the unit Merit Award application submission deadline, all eligible faculty are invited to review all merit applications based on award category-specific criteria established in the above section IV.1. Eligible faculty submit evaluations to the Director for each applicant except themselves;
- Faculty ratings for each award category will be calculated to a final overall score and ranking for each participating faculty member;
- The Director will compile and share the aggregated results with eligible participating faculty.

### **IV.2.6. Award distribution determination**

The process for award distribution determination will be as follows:



- The Director reviews the faculty applications and evaluations, takes the faculty recommendations into consideration, uses their discretion to allocate the awards in each category, and communicates the preliminary determination with all faculty;
- Individual faculty may request a reconsideration of the preliminary determination. See the university guidelines for details;
- The request will be considered by the participating faculty, which will make an advisory recommendation on the merits of the request to the Director. The Director then makes the final determination on the allocation of the merit awards;
- If there is a school/director reserve pool, it will be redistributed proportionately as part of the final determination process to augment awards that have already been determined.

## V. Other School Guidelines

### V.1. Mission of the School

*“At the School of Information, we are transforming the global information environment collaboratively through dynamic learning, innovative research, and interdisciplinary synergy.”*

The School of Information (iSchool) supports the mission of Kent State University by providing educational and research programs and appropriate services designed to meet the library and information needs of modern society. The primary mission of the School is to provide graduate education to those individuals preparing for positions of leadership in the library and information professions.

### V.2. iSchool Strategic Principles

The School’s strategic principles are:

1. To prepare students to be successful information and knowledge professionals.
2. To advance the School’s role as an exemplary, comprehensive, and professional School of Information
3. To foster scholarship and research
4. To contribute to the success of the College and the University
5. To enrich society through collaboration with diverse communities of practice

### V.3. iSchool Programs

The iSchool at Kent State University offers degree options and numerous learning opportunities for students, scholars and professionals interested in librarianship and other information professions. For the current program descriptions and details see the Kent State University Catalog: <http://catalog.kent.edu/colleges/ci/info/>. The iSchool faculty also teach in the CCI doctoral program in Communication and Information (<http://catalog.kent.edu/colleges/ci/communication-information-phd/>)

## **V.4. Diversity and Inclusion Statement**

The School of Information (iSchool) at Kent State University believes that being able to recognize and relate to qualities, conditions and group memberships that might be unlike our own contributes first to learning, and then to knowledge. Acceptance flows from a common ground, based on a belief in the acceptance of individuals as human beings. This includes the belief in people's ability to determine who they shall become (self-determination), their protection from injury, affordance of their equality of opportunity (e.g., access to education, healthcare, food, housing and information about their basic rights), protection of their privacy and well-being, and acknowledgement for their work, through recognition or economic compensation. Acceptance of the person is different from acceptance of their viewpoint/agenda.

We recognize, understand and embrace the differences that define diversity, in whatever form or manner that such diversity presents itself. To us, "inclusion" encompasses acceptance of and respect for each person's individuality, regardless of that person's race, age, sexual orientation, gender, size, intellectual acuity, level of knowledge, technological ability, physical ability, ethnicity, country of origin, socio-economic status, religious or political beliefs, or affiliations or other ideologies.

The iSchool, therefore, embraces inclusion and affirms it as a core value. Libraries and cultural heritage institutions span nations and cultures and serve populations with diverse backgrounds and needs. The faculty and staff of the iSchool strive to create an inclusive working and learning environment in which similarities and differences are valued and leveraged, diverse perspectives are sought and respected, and, ultimately, information needs of diverse populations are met. We believe and understand that diversity enriches the domain of information by creating opportunities to engage with others in this field that spans cultural and national borders.

We believe in building bridges across our differences in order to foster an inclusive environment of collaboration in which all may participate.