

**KENT STATE UNIVERSITY  
College of Nursing  
Faculty Handbook**



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## **College of Nursing Handbook**

### **Preamble**

The College of Nursing Handbook (hereinafter the “Handbook”) contains the operational policies and procedures for the College of Nursing (hereinafter the “CON”) designed to promote awareness and cooperation by making the structure and policies of the CON available. The University handbook contains all current policies at the University level, including but not limited to the collective bargaining agreements (CBA) for both full-time Tenure-Track and Tenured Faculty (T/TT) and full-time Non-Tenure Track Faculty (FTNTT). The policies and procedures contained in this Handbook shall not conflict with any University, administrative, or operational policy of Kent State University as published in the University Policy Register and elsewhere, any applicable Collective Bargaining Agreement, or any federal, state, and local law. In the event of a conflict or inconsistency, the following is the order of precedence: 1) federal, state, and local law; 2) the Commission on Collegiate Nursing Education (CCNE), the accrediting body for the College of Nursing’s BSN, MSN, and DNP programs; and 3) the University Policy Register and/or the Collective Bargaining agreements.

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# **Section I. Definitions**

## **1. Terminal Degrees**

The CON recognizes that due to the ever-expanding roles of nurses and changing programmatic needs, a variety of terminal degrees may be recognized to best meet the needs of the College. These degrees may include but are not limited to Doctor of Nursing Practice, Doctor of Nursing Science, PhD in Nursing, PhD in Public Health, PhD in Education, PhD in Sociology, Doctor of Jurisprudence, or Doctor of Education. Faculty who are pursuing continued education are strongly encouraged to discuss questions regarding the determination of their proposed terminal degree with the Dean of the College to confirm eligibility for the purposes of reappointment, tenure, or promotion in the CON. This definition is intended to clarify the topic of terminal degrees and align with the T/TT and/or FTNTT CBA. If conflict arises, the CBA will be considered the controlling document for these determinations.

## **2. Teaching Scholarship**

A. Timely, constructive, and positive development of course content and pedagogy (see definition below) implement the curriculum that has been approved by the faculty. This includes the integration and balanced consideration of student and peer feedback which provides evidence of faculty reflection on and consideration of a variety of teaching methods that meet the intended outcomes of the course, learner characteristics, and available resources. Individual contributions to the curriculum are based on ongoing professional faculty development activities and experiences that are focused on emerging teaching trends and professional research and/or evidence within nursing and higher education. Individual teaching premise is linked clearly to the AACN Essentials, NLN Hallmarks of Excellence in Nursing Education, and other pertinent licensing and accrediting bodies. The teaching process shows evidence of cultural competence, positive interdisciplinary collaboration, and collaborative university relationships.

B. Mentoring is a dynamic process of providing formal and/or informal support, building trust and accepting personal responsibility for mentees at all stages in their careers. Mentoring includes the development of a mutually rewarding relationship includes supporting, teaching, networking, and advocating to create a climate of trust and support no matter age cultural or race. . In the College of Nursing, mentoring may occur in the academic or practice setting.

## **3. Academic Advising**

Academic advising is a dynamic, personalized, and intentional process which assists students to set and achieve academic and career goals in the profession of nursing. The process is the responsibility of both the student and advisor. Necessary to the process are respect for, incorporation of, and engagement with all cultures, people, and points of view. The student will acquire relevant information through communication with their advisor to make responsible decisions consistent with their interests, goals, and abilities and requirements of the degree. The desired result is an ongoing and collaborative relationship between the advisor and student that provides a sense of guidance and support through the educational process.

#### **4. Scholarly, Creative and Professional Activities**

Scholarship in the discipline of nursing involves the generation, dissemination, or translation of knowledge that influences policy, education, and the enhancement of clinical practice related to health and other phenomena central to nursing. Scholarship is a sustained, focused, and maturing program of original research contributing to advancement of knowledge in nursing that may also integrate content from other disciplines to advance nursing knowledge. For practice doctorates, scholarship includes projects that inform the science of nursing, enhance clinical practice through translated evidence to practice, or influence health and nursing policy.

#### **5. Citizenship**

Service and citizenship to the CON, the University, and/or the profession includes contribution to the mission and goals of the CON, University, and/or the nursing profession. Examples of citizenship include, but are not limited to, membership in or leadership of College or University committees and active involvement in local, state, and/or national professional organizations. Membership that involves active engagement or chairing committees when possible is an important attribute of citizenship. Other components of citizenship may include active participation in events such as faculty and student recruitment activities, seminars, and meetings. These activities are highly valued and demonstrate commitment to advancing the missions of the CON and the University and the nursing profession.

#### **6. Teaching Philosophy**

A teaching philosophy is a self-reflective statement of your beliefs about teaching and learning. It is part of the narrative that conveys your core ideas about teaching scholarship. The narrative is presented with specific, concrete examples of pedagogical methods used to be effective in achieving classroom goals. Importantly, your teaching philosophy statement also explains why you choose these options.

#### **7. Pedagogical Methods**

Pedagogical approaches, strategies, and practices are teaching and learning methods/strategies grounded in educational learning theory (or a combination of learning theories because of the diversity of learners and types of learning environments) used within a curriculum.

## Section II: CON Mission Statement

The mission of Kent State University College of Nursing is to discover, create, apply, and share nursing knowledge, as well as to foster ethical and humanitarian values in addressing health care needs of Ohio and the global community. The College of Nursing applies professional nursing standards and competencies across a variety of undergraduate and graduate programs to prepare students to reach their full potential. Students engage in diverse learning environments to foster critical thinking and attain excellence in providing care for diverse populations and advancing knowledge.

### **Goals**

1. Prepare students with a quality education that affords them the opportunity to achieve career success through licensure, certification, or other professional distinction.
2. Cultivate an environment of collaboration, excellence, discovery, and creativity and for learning, scholarship, and professional development.
3. Provide leadership in the community and to the profession.
4. Advance innovation and excellence in teaching to support student success.
5. Promote excellence in research and creative endeavors.
6. Engage with the world beyond our campuses.
7. Maintain accreditation of all programs.

### **Accreditation**

To ensure academic and professional achievement in performance, integrity, and quality of our programs, BSN, MSN, and DNP programs are accredited by the Commission on Collegiate Nursing Education (CCNE). Additionally, the BSN program is approved by the Ohio Board of Nursing.

### **Nondiscrimination**

#### **Equal Opportunity.**

As put forth by the American Association of University Professors (AAUP) and University policy, the CON affirms their belief in the moral and legal principles supporting an educational, professional, and employment environment free of unlawful discrimination. The CON agrees that the CON and the University must remain a place where there exists the right freely to inquire, teach, discuss, publish, and disseminate the results of inquiry. To these ends, the parties support and pledge themselves to abide by the concepts of non-discrimination and academic freedom. The CON is committed to maintaining an environment free of unlawful discrimination based on the list of protected categories and how they are defined as included in [Section 3342-5-16 of the University Policy Register](#).

#### **Prohibition against Unlawful Harassment.**

As put forth by the AAUP and University policy, the CON affirms their belief in the moral and legal principles supporting an educational, professional, and employment environment free of unlawful harassment. The CON recognizes the deleterious effect that sexual or other unlawful harassment has on the CON and University environment. The CON is committed to maintaining an environment free of unlawful harassment based on the list of protected categories and how they are defined as included in [Section 3342-5-16 of the University Policy Register](#).

## Section III. College of Nursing Governance

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

The implementation, modification, amendment, and revision of this Handbook are governed by the applicable Collective Bargaining Agreement. The College Advisory Council (CAC) will review and update this Handbook yearly. Suggestions for modifications or amendments to the Handbook may be initiated at any time by the dean or by any faculty member. An Ad Hoc Faculty Handbook Committee will be composed of members from the CAC to review the Handbook on an annual basis and present annual changes to the Dean, CAC, and faculty. Proposed modifications or amendments are subject to discussion, revision, and recommendation by the Dean and CAC. All modifications, amendments, and revisions of the Handbook require the approval of the Dean and the Provost. In reviewing this Handbook, the provost may request revisions before final approval. If these revisions are not adopted by the CON, the provost shall consult the Provost's Advisory Council (PAC) regarding the provision(s) in dispute before making a final determination and certifying final approval of the Handbook. Further, the Dean may direct that the Handbook be modified, amended, or revised to reflect changes in CON or University policy with CAC and faculty approval. Any substantive modifications, amendments, or revisions to the Handbook shall be approved by majority vote of the CAC. This vote is to be recorded as to the outcome and date and kept in the Dean's office.

### **Faculty Participation in University Governance**

Full-time faculty can serve and participate in College and University governance. As per the T/TT CBA and FTNTT CBA, participation is the expectation for T/TT faculty and an opportunity for FTNTT faculty. These opportunities include but are not limited to Faculty Senate, Provost Advisory Committee (PAC), Non-tenure Provost Advisory Committee (NPAC), and Non-tenure Promotion Advisory Board (NPAB) at the University level and College Advisory Committee (CAC), Baccalaureate Advisory Curriculum Committee (BACC), and Graduate Advisory Curriculum Committee (GACC) at the College level.

### **CON Faculty and Committees**

The faculty body of the CON consists of all tenured/tenure track (T/TT) and full-time non-tenure track (FTNTT) faculty members. The faculty body shall meet a minimum of once monthly during the academic year. The faculty meeting shall be chaired by the Dean or the Dean's designee.

All CON committees are advisory and recommendatory to the Dean. The membership, structure, and function of the following CON committees are governed by university, administrative, and operational policies, and applicable Collective Bargaining Agreement(s)(CBA). Faculty and CON committee meetings shall be conducted according to Robert's Rules of Order. Votes shall be conducted by voice vote or, if requested by any member of the committee, by ballot vote. Committees electing to conduct business in executive session shall follow procedures outlined in the Ohio Revised Code Section 121.22.G. and the [Ohio Attorney General's "Yellow Book."](#)

### **The following are a list of CON committees:**

1. College Advisory Committee (CAC)
2. Reappointment, Tenure and Promotion (RTP) Committee
3. Non-tenure Track Promotion Advisory Board (NPAB)
4. Baccalaureate Curriculum Advisory Committee
5. Graduate Curriculum Advisory Committee
6. Student Academic Complaint Committee

7. Faculty Handbook Committee
8. Ad Hoc Search Committee
9. Graduate Faculty Committee

In addition to these committees, the Dean and/or full-time faculty may establish ad hoc committees in consultation with the CAC.

### **1. College Advisory Committee (CAC)**

#### **Purpose**

The purpose of the College Advisory Committee is to fulfill the requirements of the Collective Bargaining Agreement in relation to faculty participation in CON governance and shall act as advisory and recommendatory to the dean on all matters central to the College's academic mission, on other matters on which the dean seeks recommendation, and on other matters of concern to the CAC. The CAC of the CON is also the one Curriculum Committee. In compliance with the CBA, most of the CAC shall be comprised of T/TT faculty.

#### **Membership**

- a. The membership shall consist of all Kent and regional campus CON T/TT faculty and two Kent campus FTNTT faculty members elected by FTNTT faculty.
- b. A FTNTT faculty member from each of the four regional campuses shall be elected by the FTNTT faculty on that campus. Two of the four members shall be elected for two-year terms in odd years, and two of the four members elected for two-year terms in even years. Only two regional campus representatives will serve on the CAC at one time.
- c. The two Kent campus FTNTT representatives will be elected for two-year terms from the FTNTT faculty.
- d. The Dean shall be an ex-officio non-voting member and, in accordance with the Collective Bargaining Agreement, shall serve as presiding chairperson.
- e. If FTNTT Kent and regional campus faculty serve one term (two years), they will sit out one term (two years) before being eligible to serve on the CAC again.

#### **Responsibilities**

- a. Elect a convener from the T/TT faculty at the first meeting of the academic year to:
  - i. Preside at meetings in the absence of the Dean.
  - ii. Consult with the Dean in preparation and distribution of agenda.
  - iii. Distribute minutes to CON faculty in a timely fashion as mandated by the CBA; and
  - iv. Prepare and submit a summary report of Committee's actions during the academic year prior to the start of the next academic year.
- b. Act as an advisory and recommendatory body to the Dean on academic budget, personnel, and other matters as described by the CBA, including but not limited to:
  - i. issues concerning reappointment, tenure, promotion, and dismissal of T/TT and FTNTT faculty.
  - ii. appointment of new faculty, including issues of rank and salary parameters.
  - iii. performance reviews of FTNTT faculty.
  - iv. allocation or reallocation of faculty and academic staff positions, including new and vacant positions.
  - v. program development, restructuring, and/or discontinuance.
  - vi. annual completion of the CON master plan for program evaluation.
  - vii. establishment or modification of course and/or section enrollment caps and requests and recommendations relating to faculty salary increases and other salary adjustments, when and if applicable.



- viii. unit-level planning and budget priorities, including review of requests for new funding and allocation of discretionary resources.
- ix. selection and structure of committees, including search committees.
- x. issues related to teaching assignments and class schedules, including appropriate application of workload equivalencies.
- xi. Faculty professional improvement, research, and other leaves.
- xii. procedures for the establishment, review, and revision of the academic unit's section of the Faculty Handbook.
- xiii. issues related to the advising and retention of students.
- xiv. adherence to instructional standards; and
- xv. fulfillment of class and other duties of T/TT and FTNTT faculty members.
- c. Discharge all responsibilities attributed to independent school/college advisory committees in the Collective Bargaining Agreement.
- d. Elect a representative from the group to the Provost Advisory Committee.
- e. Appoint ad hoc committees of the faculty for assistance in carrying out its functions when necessary. Any such ad hoc committee shall be comprised of a majority of T/TT faculty
- f. Review and revise the Faculty Handbook in accordance with procedures specified in the CBA.
- g. Elect/appoint T/TT faculty members to College of Nursing Committees and receive recommendations for FTNTT committee membership from CAC FTNTT representatives. All interested FTNTT will be placed on a FTNTT ballot.
- h. Maintain a record of faculty committee membership and terms of office.

#### **Meetings**

- a. Meet two times/month during the academic year.
- b. A quorum, a simple majority of voting members (the majority of whom are T/TT faculty), is required for conducting committee business.
- c. Passage of a motion requires an affirmative vote of a simple majority of the members present and voting.

## **2. Reappointment, Tenure and Promotion (RTP) Committee**

#### **Membership**

The Reappointment, Tenure and Promotion Committee (RTP) consists of at least four tenured faculty members. The Dean of the CON serves as the non-voting chairperson of this committee. FTNTT faculty will be reviewed by the FTNTT renewal subcommittee of the RTP. Membership of the subcommittee will consist of most T/TT faculty members and will include two FTNTT faculty representatives with one from a regional campus. One FTNTT faculty member will serve as an alternate.

#### **Responsibilities**

Evaluate and vote on candidates for reappointment, tenure, or promotion based on CON and University criteria. This responsibility of the committee shall be in accordance with University policies for tenure and/or promotion.

- a. Makes recommendations for T/TT faculty reappointment, tenure, and promotion to the Dean, following procedures specified annually by the Associate Provost for Faculty Affairs.
- b. Makes recommendations for FTNTT faculty renewal to the Dean following procedures specified annually by the Associate Provost for Faculty Affairs.

#### **Meetings**

- a. Meet as deemed necessary as outlined by University Policy.
- b. A quorum, a simple majority of voting members, is required for conducting committee business.
- c. Passage of a motion requires an affirmative vote of a simple majority of the members present

and voting.

### **3. Non-tenure Track Promotion Advisory Board (NPAB)**

#### **Membership**

The Non-tenure Track Promotion Advisory Board (NPAB) consists of FTNTT Faculty members. The Dean of the CON serves as the non-voting chairperson of this committee. At the beginning of each academic year, the dean of the CON will initiate and oversee an election of five FTNTT faculty members with three from the Kent campus and two from the regional campuses. It is desirable for representatives to hold at least the rank of Associate Professor or Associate Lecturer. When members of these ranks are not available or willing to serve, a FTNTT Assistant Professor or Lecturer with at least ten years of continuous employment may be elected.

#### **Responsibilities**

Evaluate and vote on candidates for promotion based on CON and University criteria. This responsibility of the committee shall be in accordance with University Policy for promotion in FTNTT CBA.

- a. Makes recommendations for FTNTT faculty for promotion to the Dean following procedures specified annually by the Associate Provost for Faculty Affairs.

#### **Meetings**

- a. Meet as deemed necessary as outlined by University Policy.
- b. A quorum, a simple majority of voting members, is required for conducting committee business.
- c. Passage of a motion requires an affirmative vote of a simple majority of the members present and voting.

### **4. Baccalaureate Curriculum Advisory Committee (BCAC)**

#### **Membership**

Selection of faculty members for BCAC is approved annually by members of CAC using staggered two-year appointments. The Dean's administrative assistant will solicit volunteers to run for election to the BCAC. Eligible faculty will let the dean's administrative assistant know about their interest in running for election to the BCAC. Eligible faculty are full-time faculty who teach in the undergraduate program.

- a. Membership shall consist of nine members. At least one member shall be a regional campus faculty member, and one of the members must be a regional campus coordinator. Five members will be selected in even years and four members in odd years.
- b. Each faculty member serves one 2-year term. Faculty can be elected again after sitting out for one 2-year term.
- c. The Dean and undergraduate associate dean shall be ex-officio, non-voting members.
- d. Two BSN students shall be elected from the student body for one-year terms.
- e. Student representatives shall not have voting status and will be excused from meetings involving issues of student admission and progression.

#### **Responsibilities**

- a. Lead faculty efforts in baccalaureate curriculum development, evaluation, and revision.
- b. Ensure conformity of undergraduate curriculum with external and internal standards and benchmarks to ensure curricular integrity.
- c. Ensure coordination and articulation of academic standards for student admission and progression with University Policy.
- d. Ensure Curriculum Policies and Procedures listed below are followed.

- e. Perform an annual review of the BSN Student Handbook and revise/update sections related to baccalaureate curriculum and student admission and progression.
- f. Elect a full-time faculty member to serve as faculty representative to the University Undergraduate Educational Policies Council (EPC).
- g. Elect a full-time faculty member to serve a two-year term as faculty representative to the University requirements curriculum committee (URCC).
- h. The role of BAP is to review and make recommendations on students who apply for re-admission to the BSN program. Elect three full-time faculty members (and one alternate) to serve two-year terms as representatives to the Baccalaureate Admission and Progression (BAP) committee. The associate dean of undergraduate studies chairs the committee and is ex-officio.
- i. At the last BCAC meeting of the academic year, the committee shall elect a faculty member(s) as chairperson. Responsibilities of the chair shall be to:
  - i. Chair BCAC meetings.
  - ii. Collaborate with the associate undergraduate dean in developing an agenda.
  - iii. Distribute agenda and minutes of all meetings to the entire faculty.
  - iv. Work with faculty members or groups in developing curricular proposals.
  - v. Communicate outcomes of curricular proposal votes to the associate dean, undergraduate programs for CAC review.
  - vi. Ensure curricular processes are followed; and
  - vii. Keep Committee minutes on file in the Dean's office.

#### **Meetings**

- a. Meet as scheduled during the academic year, usually two times/month.
- b. A quorum, a simple majority of voting members, is required for conducting committee business.
- c. Passage of a motion requires an affirmative vote of a simple majority of the members present and voting.
- d. Meet once a semester during the academic year with GACC to discuss matters that are relevant across programs.

### **5. Graduate Curriculum Advisory Committee (GCAC)**

#### **Membership**

- a) The membership shall consist of nine faculty members. All programs (i.e., MSN, DNP, and PhD) must be represented. Each program must be represented by a minimum of three faculty members who currently teach or serve as project advisors/dissertation chairs in the program.
  - i. The MSN program must be represented by a minimum of three faculty members who teach in the program.
  - ii. The DNP program must be represented by a minimum of three faculty members who teach or are scholarly project advisors.
  - iii. The PhD program must be represented by a minimum of three faculty members who teach or chair dissertations in the program.
- b) Members of the committee must have graduate faculty status.
- c) The Dean, associate dean of graduate programs, DNP program director, and PhD program director will be ex-officio, nonvoting members.
- d) One non-voting graduate student representative will be elected annually from the graduate student body for a one-year term.

Selection of faculty members for GCC is made annually during the spring preceding the next academic year using staggered two-year appointments. All faculty members in the CON who meet the criteria

specified above (i.e., a and b criteria) will be invited to submit their names to be included on the GCAC ballot. All faculty with graduate faculty status will vote on the ballot.

### **Responsibilities**

- a) Collaborate with faculty in the MSN, DNP, and PhD programs to develop, revise, and evaluate curricula.
- b) Vote on graduate curriculum and policy changes in the CON.
- c) Review external and internal standards and benchmarks to ensure curricular integrity.
- d) Review and recommend criteria to the faculty for admission, progression, and transfer of students into the MSN, DNP, and PhD programs in the CON.
- e) Ensure coordination and articulation of academic standards for curricular development and student admission and progression with University Policy.
- f) Perform an annual review of the Graduate Student Handbook.
- g) Elect a faculty member with full graduate faculty status each year to serve as faculty representative to the University Graduate Educational Policies Council (EPC).
- h) The role of the Graduate [Dismissal, Appeal](#) and Progression subcommittee of the GCAC (GDAP) is to review and make recommendations on students who apply for re-admission to the graduate programs and address issues of progression. Elect three fulltime faculty members (and one alternate) to serve two-year terms as representatives to the Graduate Admission and Progression (GAP) committee. The associate dean of graduate studies chairs the committee and is ex-officio.
- i) At the last GCC meeting of the academic year, elect a faculty member(s) as chairperson for the successive year.

### **Responsibilities of the chair shall be to:**

- a) Chair GCAC meetings.
- b) Collaborate with the associate graduate dean in developing an agenda.
- c) Distribute agenda and minutes of all meetings to entire faculty.
- d) Submit all GCC minutes to the Dean's secretary to be filed.
- e) Work with faculty members or faculty groups to develop curricular proposals.
- f) Communicate outcomes of curricular or policy proposal votes to the Dean for CAC review.
- g) Ensure curricular processes are followed.
- h) Present monthly summary of GCC activities to faculty at scheduled CON faculty meetings.

### **Meetings**

- a) Meet as scheduled during the academic year, generally two times/month.
- b) A quorum, a simple majority of voting members, is required for conducting committee business.
- c) Passage of a motion requires an affirmative vote of a simple majority of the voting members present and voting.
- d) Meet once a semester during academic year with BCC to discuss matters that are relevant across programs.

### **Curriculum Policies and Procedures**

Curricular changes (e.g., adding or revising a course; changing a program or policy) may be proposed by any faculty member or group for consideration by the Baccalaureate and Graduate Curriculum Advising Committees. Once Baccalaureate or Graduate Curriculum Advisory committees come to consensus about the proposed changes, these changes will be presented to the CAC for review. The CAC as the one curriculum committee has the official capacity to approve (or not approve) the proposed changes. Once CAC approves the changes, the proposal will go to the faculty through the faculty meeting. Once reviewed by the faculty and CAC, the proposal will go forth to EPC. The faculty

member or group should follow the procedures for course or program revision outlined on the University Educational Policies Council (EPC) website in developing the proposal. Prior to formally initiating a curriculum proposal it is recommended that the faculty member or group discuss the plan with the appropriate associate dean and with the chair of the appropriate advisory curriculum committee. In developing a curricular proposal, the faculty member/faculty group should refer to Curriculum Guidelines for policies regarding allocation of credit hours, terminology related to prerequisites, etc.

After conferring with the appropriate associate dean and respective advisory curriculum committee chair, the faculty member initiates the curriculum workflow process that includes all necessary components and descriptions as outlined in respective EPC Curriculum Guidelines and ensures it is routed to the curriculum committee chair. The curriculum committee chair places the proposal on the agenda for the next committee meeting for discussion and vote. The proposing faculty member/group should attend the meeting to explain the proposal and answer questions. If the vote is affirmative, the curriculum committee chair submits the recommendation to the Dean for discussion at the next faculty meeting. Following faculty discussion at a CON faculty meeting, the proposal is presented for a vote to CAC. If the CAC vote is affirmative, the associate dean and/or Dean considers the proposal for forwarding to EPC. The complete documentation for the proposal shall be distributed no later than two weeks prior to each meeting (curriculum committee, faculty meeting, CAC).

## **6. Student Academic Complaint Committee**

The Student Academic Complaint Committee addresses formalized complaints regarding the educational process involving student performance, evaluation, or grading in courses. The student is expected first to review the matter with the instructor to resolve the issue immediately. If the matter is not resolved immediately, the student may discuss the matter with the Associate Dean before lodging a formal complaint. The student may also consult with the student ombudsman at any time to achieve informal resolution. If an informal resolution is not successful, the student may lodge a formal complaint in writing to the associate dean, undergraduate or associate dean, graduate programs. See, University Policy Register 3342-4-02.3, Administrative Policy and Procedure for Student Academic Complaints for the Kent Campus and [University Policy Register 3342-8-01.4](#) for regional campuses.

### **Membership**

At the beginning of each academic year, the College Advisory Committee (CAC) shall appoint a student academic complaint committee consisting of faculty members and students. All members of the student academic complaint committee participate fully in deliberations and vote on the recommendation to be forwarded to the chair. The term of this committee is for 2 years (including summer if needed). Membership of this committee is as follows:

#### **a. Faculty Members:**

Five full-time faculty members will be nominated by the CAC. Three of the five will serve on the committee, and two will be alternates in the case that one of the committee members cannot serve. It is desirable that the majority be tenured; however, a representative from the undergraduate and graduate programs will be present. Faculty committee members will elect one of its members to serve as chairperson.

#### **b. Student Members:**

Student members of the student academic complaint committee shall be composed of undergraduate and graduate students. The chairperson shall solicit a minimum of two

nominations for undergraduate student members from the student nurse organizations [Students for Professional Nursing (SPN) president, Student Nursing Association (SNA) president, or Diversity Nursing Association president (DNA)]. If two student members are unavailable to serve, other nominees will be recruited in consultation with the associate dean, undergraduate programs. The chairperson shall solicit a minimum of two graduate student nominations from the associate dean of graduate programs. Nominees must be students in the nursing major in good standing. Names of nominees shall be forwarded to the chairperson on or before September fifteenth of each year. In the event no nominations are received, the chairperson shall solicit nominations of one-to-two undergraduate and one-to-two graduate students who are nursing majors in good standing to serve. Student nominations will be approved by the CAC. Students will serve on the complaint committee according to the program represented in the complaint, i.e., an undergraduate student for undergraduate courses and a graduate student for graduate courses. More than one student member from each program is desirable so that students can alternate service to accommodate scheduling.

**c. Regional campuses with BSN programs**

To meet accreditation standards, the student academic complaint committee on the regional campuses must include at least one nursing student and one full time nursing faculty member. A copy of the academic complaint, the committee recommendation and outcome of the complaint must be sent to the CON dean to be filed in the Dean's office.

**Responsibilities**

- a. Adhere to published guidelines and timelines in considering and making recommendations to the CON academic officer regarding the student complaint as outlined in the University Policy Register 3342-4-02.3, Administrative Policy and Procedure for Student Academic Complaints for the Kent Campus and University Policy Register 3342-8-01.4 for regional campuses. For undergraduate complaints, the recommendation is made to the associate dean, undergraduate programs; graduate complaints are made to the associate dean, graduate programs.
- b. Consult with the student ombudsman regarding academic policies and procedures regarding conduct of complaint processes.
- c. Review and make recommendations to CAC and the Dean, associate dean graduate, and associate dean undergraduate regarding academic policies and student handbook statements related to academic complaints.
- d. Receive from the designated academic officer of the CON formal academic complaints from students regarding faculty members in the CON.

**Meetings**

The Committee shall meet at the beginning of the academic year to elect a chair and student members. Further meetings shall be held as deemed necessary to fulfill functions and timelines for considering complaints as outlined in the University Policy Register. It is anticipated student academic complaints will be received at the end of semester/course, and the committee should be prepared to meet in accordance with the University Policy Register.

**7. Ad Hoc Faculty Handbook Committee**

The Ad Hoc Faculty Search Committee is appointed by the dean in consultation with the CAC to annually review the CON faculty Handbook. The committee shall be composed of five CAC members with representation of the faculty, preferably at least one FTNTT, one T/TT, and faculty member who

can represent the undergraduate, graduate, PhD, and DNP programs. Members of the committee will elect a chair who is responsible for scheduling meetings and communicating with the committee about the work of the committee.

## **8. Ad Hoc CON Search Committee**

### **Search Committee Membership**

The CON dean, in consultation with the CAC, will appoint the members and chair of a search committee. A search committee is generally comprised of three-to-five faculty members from CAC, FTNTT and T/TT from Kent campus, and regional campuses. Search committee members must complete HR training when they are appointed to the committee. Training must be repeated every two years if the member is on a committee.

### **Search Committee Responsibilities**

The search committee will be responsible for the following areas: screening the pool of applicants, interviewing candidates; making recommendations to the Dean regarding which candidates be invited to campus for an interview; and maintaining records of the search process. The search committee chair will coordinate all logistical aspects of the search, including working with administrative staff to ensure the job description posting is accurately published, scheduling the candidates' itinerary while on campus, notifying faculty of the candidates' scheduled presentations, collecting, and summarizing faculty evaluations of candidate presentations, and maintaining communication with members of the committee throughout the process. Candidates for administrative positions who are invited to campus for an interview will give a presentation and meet with the faculty, in both large and small group formats. The nature of the presentation will be determined by the committee and communicated to the candidate by the chair. Additionally, candidates for administrative positions will meet with staff and administrative groups. Candidates for FTNTT or T/TT positions who are invited to campus for an interview will give a presentation to large and small faculty groups and administrative or staff groups, as applicable.

### **Hiring Recommendation**

When the search committee has completed its deliberations and reached a decision on a hiring recommendation, the chair of the committee will provide the Dean with a detailed rational of the search and interview process, a list of all applicants who were interviewed for the position, and a justification for the candidate selected by the committee.

### **Search Committee Records**

The search committee chair will ensure appropriate records of the search are created and maintained, including search committee meeting minutes, candidate application materials, and notes on the search committee review. These records should be retained for the period specified in the University Records Retention Policy.

## **9. Graduate Faculty Committee**

The Graduate Faculty Committee consists of all faculty who hold full graduate faculty status. The administrative policy regarding graduate faculty is included in the [University Policy Register](#). Graduate Faculty status affords the privilege to interact with graduate students as a member of the Kent State Graduate Faculty. You must obtain Graduate Faculty status to be eligible to teach graduate courses and participate on graduate student committees. Please note that Graduate Faculty status is not related to academic faculty rank.

## **Appointment and Review Procedures**

There are two levels of Graduate Faculty status:

A. **Associate Graduate Status** enables faculty, when appropriate as judged by the CON and approved by the Dean of the Graduate School, to teach specific graduate-level courses, advise graduate students, direct master's theses and/or serve on PhD candidacy examination committees, and serve as co-chair of doctoral (DNP) project or dissertation committees (PhD) with a senior faculty member who is a full member of the Graduate Faculty.

All members of the Graduate Faculty must comply with Ohio Board of Nursing criteria for nursing faculty: 4723-5-10 Qualifications of administrators, faculty, teaching assistants and preceptors for a registered nursing education program. For faculty teaching a nursing course: Completion of an approved registered nursing education program in a jurisdiction as defined in paragraph (R) of rule 4723-5-01 of the Administrative Code:

Experience for at least two years in the practice of nursing as a registered nurse; A master's degree; If the individual does not possess a Bachelor of Science in nursing degree, the master's, or other academic degree, including, but not limited to a Ph.D., shall be in nursing. If the individual possesses a Bachelor of Science in nursing degree, the master's degree may be, but is not required to be, in nursing; and Current, valid licensure as a registered nurse in Ohio.

a. **Criteria for Associate membership** on Graduate Faculty:

- a. Full-time faculty status at KSU
- b. Terminal degree (e.g., Doctor of Nursing Practice, Doctor of Nursing Science, PhD in Nursing, PhD in Public Health, PhD in Education, PhD in Sociology, Doctor of Jurisprudence, or Doctor of Education)
  - i. Demonstrates the skills to mentor graduate students
  - ii. Demonstrates the criteria for strong teaching scholarship
  - iii. Demonstrates appropriate level of scholarly, creative, or professional activities.  
Please see the definition of scholarly, creative, or professional activities in section I of this Handbook

B. **Full Graduate Status** enables faculty, when appropriate as judged by the CON and approved by the Dean of the Graduate School, to teach specific graduate-level courses, advise graduate students, direct master's theses and/or chair or serve on graduate committees. Faculty with terminal clinical degree may serve as chair of doctoral (DNP) and member of PHD candidacy committee. Faculty with a terminal degree (PhD) may serve as chair of doctoral (DNP) project or chair dissertation committees or serve as a committee member and serve as voting member of the Graduate Faculty and on other graduate committees, as needed.

a. **Criteria for full membership** on Graduate Faculty:

- a. Full-time faculty status at KSU
- b. Terminal degree (e.g., Doctor of Nursing Practice, Doctor of Nursing Science, PhD in Nursing, PhD in Public Health, PhD in Education, PhD in Sociology, Doctor of Jurisprudence, or Doctor of Education)
- c. Demonstrates appropriate level of scholarly, creative, or professional activities.  
Please see the definition of scholarly, creative, or professional activities in section I of this Handbook.



- d. Demonstrates appropriate level of teaching scholarship at the graduate level.  
Please see the definition of teaching scholarship in section I of this Handbook.
  - e. Demonstrates appropriate level of advising/mentoring at the graduate level.  
Please see the definition of advising and mentoring in section I of this Handbook.
- a. To apply for Graduate Faculty status:
  1. Submit the Appointment to the Graduate Faculty (PDF) form and a curriculum vitae for review by the Associate Dean of Graduate Programs. CON Dean.
  2. After review by the Associate Dean of Graduate Programs, the application and vitae should be submitted to the Dean of the College of Nursing for final approval and implementation.
- b. To request removal from the Graduate Faculty:
  1. Submit the Removal from the Graduate Faculty (PDF) form for review and approval by the Associate Dean of the Graduate Program and the Dean of the College of Nursing.
  2. After College approval, a copy of the form should be submitted to the Associate Dean of Graduate Studies for implementation.

Appointment and review of members to the CON graduate faculty are consistent with the University Policy, Administrative Policy Regarding Graduate Faculty. The Graduate Faculty Committee will consist of all full Graduate Faculty status members of the CON faculty, as well as the Associate Dean, Graduate Programs, who shall serve as chair. The committee shall meet a minimum of once a year to evaluate faculty appointment or renewal of Graduate Faculty status and forward its recommendations to the Dean. Decisions for recommendations for Graduate Faculty status shall be based on the criteria outlined in the University Policy and as listed in the descriptions of membership levels above. The Graduate Faculty will also make recommendations to the Dean and PhD and DNP program directors regarding appointment of graduate faculty as doctoral student advisors and candidacy and dissertation and project committee members/chairs.

### **Initial Appointment**

Members are assigned to the appropriate Graduate Faculty status at hire by the CON Dean, according to criteria outlined in the University policy and School of Graduate Studies, after consultation with the chair of the Graduate Faculty Committee.

### **Review and Renewal of Appointment**

- a. Overview of processes
  - i. All full and associate graduate faculty members must participate in a review of credentials at least every year.
  - ii. The purpose of the -yearly review is to assure that graduate faculty members are actively engaged in scholarship activities appropriate for their level.
  - iii. Graduate faculty members may request their graduate status be reviewed within the five-year period as an interim review for the purpose of upgrading their current appointments.
  - iv. The Graduate Faculty Committee will meet a minimum of once a year to review the membership roster, particularly related to new appointments, and may make recommendations to the dean.
- b. Interim review
  - i. Faculty requesting an interim review must submit a declaration of intent and supporting materials to the Graduate Faculty Committee and approval by the Dean. The Graduate

Faculty Committee will make recommendations based on the submitted materials and the criteria listed above.

- c. All reviews, including the annual review
  - i. Those graduate faculty members whose annual appointment will be expiring are notified in January of the expiration year.
  - ii. Faculty members will submit a declaration of intent, curriculum vitae, and any supplemental materials as appropriate to demonstrate achievement of the criteria for appointment to the associate graduate dean.
  - iii. The quality of materials submitted will be consistent with the faculty's request for renewal or review at the associate or full level.

#### **Committee Recommendations**

- a. The Graduate Faculty Committee may recommend additional documentation to be provided by the faculty member. Should additional documentation be requested, the review will continue when the documentation is provided.
- b. Associate and full Graduate Faculty status continues annually unless a review is requested.
- c. Temporary status is reviewed based on need.
- d. Change in Graduate Faculty status: If a recommendation is made to remove graduate faculty membership, the faculty member in question may be granted a probationary period (which usually will be from one-to-two years).

Recommendations are forwarded to the Dean for a final decision.

#### **Temporary Associate Member**

Criteria for temporary membership on Graduate Faculty.

- a. Has an earned doctorate degree or master's degree, as appropriate.
- b. Has expertise in the subject matter of the graduate course as evidenced by the faculty member's transcript, scholarly work, consulting work, special training, or work experience.
- c. Teaches specified graduate-level courses or serves on a master's thesis or doctoral (DNP/PhD) committee for a specified time (one term, an academic year, etc.).

The temporary designation cannot extend beyond one academic year except in cases when the assignment is for service on a doctoral committee. Upon completion of the temporary assignment, the designation of temporary Graduate Faculty member terminates. This designation normally shall not be awarded to full-time tenured or tenure-track faculty members, who would normally hold regular associate or full Graduate Faculty status.

#### **Emeritus Faculty Status**

The CON adheres to the University policy for conferring emeritus status to faculty members and staff at the time of their official retirement from full-time employment.

#### **Emeriti Faculty as Graduate Faculty Members**

The appointment of emeriti faculty as Graduate Faculty members to assume new responsibilities following retirement is intended to enable continued service as a Graduate Faculty member when that is desired and if the emeritus faculty member is able and willing to commit to the obligations of Graduate Faculty membership. Emeriti faculty may be appointed to an appropriate Graduate Faculty status and should abide by the following:

- a. Make a formal written request to the dean for an appropriate graduate faculty status as an emeritus faculty member to be voted on by Graduate Faculty Committee.
- b. Agree to abide by the standards of accountability that apply to active faculty at the pre-

retirement rank.

- c. Be available to students for advising and for committee membership and provide timely critiques of students' work in the requisite form.
- d. Serve as a co-advisor with an active faculty member.

## Section IV. Teaching Assignments and Workload, Including Workload Equivalencies and Related Procedures

All CON faculty must meet the Ohio Board of Nursing Criteria (4723-5-10). For faculty teaching a nursing course:

Completion of an approved registered nursing education program in a jurisdiction as defined in paragraph (R) of rule 4723-5-01 of the Administrative Code; Experience for at least two years in the practice of nursing as a registered nurse; a master's degree; if the individual does not possess a Bachelor of Science in nursing degree, the master's or other academic degree, including, but not limited to a Ph.D., shall be in nursing; if the individual possesses a Bachelor of Science in nursing degree, the master's degree may be, but is not required to be, in nursing; and Current, valid licensure as a registered nurse in Ohio.

### Faculty Workload

The workload for all faculty members is assigned annually by the Dean. All tenured/tenure track faculty members in the CON are assigned the equivalent of twenty-four (24) workload hours per academic year. Full-time non-tenure track faculty members are assigned the equivalent of thirty (30) workload hours per academic year (University Policy Register 3342-6-18, University Policy). The CAC shall advise the Dean on teaching and workload assignments, class schedules, section sizes, and the application of workload equivalencies to include administrative duties, research activity, advising, and other assigned duties. In addition, the Dean may, in consultation with the CAC, assign workload equivalencies for other specific duties which are considered essential to the academic mission of the CON. The Dean shall consult with CAC before final determination of workload assignments. Criteria for evaluating productivity and contribution to the CON and university for non-instructional workload equivalencies (WLEs) shall be based on the stated goals associated with the assignment. WLEs, including those reflecting teaching and funded activities, should have a demonstrable benefit to the College of Nursing, as determined by the Dean and the individual faculty member, in recognition of the nature of individual courses and assignments. Some faculty may serve the public professionally and without remuneration in ways that lie outside the classroom or laboratory. When this service contributes toward fulfilling the goals of the CON or University, it may be part of the workload of that professor, after consultation with the CAC and approval of the Dean. University service, such as committee work, is expected from all regular, full-time tenure/tenure-track faculty as part of their normal service. In those few cases when such service is very heavy, the Dean may, after consultation with the CAC, include this service as part of the workload of the professor. The Dean shall provide each faculty member with a statement of her/his workload for each term of the academic year.

#### 1. Full-Time Tenured/Tenure Track (T/TT) Faculty Members

T/TT faculty members are expected to work full time for the University. "Full time" is defined as 24 WLEs per academic year, or an average of 12 WLEs per semester. Workload assignments in addition to instructional assignments that contribute to the total calculation of WLEs are represented in the "College of Nursing Workload Activities" in Table 1 below.

#### 2. Full-Time Non-Tenure Track (FTNTT) Faculty Members

FTNTT faculty members are expected to work full time for the university and normally shall be assigned teaching responsibilities of 30 WLEs per academic year, or an average of 15 WLEs per semester. Workload

assignments in addition to instructional assignments that contribute to the calculation of WLEs are represented in the “College of Nursing Workload Activities” in Table 1 below.

Faculty workload within the CON shall be assigned consistent with provisions of University policy contained in the [University Policy Registry](#) and terms outlined in the current CBA(s).

Assignments for T/TT and FTNTT faculty members teaching in advanced practice registered nurse (APRN) clinical courses (NP or CNS) take into consideration the need for faculty members to maintain clinical practice for certification. Faculty clinical practice allowances are necessary for an advanced nursing practice license and are subject to the [University Policy on Outside Employment](#). Any such assignment can be made by the Dean in consultation with the CAC.

## Table 1.

College of Nursing Workload Equivalencies. All workload equivalencies must be approved and assigned by the Dean after consultation with the CAC.

Assignment	Workload Equivalencies/Year	Description/Comments
<a href="#">Undergraduate Course Coordinator</a>	Up to 1.5 WLEs per semester	See job descriptions below
<a href="#">Graduate Course Coordinator</a>	Up to 1.5 WLEs per semester	See job descriptions below
<a href="#">Pre-licensure BSN Program Director</a>	Up to 3 WLEs per semester	See job descriptions below
<a href="#">RN-to-BSN Program Director</a>	Up to 3 WLEs per semester	See job descriptions below
<a href="#">Graduate Concentration Coordinators</a>	Fall WLE is based on the prior spring enrollment. Spring enrollment is based on the prior fall enrollment and is normally. 25 or less students 1 WLE 26-50 students 2 WLEs 51-75 students 3 WLEs > 76- students 4 WLEs Workload for Concentration Coordinators for summer is 2 WLEs (not dependent on enrollment)	See job descriptions below May vary in the discretion of the Dean after consultation with the CAC.
<a href="#">DNP Program Director</a>	Up to 3 WLEs per semester	See job descriptions below
<a href="#">PhD Program Director</a>	Up to 3 WLEs per semester	See job descriptions below

<a href="#">State Authorization Coordinator</a>	Up to 3 WLEs per semester	See job descriptions below
<b>Assignment</b>	<b>Workload Equivalencies/Year</b>	<b>Description/Comments</b>
<a href="#">Graduate Clinical Database Coordinator</a>	Up to 3 WLEs per semester	See job descriptions below
<a href="#">Simulation Laboratory Coordinator</a>	Up to 9 WLEs per semester	See job descriptions below
<a href="#">Prelicensure Testing Coordinator</a>	Up to 4 WLEs per semester	See job descriptions below
<a href="#">Continuing Education Coordinator</a>	Up to 1 WLE per semester	See job descriptions below
<b>Lecture/Seminar CourseHours</b>	1 credit hour = 1 WLE	For one faculty member
<b>Lecture/Seminar CourseHours</b>	Number of credits hours/number of faculty (e.g., a 3-credit hourcourse with 2 faculty assigned = 1.5 WLE per faculty member )	More than one faculty memberper section
<b>Clinical Laboratory Course Hours</b>	50-minute clinical period/week = .75 WLE	Direct supervision throughout semester (e.g., undergraduate clinical courses)
<b>Practicum</b> (intermittently supervised clinicalcourse hours)	1 credit hour = 1 WLE for up to 6 students forgraduate program.  1 credit hour = 1 WLE for up to 6 students forthe undergraduate program	Indirect and/or intermittent supervision throughout semester(e.g., senior-level practicum; graduate practicum courses)
<b>On-campus LaboratoryCourse Hours</b>	50-minute lab period/week = 1WLE	
<b>Course Development</b>	New course development: Up to 1 semester ofWLEs equivalent to the number of course credits: 1 semester of WLEs equivalent to the number of course credits Workload will be awarded for new course development.	May vary in the discretion of the Dean after consultation with theCAC.
<b>Extraordinary Activity/Special</b>	Variable	See explanation below

<b>Assignment</b>		
<b>Pre-tenure Research Equivalency</b>	Assigned WLE is based on the year in the tenure-track probationary period and is normally: Year 1: 9WLEs Year 2: 9WLEs Year 3: 3 WLEs	May vary in the discretion of the Dean after consultation with the RPT and in consideration of annual reappointment benchmarks.
<b>Assignment</b>	<b>Workload Equivalencies/Year</b>	<b>Description/Comments</b>
	Year 4: 3 WLEs Year 5: 3 WLEs	
<b>Chair: Dissertation, DNP Projects, Theses</b> (includes Honors theses)	At least .5 WLE per semester	
<b>Research Program Development</b>	Up to 6 WLEs for continued grant development up to one year	See "Research" Section below
<b>Funded Research Release Time</b>	As awarded in grant	
<a href="#"><u>BSN Campus Coordinator at a Regional Campus</u></a>	See RC Handbook for equivalencies	See job descriptions below
<a href="#"><u>Institutional Research Review Board Representative(s)</u></a>	AY appointment = 1 WLE per semester plus 1 WLE per summer	See job descriptions below
<a href="#"><u>BSN Honor's Student Coordinator</u></a>	Up to 3 WLE per semester	See job descriptions below
<a href="#"><u>Global Education Coordinator</u></a>	Up to 1 WLE per semester	See job descriptions below

**Special Administrative or Special Assignment Workload Equivalents**

Other professional faculty activities that meet the mission of the CON and have the potential for demonstrable benefit to the CON may, upon negotiation between the faculty member and the Dean, be assigned workload equivalencies commensurate with the amount of effort and benefit expected. Outcomes of such special assignments shall be reported in the faculty report prepared annually by each faculty member and submitted to the Dean. ~~Other configurations may be considered relative to teaching workload, as outlined in University policy and/or the appropriate collective bargaining agreement.~~

**Research**

Pre-tenured faculty are awarded WLEs in the probationary period to develop a research trajectory consistent with the criteria for reappointment, tenure, and promotion. Because of research expectations, all T/TT faculty members develop a research plan for each academic year. Funded research release time identified in



the grant proposal is honored.

For unfunded research or proposal development, T/TT track faculty have 3 WLEs per semester for demonstrated, ongoing research development and productivity. Additionally, T/TT faculty have variable WLE release (see Table 1 above). If proposals remain unfunded after that time, faculty will renegotiate for workload equivalency for research with the dean.

### **Summer Teaching Assignments**

Summer teaching assignments are made by the Dean according to the applicable provisions of the Collective Bargaining Agreement(s). Faculty are notified of plans for offering summer courses by the beginning of the preceding spring semester and can request assignment to preferred courses. Assignments are made according to the guidelines outlined in the Collective Bargaining Agreement(s). Faculty members may elect not to accept a summer assignment.

### **Overload Assignments**

In the interest of maintaining a high standard of teaching and the desirability of faculty involvement in research and citizenship activities, overload assignments are strongly discouraged. Overload assignments (i.e., workload assignments which total more than twenty-four (24) WLEs per academic year for tenured and tenure-track faculty and which total more than thirty (30) WLEs 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 Dean.

### **Faculty Reports of Workload**

All load assignments will comply with current Collective Bargaining Agreement(s). Each tenured faculty member prepares an annual report of accomplishments reflecting workload assignment in accordance with University Policy and the T/TT Collective Bargaining Agreement. Each continuing tenured faculty member prepares and submits an annual workload summary report by the end of spring semester. CON Kent campus tenured faculty shall submit the annual workload summary report to the Dean; regional campus T/TT faculty shall submit report to the regional campus dean. This report identifies and updates the tenured faculty member's efforts, accomplishments, scholarly contributions, ongoing professional activities, citizenship, and interests during the preceding academic year. These reports contribute to an ongoing record of each tenured faculty member's professional activities, providing information related to grant activities, collaborative scholarship, and teaching activities.

The annual workload summary report submitted by tenured faculty members shall be in the form of an annual updated curriculum vita; a summary of the previous year's research, scholarship, and professional activities; and the course syllabi for each course or section of a course taught by the faculty member during the previous academic year. The Dean shall add to the report copies of the course evaluation summaries for each course section taught during the previous academic year. If necessary, the Dean 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 the workload, including utilization of the specified workload equivalencies, for that academic year. This report may be used in planning future workload equivalencies. Any other use of the report requires the consent of the faculty member.

### **Teaching Assignments and Class Schedules**

All faculty members are assigned to teach specific courses by the Dean. The primary considerations for course assignments are prior teaching experience, subject expertise, regulatory and certifying body requirements (e.g., Ohio Board of Nursing), and shared responsibility among the faculty members for introductory courses. For each term of the regular academic year, the Dean will communicate to each faculty member his/her teaching assignment in accordance with procedures and timelines outlined in the applicable Collective Bargaining Agreement(s). The faculty member must indicate within ten (10) days of notification if he/she has questions or concerns about the teaching assignment.

Questions or concerns regarding teaching assignments should be addressed to the dean. In the case of a dispute or request for reassignment, the faculty member may request review by the CAC which will make a recommendation to the Dean.

### **Student Evaluations**

All course sections are evaluated by students at the end of every semester or course period, including summer sessions, using the Student Surveys of Instruction. The faculty member of record receives summaries of survey question responses and any narrative data for each section taught after course grades are submitted. The faculty member of record is expected to consider the need to adjust course resources/materials and or teaching methods/strategies when indicated. Evaluation summaries are made available to the associate dean, undergraduate program dean or the Dean's designee for baccalaureate courses and the associate dean for graduate programs or the Dean's designee for graduate courses. Evaluation summaries are public records and available upon request.

### **Finals Week**

Please review the Administrative Policy and Procedures Regarding Final Examinations (3-01.4). Note that **every course requires a final examination** which can take various formats, including a final paper or student presentation.

Changes of the time and/or date of a final examination require prior approval of the Dean, but in any case, the exam must also be offered at the time scheduled and publicized by the university for those students who desire to take the exam at that time.

### **Grades**

Faculty members must inform students of their progress throughout the semester. Grades are a faculty member's responsibility and should be assigned fairly and objectively. Submission of final grades must comply with University Policy, including but not limited to the deadline for the timely submission of grades. For complete information on University grading policies, including IN, NF, or SF grading policies, procedures, and timelines, please visit the Grading Policies and Procedures section in the University Catalog.

### **Roles and Responsibilities for CON Faculty Positions (Job Descriptions)**

1. [PhD Program Director](#)
2. [DNP Program Director](#)
3. [Graduate Concentration Coordinator](#)
4. [RN-to-BSN Program Director](#)
5. [State Authorization Coordinator](#)
6. [Graduate Clinical Database Coordinator](#)
7. [Pre-licensure BSN Program Director](#)

8. [Undergraduate Course Coordinator](#)
9. [Graduate Course Coordinator](#)
10. [Pre-licensure Testing Coordinator](#)
11. [Simulation Laboratory Coordinator](#)
12. [Continuing Education Coordinator](#)
13. [BSN Campus Director at the Regional Campuses](#)
14. [Institutional Research Review Board Representatives](#)
15. [BSN Honor's Student Coordinator](#)
16. [Global Education Coordinator](#)

<b>Title:</b>	<a href="#"><b>PhD Program Director</b></a>
<b>Reports To:</b>	Dean of Nursing
<b>Minimum Qualifications:</b>	Tenured or tenured track member of the faculty with a PhD in nursing Graduate Faculty status. Proven track record in conducting and disseminating research and research funding. Previous teaching experience in baccalaureate and graduate education is required. Knowledge in, communicating ideas, coaching, and mentoring others, and managing resources for optimal research productivity of CON PhD students. Must hold Ohio license as a Registered Nurse (RN).

Duties/essential functions may include, but not be limited to, the following:

1. In consultation with the associate dean, Develops opportunities for programmatic improvement and growth.
2. Chairs meetings with faculty teaching in the PhD program
3. Works with faculty to maintain the integrity and currency of the PhD curriculum.
4. Works with the associate dean of graduate programs to assign advisors.
5. In collaboration with Associate dean of graduate program updates the Graduate Student Handbook as it relates to the PhD in Nursing program annually.
6. Collaborates with Student Services initiatives for student recruitment, retention, and progression.
7. Submits an annual report by CON-established deadlines that includes the following:
  - a. Program admission and completion rates
  - b. Student progression (e.g., leave of absence, warning, probation, dismissal)
  - c. Curriculum review and changes in collaboration with ADR
8. Analyzes and reports program outcomes' effectiveness (e.g., completion and employer rates and student dissemination rates, i.e., publications/presentations).

<b>Title:</b>	<a href="#"><u>DNP Program Director</u></a>
<b>Reports To:</b>	Associate Dean of Graduate Programs
<b>Minimum Qualifications:</b>	Appropriate terminal degree (DNP degree preferred) with national board certification as an Advanced Practice Registered Nurse. Rank of Associate Professor is preferred, and full Graduate Faculty status is required. Proven track record in conducting and disseminating scholarly projects. . Previous teaching experience in baccalaureate and graduate education is required. Knowledge of curriculum development, methods of teaching, and evaluation is necessary. Musthold Ohio license as a Registered Nurse (RN).

Duties/essential functions may include, but not be limited to, the following:

1. In consultation with associate dean, develops opportunities for programmatic improvement and growth.
2. Chairs meetings with faculty teaching in the DNP program
3. Orients new faculty to courses, and doctoral processes.
4. Works with faculty to maintain integrity and currency of the DNP curriculum.
5. Promotes faculty contributions in the implementation of program courses.
6. Participates in CON and University-wide initiatives for student recruitment, retention, and progression
7. Works in collaboration with the Associate Dean Graduate program and assistant dean of student services to submits an annual report by CON-established deadlines that includes the following:
  - a. Program admission and completion rates
  - b. Student progression (e.g., leave of absence, warning, probation, dismissal)
  - c. Curriculum review and changes
  - d. Faculty and student evaluations of preceptors and clinical sites
  - e. Student evaluations of course effectiveness
8. Analyzes and reports program outcomes' effectiveness (e.g., completion and employer rates and student dissemination rates, i.e., publications/presentations).
9. Chairs or is a member of DNP scholarly project committees and/or can be a member of PhD dissertation committee .

<b>Title:</b>	<a href="#"><u>MSN Concentration Coordinator</u></a>
<b>Reports To:</b>	Associate Dean of Graduate Programs
<b>Minimum Qualifications:</b>	Member of the Graduate Faculty with a minimum of a graduate degree in nursing around curricular concentration. For master level concentrations, must meet certification and/or experience criteria outlined in the National Organization of Nurse Practitioner Faculty's Criteria for Evaluation of Nurse Practitioner Programs. Previous teaching experience in baccalaureate or graduate education is required. Knowledge of curriculum development, methods of teaching, and evaluation is necessary. Must hold Ohio license as a Registered Nurse (RN). Coordinators of APRN concentrations must have a current APRN license from the Ohio Board of Nursing.

Duties/essential functions may include, but not be limited to, the following:

1. Works in consultation with Associate Dean of Graduate Programs to provide direct oversight of curriculum development and implementation for the concentration/specialty area.
2. Schedules meetings with faculty teaching in the concentration. Chairs faculty concentration group meetings.
3. Ensures faculty members in clinical courses coordinate clinical placements and site visits, preceptor selection and evaluation, and student evaluation according to professional standards and guidelines. Coordinates simulation experiences in clinical courses.
4. Orients new faculty to course/concentration and clinical agencies. Mentors' new faculty and part-time faculty.
5. Coordinates clinical facility placement and preceptor procurement with the clinical faculty.
6. Conducts a formal orientation for newly admitted students for fall and spring semesters and an orientation for students entering the first practicum course.
7. Reviews admission materials for applicants to the concentration. Presents applicants at the concentration coordinator admission meetings for voting. Performs gap analysis for certificate students who are admitted.
8. Works with Assistant Dean of Student Services to provide advising to students in concentration.
9. Works with Associate Dean of Graduate Studies and Assistant Dean Student Services to send progression letters (i.e., warning, probation, and dismissal) to students in concentration at the end of each semester. Meets individually for advising with every student who receives a semester warning.
10. Works with CON Student Services and Marketing Communications and Public Relations offices to market concentration and recruit applicants.
11. Prepares materials for certification bodies (e.g., ANCC verification of education), if applicable.
12. Attends Graduate Convocation annually.
13. Submits an annual report that includes the following:
  - a. Curriculum review and changes within the specialty concentration courses
  - b. Faculty and student evaluations of preceptors and clinical sites
  - c. Student certification pass rates, if applicable

<b>Title:</b>	<a href="#"><u>Director, RN-to-BSN Program</u></a>
<b>Reports To:</b>	Associate Dean of Undergraduate Programs
<b>Minimum Qualifications:</b>	Member of the faculty with a minimum of a master's degree in nursing. Previous teaching experience in baccalaureate or graduate education is required. Knowledge of curriculum development, methods of teaching, and evaluation is necessary. Must hold Ohio license as a Registered Nurse (RN) and meet the Ohio Board of Nursing (OBN) requirements for minimum qualifications.

Duties and essential functions may include, but not be limited to, the following:

1. Coordinates development, implementation, and evaluation of the program and courses in accordance with the design of the curriculum.
2. Prepares the annual course report in collaboration with the course faculty.
3. Provides direct oversight of curriculum development and implementation for the program.
4. Develops opportunities for programmatic improvement and growth.
5. Schedules monthly meetings, as needed, with faculty teaching in the program.
6. Chairs faculty program meetings.
7. Orients new faculty to courses, and clinical agencies.
8. Works with faculty to maintain the integrity and currency of the curriculum.
9. Promotes faculty contributions in the implementation of program specific courses.
10. Works with the graduate faculty committee in assigning advisors.
11. Participates in CON and university-wide initiatives for student recruitment, retention, and progression.
12. Submits an annual report by CON-established deadlines that includes the following:
  - a. Program admission and completion rates
  - b. Student progression (e.g., leave of absence, warning, probation, dismissal)
  - c. Curriculum review and changes
  - d. Faculty and student evaluations of preceptors and clinical sites.
  - e. Student evaluations of course effectiveness
13. Analyzes and reports program outcomes' effectiveness (e.g., completion and employer rates and student dissemination rates, i.e., publications/presentations).

<b>Title:</b>	<a href="#"><b>State Authorization Coordinator</b></a>
<b>Reports To:</b>	Associate Dean of Graduate Programs
<b>Minimum Qualifications</b>	Member of the faculty with a minimum of a master's degree. Previous teaching experience in baccalaureate or graduate education is required. Knowledge of curriculum development, methods of teaching, and evaluation is necessary. Must hold Ohio license as a Registered Nurse (RN) and meet Ohio Board of Nursing (OBN) requirements for minimum qualifications.

Duties and essential functions may include, but not be limited to, the following:

1. Develops and maintains a database to track information related to out-of-state requirements and authorization for CON online programs/concentrations in collaboration with the KSU Office of Continuing and Distance Education.
2. Collaborates with the graduate clinical coordinator to maintain accurate and current preceptor and clinical site databases in Typhon.
3. Works with CON faculty and staff to ensure appropriate state approvals for graduate student placements for practicum courses.
4. Assists the graduate concentration coordinators to organize graduate student clinical placements and preceptor procurement.
5. In NP concentrations, assists the concentration coordinators to ensure that faculty members in practicum courses coordinate student placements and sites according to state authorization approval.
6. Maintains current in trends in nursing student practice and education. .
7. Tracks out-of-state student enrollment, progression, and graduation rates across programs and concentrations.
8. Maintains current graduate preceptor list.
9. Maintains current graduate clinical placement list.

<b>Title:</b>	<a href="#"><u>Graduate Clinical Database Coordinator</u></a>
<b>Reports To:</b>	Associate Dean of Graduate Programs
<b>Minimum Qualifications</b>	Member of the faculty with a minimum of a master's degree. Previous teaching experience in baccalaureate or graduate education is required. Knowledge of curriculum development, methods of teaching, and evaluation is necessary. Must hold Ohio license as a Registered Nurse (RN) and meet Ohio Board of Nursing (OBN) requirements for minimum qualifications.

Duties and essential functions may include, but not be limited to, the following:

1. Collaborates with the associate dean of graduate program and the concentration coordinators, and the graduate programs secretary regarding changes to processes for graduate student clinical placements that will impact the clinical database.
2. Orients new graduate clinical faculty to the clinical database.
3. Adds new faculty into the database as sub-administrators and sends them a temporary password.
4. Adds new faculty into the faculty list in the scheduling system within the database and into the GSN Blackboard course.
5. Provides the updated faculty list to instructional designer to keep faculty list up to date in GSN.
6. Updates student, faculty, preceptor, concentration, and graduate office guidelines annually and as needed.
7. Revises student and faculty audio tutorials when changes to the database or policies are made.
8. Assists faculty with creating or revising evaluations in both databases.
9. Troubleshoots problems with databases for faculty, students, and administrative staff.
10. Unarchives students if data is needed for records.
11. Assists the graduate office with switching students from one database to the other when students change concentrations.
12. Assists faculty with extending the 15-day window if needed for case and time logs.
13. Consults with concentration coordinators regarding changes to course information such as course numbers, practicum hours and updates information in the database.
14. Sends reminders to the graduate programs secretary to make updates to license and certification expiration dates as they expire.
15. Collaborates with the graduate programs secretary for adding fields to the database necessary for information sharing, storage, and retrieval.
16. Consults with the Typhon representative about needed changes, or issues with the database.



<b>Title:</b>	<a href="#"><u>Pre-licensure BSN Program Director</u></a>
<b>Reports To:</b>	Associate Dean of Undergraduate Programs
<b>Minimum Qualifications:</b>	Member of the faculty with a minimum of master's degree in nursing. Previous teaching experience in baccalaureate or graduate education is required. Knowledge of curriculum development, methods of teaching, and evaluation is necessary. Must hold an Ohio license as a Registered Nurse (RN) and meet the Ohio Board of Nursing (OBN) requirements for minimum qualifications.

Duties and essential functions may include, but not be limited to, the following:

1. Coordinates clinical faculty and clinical facility placement with the associate dean of undergraduate programs and the Dean.
2. Coordinates development, implementation, and evaluation of the program and courses in accordance with the design of the curriculum.
3. In consultation with the Associate Dean provides direct oversight of curriculum development and implementation for the program.
4. Develops opportunities for programmatic improvement and growth.
5. Schedules meetings as needed with faculty teaching in the program.
6. Orients new faculty to the courses and clinical agencies.
7. Works with faculty to maintain the integrity and currency of the curriculum.
8. Promotes faculty contributions in the implementation of program specific courses.
9. Participates in CON and University-wide initiatives for student recruitment, retention, and progression.
10. Assists the associate dean of undergraduate programs in submitting annual program reports that include the following:
  - a. Achievement of program outcomes
  - b. Admission and completion rates
  - c. Student progression (e.g., leave of absence, warning, probation, dismissal)
  - d. Curriculum review and changes
  - e. Faculty and student evaluations of preceptors and clinical sites
  - f. Student evaluations of course effectiveness

<b>Title:</b>	<a href="#"><u>Undergraduate Course Coordinator</u></a>
<b>Reports To:</b>	Associate Dean of Undergraduate Programs
<b>Minimum Qualifications:</b>	Member of the faculty with a minimum of a master's degree in nursing around curricular concentration of assigned course(s). Previous teaching experience in baccalaureate or graduate education is required. Knowledge of curriculum development, methods of teaching, and evaluation is necessary. Must hold Ohio license as a Registered Nurse (RN).

Duties and essential functions may include, but not be limited to, the following:

1. Chairs faculty group meetings.
2. Orients new faculty to the course/concentration and clinical agencies.
3. Coordinates clinical faculty and clinical facility placement, if necessary, with the associate dean of undergraduate programs and the Dean.
4. Facilitates student learning and professional resources within the CON and the library.
5. Submits course textbook orders to appropriate staff members for order placement.
6. Follows up on issues related to the course and student feedback.
7. Assists the associate dean of undergraduate programs with hiring clinical faculty.
8. Collaborates with course faculty to generate revisions in the course syllabi and materials.

<b>Title:</b>	<a href="#"><u>Graduate Core Course Coordinator</u></a>
<b>Reports To:</b>	Associate Dean of Graduate Programs
<b>Minimum Qualifications</b>	Member of the faculty with a minimum of a master's degree in nursing around curricular concentration of assigned course(s). Previous teaching experience in baccalaureate or graduate education is required. Knowledge of curriculum development, methods of teaching, and evaluation is necessary. Must hold Ohio license as a Registered Nurse (RN) and meet Ohio Board of Nursing (OBN) requirements for minimum qualifications.

Duties and essential functions may include, but not be limited to, the following:

1. Chairs faculty course group meetings.
2. Orients new faculty to the course.
3. Submits course textbook orders to appropriate staff members for order placement.
4. Works with the course faculty to make recommendations for learning materials such as books, journals, software, and equipment to the appropriate College or University committee(s).
5. Assists the course faculty with course or student issues, as needed.
6. Collaborates with the course faculty to generate revisions in the course syllabus and materials.
7. Prepares annual course report in collaboration with the course faculty.
8. Collaborates with course faculty to generate revisions in course syllabus and materials.

<b>Title:</b>	<a href="#"><u>Pre-licensure Testing Coordinator</u></a>
<b>Reports To:</b>	Associate Dean of Undergraduate Programs
<b>Minimum Qualifications:</b>	Master's degree in nursing required. Previous teaching experience in baccalaureate nursing. Must hold Ohio license as a registered nurse. Knowledge of curriculum development.

Duties and essential functions may include, but are not limited to the following:

1. Prepares pre-licensure testing for student use.
2. Orients faculty and students to pre-licensure tests.
3. Identifies opportunities for student remediation.
4. Develops an annual report that uses continuous quality improvement to improve student outcomes based on standardized test performance.
5. Makes recommendations to the curriculum committee.
6. Performs other duties as assigned.

<b>Title:</b>	<a href="#"><u>Simulation Laboratory Coordinator</u></a>
<b>Reports To:</b>	Associate Dean of Undergraduate Programs
<b>Minimum Qualifications:</b>	Graduate degree in nursing; three to four years teaching experience.

Duties and essential functions may include, but are not limited to the following:

1. Oversees the operation of the simulation laboratory (e.g., scheduling of simulation experiences, equipment repair); makes recommendations for procurement of equipment and security of equipment.
2. Supports faculty in planning, implementing, and evaluating simulation at all levels of programming (e.g., assists with scenario development, use of standardized patients, and other creative activities).
3. Recommends innovations to the curriculum committees and the Dean for simulation opportunities.
4. Maintains currency in simulation theory, research, practice, and skills.
5. Promotes the use and viability of the simulation lab within the CON and beyond.
6. Promotes opportunities for intra-professional and interprofessional collaboration.
7. Prepares an annual report that addresses simulation lab use statistics, student and faculty evaluation of simulations, supplies used, upgrades of materials or processes, and future needs and plans.

<b>Title:</b>	<a href="#"><u>Continuing Education Coordinator</u></a>
<b>Reports To:</b>	Associate Dean for Research
<b>Minimum Qualifications:</b>	Faculty member with graduate degree in nursing or related discipline. Must hold Ohio license as a Registered Nurse (RN).

Duties and essential functions may include, but not be limited to, the following:

1. Works collaboratively within the CON to implement programming.
2. Develops objectives, content, requirements, methods, and evaluation for continuing education courses in collaboration with course faculty.
3. Coordinates the approval process for continuing education offerings.
4. Recruits and makes recommendations for qualified nursing continuing education faculty.
5. Meets with members of the community and regional campus staff to coordinate offerings.
6. Maintains and administers the Ohio Nurses Association approval mechanism for continuing education.
7. Develops an annual report that addresses programs, attendees, and evaluation of programs by attendees.

<b>Title:</b>	<b><u>BSN Campus Coordinator at the Regional Campuses</u></b>
<b>Reports To:</b>	Associate Dean of Undergraduate Programs/Dean of the CON and Regional Campus
<b>Minimum Qualifications:</b>	Full time member of the faculty with a minimum of an MSN in nursing. Doctoral degree preferred. Previous teaching in baccalaureate or graduate education is required. Knowledge of curriculum development, methods of teaching, and education is required. Must hold an Ohio license as a Registered Nurse (RN).

Duties and essential functions may include, but not be limited to, the following:

1. Coordinates clinical faculty and clinical facility placement, with the Associate Dean of Undergraduate Programs and the Dean.
2. Coordinates the implementation, and evaluation of program and courses in accordance to the design of the curriculum.
3. Prepares the annual course reports in collaboration with the course faculty.
4. Secures and maintains appropriate clinical opportunities
5. Develops opportunities for programmatic improvement and growth.
6. Schedules monthly meetings with faculty teaching in the program.
7. Chairs faculty program meetings.
8. Provides new faculty orientation of courses, and clinical agencies.
9. Works with faculty to maintain integrity and currency of the curriculum.
10. Promotes faculty contributions in the implementation of program specific courses.
11. Submits an annual report by CON established deadlines that includes the following:
  - a. Program admission and completion rates
  - b. Student progression (e.g., leave of absence, warning, probation, dismissal)
  - c. Curriculum review and changes
  - d. Faculty and student evaluations of preceptors and clinical sites
  - e. Student evaluations of course effectiveness
14. Analyzes and reports program outcomes' effectiveness (e.g., completion and employer rates, student dissemination rates (i.e., publications/presentations).

<b>Title:</b>	<b><u>Institutional Research Review Board (IRB) Representatives (2)</u></b>
<b>Reports To:</b>	Associate Dean for Research
<b>Minimum Qualifications:</b>	Tenured faculty member with a PhD and full Graduate Faculty status. Track record in conducting and disseminating research and procuring research funding. Must hold Ohio license as a Registered Nurse (RN) and meet Ohio Board of Nursing (OBN) requirements for minimum qualifications.

Duties and essential functions may include, but are not limited to the following:

1. Serves as a member of the IRB at Kent State University as a representative of the College of Nursing, appointed by a KSU IRB institutional official.
2. Serves a one-year, renewable term of service.
3. Attends the KSU IRB meetings and actively participates in the review of research.
4. Maintains training in human subjects' protection for KSU IRB members.
5. Applies principles of the Belmont Report and federal regulations related to the protection of human subjects.
6. Reviews IRB applications for College of Nursing faculty, administrators, and students at all campuses.
7. Provides timely written comments on research undergoing IRB review.
8. Maintains confidentiality of IRB-related information.
9. Maintains current knowledge of relevant regulations, laws, and policies related to the protection of human subjects to ensure compliance.
10. Reviews and approves research by expedited procedures.
11. Oversees approval of exempt/Level 1 research in collaboration with IRB office.
12. Communicates relevant IRB updates to College of Nursing faculty during faculty/staff meetings.
13. Participates in the discussion of issues affecting the human research protection program and contributing to policy development, as appropriate.

<b>Title:</b>	<b><u><a href="#">BSN Honors Student Coordinator</a></u></b>
<b>Reports To:</b>	Associate Dean of Undergraduate Programs
<b>Minimum Qualifications</b>	Member of the faculty with a minimum of a master's degree. Previous teaching experience in baccalaureate or graduate education is required. Knowledge of curriculum development, methods of teaching, and evaluation is necessary. Must hold Ohio license as a Registered Nurse (RN) and meet Ohio Board of Nursing (OBN) requirements for minimum qualifications.

Duties and essential functions may include, but not be limited to, the following:

1. Develops and maintains a database to track information related to honors students' progress and faculty mentors.
2. Works with CON faculty to ensure appropriate honors scholarly assignments are available for students.
3. Teaches the one-hour honors sections for NURS 20020 and NURS 20030.
4. Recruits and matches honors students with faculty mentors for honors students' scholarly work.
5. Represents the CON on the College of Honors faculty.
6. Participates in Honors College events and assists with honors students presenting their work at University events such as the Undergraduate Research Symposium.

<b>Title</b>	<b>Global Education Coordinator</b>
<b>Reports to</b>	Associate Dean of Undergraduate Programs
<b>Minimum Qualifications</b>	Member of the faculty with previous teaching experience in baccalaureate or graduate education is required. Experience with studyabroad program preferred.

Duties and essential functions may include, but not be limited to, the following:

1. Represent the CON at university-wide global education recruitment programs, such as I Heart Travel Week.
2. Coordinate annual CON Global Education Open House for student recruitment.
3. Work with CON Marketing team on marketing strategies, CON website, and social media posts about CON global education programs.
4. Develop and maintain a database of demographic information for students who study abroad/away.
5. Develop and coordinate exit interview surveys for students completing study abroad/away.
6. Collaborate with CON administrators, stakeholders (e.g., OGE), and student body (through surveys) to consider new study programming needs.
7. Work with global education faculty to ensure courses adhere to course objectives for CON global education.

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

### **Faculty Appointments**

#### **1. Tenure-Track Appointment**

Appointment to a tenure-track position in the CON requires the following qualifications:

- a. Valid registration in Ohio as a registered nurse;
- b. Baccalaureate and/or master's degree in nursing; and
- c. Doctoral degree as defined in section I of this Handbook

Approval of a majority of the ad hoc RTP committee members is required to appoint a faculty member without one or more of these qualifications.

#### **2. Appointment to Faculty Ranks**

General Criteria for Appointment

The regular full-time academic ranks include assistant professor, associate professor, and professor. The College Advisory Committee will be consulted by the Dean prior to determining the appropriate rank for a potential new faculty member. All nursing-prepared faculty must meet criteria established by the Ohio Board of Nursing (See OAC 4723-5-10 qualifications of administrative, faculty, and instructional personnel for a registered nursing education program).

The following list provides criteria to be used in initial appointment to T/TT faculty rank. More detailed description of criteria for differing ranks can be found in the Handbook section on reappointment, tenure, and promotion.

- a. Assistant Professor
  - i. For appointment to the rank of assistant professor, a candidate must minimally possess the terminal degree as defined in section I of this Handbook.
- b. Associate Professor
  - i. Appointment at this rank presumes prior service as an associate professor in a similar, research-intensive institution and significant scholarly achievements. The candidate must possess the terminal degree as defined in section I of this Handbook and meet the criteria for promotion to associate professor as outlined under criteria for promotion in this section.
- c. Professor
  - i. Initial hire to this rank presumes prior service as a professor in a similar, research-intensive institution, achievement of significant recognition in and impact on the discipline of nursing, and possession of the doctoral degree in nursing as defined in section I of this Handbook to meet the criteria for promotion to professor as outlined under criteria for promotion in this section.

### **Full-Time Non-Tenure Track Faculty (FTNTT) Appointment Process**



## **1. Faculty Appointment**

- a. Valid registration in Ohio as a registered nurse
- b. All nursing-prepared faculty must meet criteria established by the Ohio Board of Nursing (See OAC 4723-5-10 qualifications of administrative, faculty, and instructional personnel for a registered nursing education program).

Criteria for appointment for candidates seeking full-time non-tenure track faculty positions will be in accordance with the current FTNTT Collective Bargaining Agreement. FTNTT faculty members are hired by the Dean in consultation with the CAC. FTNTT faculty members will be academically and experientially prepared for the areas in which they teach; a doctorate degree and teaching experience is preferred. FTNTT appointments are made on a periodic basis according to timetables established in the FTNTT Collective Bargaining Agreement.

### **Part-time Faculty Appointment Process**

When the College cannot meet its teaching needs from the ranks of its T/TT faculty and FTNTT faculty, part-time faculty appointments will be made from qualified applicants not currently on regular appointment at the University. The associate dean of undergraduate programs and associate dean of graduate programs on the Kent campus and BSN coordinators on the regional campuses recruit applications from qualified individuals to fill part-time positions and make recommendations to the Dean for hire. Persons considered for part-time appointment must meet minimum qualifications for the indicated program, including any pertinent Ohio Board of Nursing requirements.

### **Courtesy Faculty**

courtesy faculty members are appointed to support the educational mission of the College. courtesy status recognizes leaders in the community who actively facilitate nursing education. To be considered for courtesy faculty status, an individual must have qualifications appropriate to faculty appointment and rank, i.e., master's degree or higher (or equivalent professional degree, e.g., M.D.). On the Kent campus, courtesy is an unpaid, renewable designation (one-year in length) denoting affiliation with a Kent State University program or department. On the Kent campus, tenure and voting privileges are not applicable. In the Division of the Regional Campuses, the title denotes paid part-time employment status. T/TT faculty in the CON may nominate candidates for courtesy faculty positions by submitting a nomination form (Appendix 3.A.) and the candidate's curriculum vitae to the Dean's office. Courtesy faculty appointments in the CON are made at the discretion of the Dean in the consultation with the CAC. For courtesy faculty renewal, the courtesy faculty nomination form (Appendix 1) is completed and submitted to the Dean and is reviewed annually by the CAC as proposed by the associate undergraduate and graduate deans.

### **Visiting Faculty Appointments**

Visiting faculty appointments at an appropriate 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 CON for a period not to exceed one year. If a visiting faculty member is employed in that capacity for a second consecutive year, the visiting faculty member will then be reassigned as a full-time non-tenure track (FTNTT) faculty member.

### **Teaching Assistants and Preceptors**

The College of Nursing employs persons to assist and work at the direction of faculty members. Teaching assistants and/or preceptors provide instruction in the classroom, laboratory, or in clinical settings in which nursing care is delivered to an individual or group of individuals. Teaching assistants and preceptors in the pre-licensure program must meet the qualifications set forth in the Ohio Board of Nursing rules, "Qualifications of administrative, faculty and instructional personnel for a registered nursing education

program,” Lawriter - OAC - 4723-5-10: Qualifications of administrators, faculty, teaching assistants and preceptors for a registered nursing education program.

### **Role and Responsibilities of Faculty**

The role and responsibilities of faculty are governed by policies pertinent to the role of faculty found within University Policy and the CON Handbook. Each faculty member is expected to contribute to the CON and the University according to the terms and condition of his/her letter of appointment. Scholarly activity and service to the CON and the University are expected of each T/TT faculty member. High quality and effective teaching as delineated in the CON Handbook is also expected of all T/TT and FTNTT faculty members to promote excellence in CON academic programming. Faculty members are expected to provide students with a syllabus which includes the subject matter to be covered in a course, a listing of assignments and/or reports, approximate dates of examinations, grading standards, attendance requirements, and other pertinent details of the class. A template for essential elements of a syllabus is in the associate undergraduate and graduate deans’ offices. Student Surveys of Instruction (SSI) evaluations are required in all course sections each semester and will be conducted according to university policies and procedures.

Faculty members who supervise students in a pre-licensure clinical course are guided by the Ohio Board of Nursing Policy Concerning Responsibilities as delineated in section 4723-5-20 of the Ohio Administrative Code (<http://codes.ohio.gov/oac/4723-5-20>).

### **Faculty Code of Ethics**

All faculty members in the CON are expected to maintain the highest ethical standards as teachers, scholars, university citizens, and colleagues. University policy regarding the faculty code of professional ethics can be found in the University Policy Register (<http://www.kent.edu/policyreg/university-policy-regarding-faculty-code-professional-ethics>).

### **Sanctions and Dismissal**

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 Collective Bargaining Agreement [CBA]). For non-tenure track faculty, see appropriate section in FTNTT CBA.

### **Faculty Curriculum Vita**

All T/TT and FTNTT faculty members are required annually to provide a current curriculum vita (CV) in the CON-approved format to be kept on file in the dean’s office. A template for the CV is in Appendix 2.

### **Faculty Leaves**

All leaves, sponsored or unsupported, personal, or professional, are subject to the approval of the Dean and the Provost. University policy (Personnel, Chapter 6) provides information about the types of leaves (policy 6-11.1 to 6-12.01): <https://www.kent.edu/policyreg/chapter-6-personnel>.

For applicable forms to request reimbursement of approved expenses during travel, please refer to Flashline under expense reimbursement.

The Request for Leave Due to Travel: The Absence and Expenditure form should be completed prior to the planned absence and is subject to the approval of the Dean. Arrangements for any classes to be missed during the absence must be addressed to the satisfaction of the Dean before approval will be granted.

Attendance at professional meetings is encouraged, and approved travel expenses incurred by attending such meetings will be reimbursed when approved prior to travel according to the University's travel policies, subject to the availability of CON funds. In general, greater amounts of support will be granted to meeting participants (i.e., those presenting a paper or chairing a session) than to faculty members who simply attend professional meetings.

**Faculty Sick Leave**

The Dean is responsible for keeping complete records of faculty sick leave; however, faculty members are also required to submit the use of sick leave in Flashline after an absence and within the timelines established by the Division of Human Resources.

**Outside Employment and Other Professional Activities Outside the University**

Faculty members may engage in professional activities outside the University provided the activities do not interfere with the faculty members' teaching, research, or citizenship responsibilities to the CON or the University. Any outside employment is subject to the faculty code of ethics and the University's conflict of interest policies.

## REAPPOINTMENT, TENURE AND PROMOTION OF TENURED/TENURE–TRACK FACULTY

### UNIVERSITY GUIDELINES AND PROCEDURES

Criteria for reappointment, tenure and promotion (RTP) in the CON are developed in accordance with Kent State University policy and procedures regarding faculty reappointment, tenure, and promotion. The CON follows the timetables, procedures, and guidelines for tenure and promotion review contained in the document titled, *“Reappointment, Tenure and Promotion: A Guide for Administrators, Faculty and Staff,”* distributed annually by the Office of Faculty Affairs of the Provost’s Office.

### Standards for CON Reappointment, Tenure and Promotion

Criteria for faculty reappointment, tenure, and promotion are established in the CON to reflect University standards of scholarship, teaching, and citizenship. These criteria ensure development of faculty who can advance nursing and health care research, provide a superior nursing education, and contribute to the missions of the College, University, discipline, and profession. Please see the CON RTP template, Appendix 4.

#### Scholarship

Scholarship in the discipline of nursing involves the generation, dissemination, or translation of knowledge related to health and other phenomena central to nursing. Scholarship may be evidenced by a sustained, focused, and maturing program of original research contributing to advancement of knowledge in nursing, or an in-depth research program integrating content from another discipline with nursing. Scholarly projects inform the science of nursing, enhance clinical practice through translated evidence to practice, or influence policy. The originality, quality, impact, and value of a faculty member’s scholarly contribution will be assessed. Evidence of knowledge dissemination will be assessed as publication in peer-reviewed journals or related media, seeking/obtaining funding for scholarly pursuits, and peer-reviewed/refereed presentations at local, regional, national, and/or international professional venues. Other scholarly activities may include, but are not limited to, serving on national grant review bodies or editorial boards. The hallmark of excellence in scholarship is the cumulative impact of the scholar’s work on the discipline of nursing, nursing education, and health care

## Teaching

Teaching involves use of effective teaching/learning strategies; reflection on teaching practice; efforts for continuous quality improvement; program and curriculum development and evaluation; and self-reflection that includes student and peer evaluations. Student and peer evaluations should reflect mostly positive trends. If there is an issue, evidence of addressing the issue is provided. For example, evidence of professional development is sought. Teaching may include presentations and publications involving research and/or pedagogical applications in nursing education, receipt of or nomination for teaching excellence awards, or submission/receipt of training grants.

## Citizenship

Faculty members are expected to be active in citizenship to include service to the University, professional service to nursing, and the provision of professional expertise to community entities beyond the University. Contributions beyond minimal participation in CON committees or meetings are expected. Service to the College, University, and profession is important, and accepting leadership positions within committees is strongly encouraged. Examples of citizenship activities may include membership on CON and/or University committees with documentation of contributions made, participating in the conduct or governance of professional organizations, and/or serving on community health care facility boards.

## REAPPOINTMENT

Tenure-track faculty members in the CON are reviewed annually for reappointment during the probationary period by the Dean and the CON Reappointment, Tenure and Promotion (RTP) Committee. At the end of the probationary period, the Dean and RTP Committee review the candidate for tenure and, if applied for, promotion in rank. Tenured and tenure-track faculty are eligible for promotion in rank according to guidelines specified in the University Policy for Promotion and according to CON criteria indicated below.

### Requirement for Reappointment to the Tenure Track

After initial appointment, probationary tenure-track faculty members are reviewed for annual reappointment by the Dean and the CON's ad hoc RTP Committee according to policies and procedures outlined in University Policy 6-16, "University policy and procedures regarding faculty reappointment" and the annual "Reappointment, Tenure and Promotion: A Guide for Administrators, Faculty and Staff" from the Office of Faculty Affairs in the Office of the Provost. Criteria for tenure in the areas of scholarship, teaching, and service and their respective weighting will be applied during the reappointment review.

The review of **a candidate for reappointment** focuses on the record of the candidate's achievements to date with particular emphasis on the previous year and the recommendations in the previous year's reappointment letter. This record is considered a predictor of future success and addresses the question, **"Given the years of service to date and the number of years until mandatory tenure review, is it reasonable to expect that the probationary faculty member will eventually undergo a successful tenure review?"** (University Policy Register. Policy 6-16. University policy and procedures regarding faculty reappointment, Item D., "Affirmation Principle"). The hallmark of a successful candidate is evidence of a sustained, focused, and progressive pattern of significant contributions to nursing science, teaching, and service to the profession, College, and/or University.

For **probationary faculty**, reappointment is contingent upon demonstration of adequate progress toward the requirements for tenure; thus, each annual review is critical. The faculty member must have established and articulated short- and long-term goals for meeting these requirements that are consistent with the letters of appointment and reappointment. The expectation is that, given the years of service to

date and the number of years until mandatory tenure review, the candidate is making satisfactory progress toward achieving a significant body of scholarship, excellence as a teacher, and effective citizenship. Reappointment is contingent upon demonstration that it is reasonable to expect that the probationary faculty member will eventually undergo a successful tenure review.

For the annual reappointment reviews, each faculty member is obligated to provide:

- The previous year's goals and how they were met or not met.
- A summary of the supporting evidence for his/her scholarly achievements. Please see Indicators of Scholarship and Table 2 below for specific criteria of scholarship.
- A summary of your teaching philosophy and self-evaluation. Please see Indicators of Teaching and Table 3 below for specific criteria of teaching.
- A summary of your citizenship contributions. Please see Indicators of Citizenship and Table 4 below for specific criteria of teaching.
- The SSIs for each class taught during the year being evaluated.
- Supportive documentation for service, teaching, and scholarship.

The CON affirms the University policy and procedures regarding faculty reappointment which states probationary faculty members will have the opportunity to establish a mentoring relationship as an aid in satisfying unit and/or regional campus requirements and conditions for tenure. Probationary faculty will, shortly after appointment, consult with the Dean of the CON or Dean's designee to determine the mentoring plan. The mentoring experience will be reviewed during annual reappointment conferences with the Dean and as needed throughout the academic year.

**Extension of Probationary Period.** From time to time, personal and/or family circumstances arise that require a tenure-track faculty member to request an extension of the probationary period. Procedures for applying for an extension of the probationary period, which has been traditionally called "tolling" or "stopping the tenure clock," are contained in the University policy and procedures governing modification of the faculty probationary period (Faculty Probationary Period).

## **TENURE and PROMOTION**

The CON complies with the University policies for tenure and promotion and the procedures outlined in tenure and promotion guidelines for Kent and regional campus faculty distributed each academic year by the Office of the Provost.

Tenure and promotion are separate decisions. The tenure decision is based on the evidence available to predict the candidate's potential to pursue a productive career. Tenure conveys confidence in the candidate's future ability to significantly contribute to the College's and University's scholarship, teaching, and citizenship missions based on documented past accomplishments. Progress is judged according to the number of years of service of the candidate and as outlined in the initial letter of appointment and annual reappointment letters. Candidates are expected to demonstrate growth in the areas of scholarship, teaching, and citizenship congruent with conditions stipulated in their initial appointment and reappointment letters and personal and professional goals documented in the reappointment file. The awarding of tenure must be based on convincing documented evidence that the faculty member has achieved a significant body of scholarship and provided effective teaching and citizenship (see Tables 2, 3, and 4).

Promotion is awarded to recognize a candidate's demonstrated accomplishments completed during the review period. Promotion decisions are based on papers published and grants received, as well as teaching evaluations and service to the University.

A sound ethical approach to all aspects of teaching, research, publication, and the academic profession are expected of all who seek tenure and promotion in the CON.

### **Criteria for Tenure**

According to University policy, a minimum requirement for tenure is the terminal degree in nursing or a related field. In exceptional cases, this rule may be modified with the approval of the CON RTP committee, the Dean, and the Provost.

Tables 2 through 4 provide guidelines for the assessment of a faculty member's performance and a rating scale for use in the evaluation of candidates. For a positive tenure recommendation, the candidate must have met, at a minimum, criteria for "Excellent" in either scholarship or teaching, with "Very Good" performance in the other, and "Good" in citizenship (Table 5).

NOTE: In the Tables, the terms "local," "state," "regional," "national," and "international," when used to denote funding sources or presentation venues, refer to the scope of the sponsoring organization or conference and not the actual geographic region associated with the funding or professional organization.

### **Criteria for Promotion**

For promotion from assistant to associate professor, the faculty member must meet the criteria for an "Excellent" rating in either scholarship (Table 1) or teaching (Table 2) with at least a "Very Good" rating in the other category. Citizenship must at least meet criteria for the "Good" category as outlined in Table 3.

A candidate for promotion to professor must meet the criteria for an "Excellent" rating in scholarship, teaching, and citizenship as outlined in Tables 1-3. In addition, the candidate must demonstrate a reputation based on a record of an expanding body of scholarship that has progressed and matured since the last promotion into a significant, accomplished, and well-recognized research program advancing the discipline of nursing.

## **INDICATORS OF SCHOLARSHIP FOR PROMOTION AND TENURE**

Indicators upon which the assessment of a candidate's scholarship are based include the quality and quantity of published work, dissemination at local, state, national and/or international professional venues, and a sustained, focused record of funding (Table 1).

### **Indicators for Tenure-Track Faculty Appointed at Assistant Professor Rank**

During the probationary period, faculty with a rank of assistant professor should focus their efforts on scholarship in one central and substantive area of research, seeking to establish, by the time of tenure review, a track record of:

1. At least five research-related publications in peer-reviewed journals. Publications in other media, such as books, should be of high quality, advance knowledge in the discipline beyond what is already known, and be documented as having been peer-reviewed;
2. Funding record of internal funding leading to at least one externally funded project (identified in indicators of scholarship); and
3. Presentations at local, regional, and national/international professional meetings.

### **Indicators for Tenure-Track Faculty Appointed at Associate or Full Professor Rank**

Faculty members who are hired at the rank of associate or full professor because of an established record of scholarship commensurate with the rank will be assessed for meeting a rating of “Excellent” in scholarship.

### **Publications**

Publications include papers in peer-reviewed journals of recognized quality, or in other media suitable for dissemination such as books and book chapters. Publications in media other than journals should be of high quality, advance the knowledge in the discipline beyond what is already known and be documented as having been peer-reviewed. Evaluation of the publication record will include an assessment of quality and impact on the field, as well as quantity. In evaluating publications, order of authorship and quality of journal and presentation venues are considered. In cases of multiple authorship of publications or presentations, an indication in the narrative of the candidate’s relative contribution to the work cited is required.

A summary of five of the candidate's best publications (usually peer-reviewed papers) are included with emphasis on the most recent or most representative of their program of scholarship since appointed or promoted to their current professorial rank within the College of Nursing. The candidate provides a summary for each of the five publications. This is a simple description that outlines the author’s contribution (in multiple-authored publications), why the journal was selected, and the unique impact/contribution to nursing science and/or healthcare delivery. The candidate is responsible for using reporting tools (e.g., journal impact factor, citation survey, etc.) to demonstrate impact of some or all the publications. During the process of annual reappointment, prior to tenure, faculty are to include progress toward their publication history and the plan to accomplish their publication goals within their planned scholarship trajectory.

### **Grants**

“Grants” refers to funding where the role of the faculty member in securing the funding is clearly demonstrated and which is of sufficient magnitude to fully support the proposed research, including funds for supplies, materials, and personnel (graduate students, research technicians and/or post-doctoral associates). External grants include, but are not limited to, federal sources such as: NIH, AHRQ, HRSA, PCORI, foundations sources: Robert Wood Johnson, American Nurses Foundation, and professional organizations: Sigma Theta Tau, MNRS. The candidate must demonstrate the importance of comparable funding.

Grants refers to internal or external funding in which the role of the faculty member in securing the funding is clearly demonstrated and is sufficient to fully support the proposed research, including funds for supplies, materials, equipment, key personnel, and assistants. For **promotion to associate professor**, there is evidence that internal grant funding, as PI, has led to competitive research grant submissions that have culminated in an externally funded project. External funding may include, but is not limited to, national sources such as NIH, AHRQ, HRSA, PCORI, or DOD; foundations sources such as the Robert Wood Johnson Foundation and the American Nurses Foundation; and professional organizations such as Sigma Theta Tau International and the Midwest Nursing Research Society (MNRS). The candidate must demonstrate the importance of comparable funding that was received if it does not meet the above criteria. For candidates for **promotion to full professor**, there must be a record of accomplishment, as PI,



on at least one national-level or federal funding project and evidence of progression towards increased funding, complexity of research design, and impact of findings within a line of scholarship.

**Presentations**

Presentations refer to podium or poster presentations that are peer-reviewed and presented to professional organizations and that disseminate findings from the faculty member's research or advance professional initiatives for the discipline of nursing.

## Table 2.

Evaluation Components for Assessment of Scholarship for T/TT Faculty Members

Scholarship Assessment Score	Definition	Accomplishments Corresponding to the Assessment Score
Excellent	Nationally/internationally recognized program of scholarship	Record of at least 5 high-quality, influential, data-based publications in peer-reviewed journals or books; funding that includes at least one external grant from a recognized funding source; national peer-reviewed presentations and/or invitations to give presentations, expert research-related consultation to federal/state or other organizations; awards, recognition from professional organizations.
Very Good	Emerging, nationally recognized program of scholarship	Record of at least 4 quality, peer-reviewed, data-based publications; growing body of successful foundation or professional funding building a coherent and promising program of research; presentations at well-recognized meetings with rigorous criteria for paper review.
Good	Active program of scholarship	Record of at least 3 quality, peer-reviewed publications, or non-data-based publications; small, primarily internal funding; few presentations or presentations primarily at local or regional meetings.
Poor	Limited or no program of scholarship	Record of 2 or fewer publications or presentations; no or minimal funding.

### INDICATORS OF TEACHING

Indicators of teaching include evidence of reflection about and insight into one's teaching practice documented in a narrative on teaching and/or a teaching portfolio that encompasses self-evaluation, Student Surveys of Instruction evaluations, and peer review of teaching (Appendix 3); demonstration of creative teaching strategies and use of technology; significant contributions to course content; assignments and syllabi which are shared with others; and service on thesis and/or doctoral committees. Other activities may include research related to teaching methodology/ learning outcomes, presentations/publications related to teaching and learning outcomes, submission of training grants, significant involvement for program/curriculum review/development; and/or active involvement in a teaching-related professional organization. Criteria for the evaluation of the teaching are listed in Table 2.

Documentation of peer review the first year, preferably guided by the faculty mentor, then a peer review

every three years. Peer reviews should not come from peers teaching, developing content, or participating in instructional design within the current course. Other CON faculty with expertise in the course content (and not concurrently teaching the course) may provide the peer review. Other options to consider for

peer review are the Center for Teaching and Learning, Office of Continuing and Distance Education, or other colleges with similar content. A synthesis and summary (e.g., table or graph) of Student Surveys of Instruction (SSI) (in addition to an upload of all original SSIs) for all courses taught during the review period must be submitted as part of a candidate's file for reappointment, tenure, and promotion. The summary should include how the faculty member has developed the course(s) in response to peer and student feedback in conjunction with evidence of professional development related to teaching or content expertise.

Candidates for **promotion to professor must** provide a minimum of one peer review every three academic years. Copies of representative syllabi, examinations, and other relevant teaching material should also be available for review. This is a summary discussion that outlines updates, revisions, and pedagogical changes within the course. Evidence of curricular involvement including significant course revisions, use of external benchmarks and standards, engagement in preparation for accreditation, program grant writing, needs assessments, innovative program development, and program evaluation could be included.

### Table 3.

Evaluation Components for Assessment Teaching for T/TT Faculty Members

Teaching Assessment Score	Definition	Accomplishment Corresponding to the Assessment Score
Excellent	An innovative teacher is one who provides leadership in instructional development and considers student achievement and attainment of learning outcomes in connection with all phases of instruction, including planning, preparation, conduct, and management of the learning experience, feedback, and follow-up (American Council on Education, 2021).	Course and curriculum review and revisions based on scholarly and pedagogically sound principles and national educational standards/benchmarks and preparation for accreditation; contribution to development or review of national educational standards; publication and/or presentation of teaching-related projects or research; mentoring and support of research projects for students (undergraduate and/or graduate); excellent student and peer evaluations; instructional creativity (e.g. use of multiple ways of teaching and learning); use of evidence-based teaching strategies and external review of excellence such as awards, recognition from professional organizations (e.g., QM certification, Certified Nurse Educator); and evidence of professional development related to teaching or content expertise.
Very Good	Innovative teacher	Develop/revise courses, good student, and peer evaluations; mentor graduate and/or undergraduate students in research; curricular involvement; evidence of self-reflection on teaching and use of evidence-based teaching strategies.
Good	Meets obligations	Mostly positive student and peer evaluations and provides an improvement plan for downward trending student and peer evaluations

Poor	Ineffective teacher	Mostly negative student and peer evaluations and documentation of performance complaints.
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## INDICATORS OF CITIZENSHIP

Evidence of citizenship to the CON and/or University includes contribution to the mission and goals of the CON, University and/or profession. Examples of citizenship include, but are not limited to, membership on College or University committees. Service to community and/or the profession is reflected by active involvement in local, state and/or national professional organizations. Indicators of citizenship are outlined in Table 3. The merits of university citizenship are evaluated as to the candidate's contribution to the committee and the importance of the service to the mission of the unit served. Other components of citizenship may include active participation in events such as faculty and graduate student recruitment, seminars, and meetings. Being an active and useful citizen of the College, campus, University, profession, and community is expected and valued; however, citizenship cannot be considered more important than a candidate's research and other scholarly activity and instructional responsibilities. Expectations in citizenship for promotion to professor are higher than for promotion to associate professor.

### Table 4.

Assessment of Citizenship for T/TT Faculty Members

Citizenship Assessment Score	Examples of Accomplishments Corresponding to the Assessment Score
Excellent	Significant participation in the CON, campus, University, professional and/or community as evidenced by productive service on committees; active participation in significant events; effectively chairing committees; specific administrative assignments; meaningful public outreach; awards, recognition from professional organizations.
Good	Actively serves on CON, campus, University, professional and/or community committees.
Poor	Does not actively participate in significant College, campus, University, professional, or community events.

### Table 5.

Summary Table of Criteria for Tenure and Promotion

Table 5 represents the minimum level of quality for scholarship, teaching, and citizenship for tenure, promotion to associate professor, and promotion to professor.

	Scholarship	Teaching	Citizenship
<b>Tenure</b>	Very Good or Excellent (see Note)	Very Good or Excellent (see Note)	Good
<b>Associate Professor</b>	Very Good or Excellent (see Note)	Very Good or Excellent (see Note)	Good
<b>Professor</b>	Excellent	Excellent	Excellent

**Note: For tenure, and for promotion to associate professor, the candidate must achieve a rating of “Excellent” in either scholarship OR teaching, with a rating of “Very Good” in the other categories.**

#### **Application of RTP Criteria for Regional Campus Faculty**

These criteria for reappointment, tenure, and promotion apply to both Kent and regional campus faculty. However, the ad hoc RTP Committee recognizes that in evaluating candidates from the regional campuses, greater consideration may be given to teaching and citizenship as indicated in the appropriate campus handbook.

### **FTNTT RENEWAL AND PROMOTION GUIDELINES**

#### **PROCEDURE FOR RENEWAL OF APPOINTMENT OF NON-TENURE TRACK FACULTY**

FTNTT faculty in the College of Nursing are appointed to the Instructional Track, unless otherwise noted in their Offer of Appointment letter, and thus their reviews are based solely on instructional effectiveness. Criteria for renewal (full, simplified, and administrative review) and promotion in the CON are developed in accordance with Kent State University policy and procedures regarding FTNTT renewal and promotion in the FTNTT CBA.

The CON follows the timetables, procedures, and guidelines for renewal and promotion contained in the document provided by the Office of Faculty Affairs annually and titled, “FTNTT Performance Reviews and Annual Appointment Guidelines.”

Renewal for FTNTT is based upon a review with information required by the CBA.

#### **1. Review Criteria for FTNTT Performance Reviews:**

The criteria for evaluating FTNTT faculty for renewal of appointment are based on evidence of teaching effectiveness. Effectiveness of teaching in assigned courses is necessary for renewal of appointment. Candidates seeking renewal of appointment prepare a portfolio of evidence of teaching performance, the contents of which are listed below. The CON ad hoc RTP Committee evaluates teaching effectiveness as defined above through the candidate’s portfolio according to the criteria as outlined in Table 6 below. Please use the template provided in Appendix 5 of this Handbook.

Documents Required for:

- **FTNTT Full Performance Review**
  - Curriculum Vitae

- Narrative Statement (Self Evaluation)



- Peer Reviews, if applicable
- Workload Statements for the period under review
- Official SSI Summaries
- Course Syllabi, if applicable
- Sample Course Materials, if applicable
- Faculty in the Practitioner, Clinical, or Research tracks should include documentation which demonstrates the effective performance of their assigned duties and responsibilities which is specific to those tracks.
- **FTNTT Simplified Performance Review**
  - Curriculum Vitae
  - Narrative Statement
  - Official SSI Summaries
  - Other Documents
- **FTNTT Administrative Performance Review**
  - Curriculum Vitae
  - Narrative Statement

A narrative statement is required for renewal of appointment. Please use the template located in Appendix 5. The narrative is a 4-7-page, single-spaced (text, tables, and bullets) 12-point font document that includes:

- Progress toward prior goals
- Teaching philosophy and pedagogical methods
  - When preparing the narrative, it is recommended that you speak with your mentor and/or the Dean to explore your teaching philosophy and use it to assist in writing this section.
- Summary of teaching scholarship
  - Student Surveys of Instruction (SSI) Summary
  - List of all courses taught in review period
  - Course development activities
  - Responses to peer and/or student feedback
  - Impact of teaching summary
- Professional development
- Future goals
- Optional – scholarship and citizenship activities
- Conclusion/closing statement

## **2. FTNTT Faculty Promotion/Academic Ranks**

The Dean oversees the election of the Non-tenure Track Promotion Advisory Board (NPAB) in the fall semester of each academic year. The NPAB reviews applications for promotion in rank from CON FTNTT faculty according to the guidelines in the FTNTT CBA. The NPAB reviews and makes recommendations to the Dean regarding FTNTT candidates for promotion. This information is found in the applicable provision of the FTNTT CBA.

FTNTT faculty hold appointment and/or are eligible for promotion at one of the following six (6) academic ranks: Lecturer, Associate Lecturer, Senior Lecturer (those without terminal degree whose professional experience and demonstrated performance warrant these ranks); or Assistant Professor, Associate Professor, or Professor (those with terminal degree and whose professional experience and demonstrated performance warrant these ranks found in the FTNTT CBA).

### **Standards for Promotion**

Per the FTNTT Collective Bargaining Agreement, promotion is defined as recognition of a FTNTT faculty member's sustained contributions and distinguished service to the University. FTNTT Faculty members may stand for promotion if they have completed five (5) consecutive years of employment as a FTNTT faculty member and one (1) successful Full Performance Review. Promotion is from rank to rank and is sequential.

Per the FTNTT CBA, FTNTT Faculty members who have completed five (5) consecutive years of employment as a FTNTT Faculty member and one (1) successful Full Performance Review may apply for promotion to the rank of Associate Lecturer/Associate Professor, as applicable, concurrent with their second Full Performance Review, or any year thereafter. Normally, FTNTT faculty members at the rank of Associate Lecturer/Associate Professor may apply for promotion to the rank of Senior Lecturer/Professor, as applicable, in any year after five (5) full years in rank as an Associate Lecturer/Associate Professor.

Per the FTNTT CBA, guidelines for the submission of materials for promotion review and for the timely conduct of the promotion review process will be issued annually by the Office of Faculty Affairs. Information is also included in the applicable provisions of the FTNTT CBA.

**Table 6.**

Evaluation Components for Assessment of Teaching for FTNTT Faculty Members

Teaching	Definition	Accomplishment Corresponding to the Assessment Score
Excellent	An innovative teacher is one who provides leadership in instructional development and considers student achievement and attainment of learning outcomes in connection with all phases of instruction, including planning, preparation, conduct, and management of the learning experience, feedback, and follow-up (American Council on Education, 2021).	Course and curriculum review and revisions based on scholarly and pedagogically sound principles and national educational standards/benchmarks and preparation for accreditation; contribution to development or review of national educational standards; publication and/or presentation of teaching-related projects or research; mentoring and support of research projects for students (undergraduate and/or graduate); excellent student and peer evaluations; instructional creativity (e.g., use of multiple ways of teaching and learning); use of evidence-based teaching strategies, and external review of excellence such as awards, recognition from professional organizations (QM certification, Certified Nurse Educator), or evidence of professional development related to teaching or content expertise.
Very Good	Innovative teacher	Develop/revise courses, good student, and peer Evaluations; mentor graduate and/or undergraduate students in research, curricular involvement; evidence of self-reflection on teaching; and use of evidence-based teaching strategies. Nomination for awards.
Good	Meets obligations	Good student and peer evaluations.
Poor	Ineffective teacher	Below average student and peer evaluations and documentation of performance complaints.

*To promotion in the College of Nursing, classification of “Very Good” or “Excellent” in each required area is expected. For promotion to associate professor and associate lecturer, the candidate must have ratings of “Very Good” in teaching and professional development categories. For promotion to full professor or senior lecturer, one of the required categories must have an “Excellent” ranking.*

## Table 7.

*The following are considerations for FTNTT promotion.* This is **not intended** to be a checklist of required items.

<b>Promotion Candidate</b>	
Current Rank	
Year of Last Promotion	
Performance Indicators (Teaching)	
Evidence of student learning	
Years of successful job performance as evidenced by continued employment at the University, three-year performance reviews, etc.	
Course materials that demonstrate effective and thoughtful course design	
Positive peer review	
Generally positive student perception of learning on SSIs	
Variety of courses that can be taught	
Development of new courses (both online and face-to-face)	
Development of new sections of courses previously taught	
Teaching awards or other recognition of effectiveness in performing job duties	
Significant contributions to the program or College such as creation of a new course, improvements to an existing course, or significant contributions to a program or curricular design	
Notable innovations in teaching practice such as novel or creative approaches to lecture delivery, evaluation, and measurement, or course design	
Significant contributions to student retention or student success rates (e.g., passage of licensure exams)	
Experience directing honors theses, individual investigations, portfolios, etc.	
<b>Professional Development</b> (See FTNTT CBA, Article XVI)	
Documented improvement in use of technology in the classroom	
Evidence of continued learning in the discipline through attendance at conferences and workshops; completion of web-based or traditional courses	
Maintenance of professional certification in some fields	
Taking additional coursework	
Earning new degree	
Earning certificate	
Participation in workshops	
Attending or participating in conferences	
New course development	
Participation in discipline-appropriate professional organizations	
Incorporating service-learning component into a course	
Use of new classroom technologies	
Evidence of continuous evaluation, assessment, and possibly revision of courses taught	
Creation of significantly new courses or course materials	

Study and/or training (formal or informal) of emerging subjects/materials which can be incorporated into courses	
<b>Promotion Candidate</b>	
<b>University Citizenship</b>	
Participating in campus, departmental, and University committees	
Participating in campus activities that promote student involvement in student orientation, Brown Bag lunch meetings, student organizations, student information events, academic discovery days, etc.	

## Table 8.

Summary Table of Criteria for Promotion for FTNTT Faculty Members

<b>Rank</b>	<b>Teaching</b>	<b>Professional Development</b>	<b>Citizenship</b>
<b>Professor/Senior Lecturer</b>	Very Good or Excellent	Very Good or Excellent	Optional supporting materials
<b>Associate Professor/Associate Lecturer</b>	Very Good	Very Good	Optional supporting materials

For consideration for promotion to senior lecturer or full professor, the candidate must achieve an “Excellent” rating in either teaching OR professional development with a rating of “Very Good” in the other categories.

For consideration for promotion to associate lecturer or associate professor, the candidate must have “Very Good” in both categories.

### Promotion Appeals

In the event of a negative recommendation on promotion, per the FTNTT CBA, the faculty member has the right to appeal the decision to the next highest administrative officer pursuant to the procedure outlined in the applicable provisions of the FTNTT CBA.

## Section VI. Criteria, Performance Expectations and Department/College Procedures Relating to Merit Awards

### PROCEDURE AND GUIDELINES FOR FACULTY MERIT AWARDS (FORMERLY KNOWN AS FACULTY EXCELLENCE AWARDS)

Procedure: Faculty Merit Awards are available as specified in the applicable TT CBA. When Faculty Excellence Awards are included in the Collective Bargaining Agreement, the CAC will review and modify the College's existing Faculty Excellence Award criteria and procedures, if required. The Dean will distribute all relevant material to eligible Faculty. Faculty members shall submit materials by the announced date for review, evaluation, and assessment of achievement using the College's Faculty Excellence Awards application. General information about faculty merit awards is included in Article XII, Sections 4.E. & 5.B.3. of the tenure track Collective Bargaining Agreement.

Faculty who are tenured or on the tenure track, are 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 are eligible. Each academic unit on the Kent Campus and each Regional Campus will determine what percentage of the merit award pool shall be used to support awards in each of the three (3) categories including (1) research and/or creative activities; (2) teaching; and (3) service to the academic unit/Campus, College, University, and/or academic profession. No academic unit or Regional Campus shall allocate less than 20% of the merit award pool to support any of the three (3) categories. (Section 4c of T/TT CBA). The Provost shall distribute the Kent Campus pool on a per capita basis to the academic units of the Kent Campus. Eighty percent (80%) of the allocation shall be distributed on a per capita basis to each College. Twenty percent (20%) of the allocation shall be reserved for use in the sole discretion of the College Dean to supplement awards or to make additional merit awards in the College. For the college of nursing, 40% of the funds will be allocated for meritorious research, 35% of the funds will be allocated for meritorious teaching, and 20% of the funds will be allocated for meritorious service.

#### Faculty Peer-Review Guidelines for Faculty Merit Awards

1. The following process will be followed in the evaluation and recommendation of Faculty for Faculty Merit Awards at the College level. If the process described in this Handbook conflicts with the Tenured/Tenure-Track Collective Bargaining Agreement, the Collective Bargaining Agreement will take precedence.
2. The Dean shall facilitate the Faculty peer-review process.
3. Eligible Faculty for FMA will constitute the FMA peer review committee and meet with the Dean, or designee, to discuss the policies, process, and procedures for the FMA review process. An elected Faculty member of this committee will serve as the FMA Committee Chair. The committee will establish due dates for the College's Faculty Merit Awards peer review process.
4. The Dean, or designee, shall make electronic copies available of all the submitted FMA forms

to each member of the FMA Committee by the agreed upon date. Eligible Faculty will complete the FMA form (appendix 6) as their application for FMA by the agreed upon due date.

5. The FMA Committee members will use the reviewer column of the FMA form (appendix 6) to evaluate each applicant. The means and methods for resolution of any problematic issues arising during the peer evaluation process shall be determined by the FMA Committee.
6. The FMA Committee Chair shall compile the data from the evaluation forms and determine the proportional values for each evaluation category, for each applicant. Upon completion, the FMA Committee Chair shall forward an electronic summary of the results to the Dean, or his/her signee, and copy the members of the FMA committee.
7. The Dean, or designee, shall review the peer evaluations submitted by the FMA Committee Chair. If the Dean has delegated these responsibilities, the Dean's designee shall submit the results of the FMA Committee's peer review process to the Dean's office, by the agreed upon date. This step will complete the evaluation and allocation process for the Faculty portion of the Faculty Merit Awards.

Faculty Excellence Awards are available as specified in the applicable T/TT CBA Article XII Section 3, pg. 57. Procedures and timelines for review and recommendation for the awards are included in the T/TT CBA Collective Bargaining Agreement and posted on the Faculty Affairs website of the Provost's Office.



## Section VII. Other Department/College Guidelines

To guide students on student policies, please see the current academic year's undergraduate and graduate student handbooks.

For questions regarding how to process student academic misconduct and complaints, please see the Dean.

### **Student Records Retention**

For information on university requirements for records retention, see the University Counsel website at <https://www.kent.edu/generalcounsel/record-retention-schedule> and University policy register at <https://www.kent.edu/policyreg/university-policy-regarding-records-retention>.

# Appendix 1

Kent State University

College of Nursing

## COURTESY FACULTY NOMINATION FORM

Date \_\_\_\_\_

I (name of faculty) \_\_\_\_\_ wish to nominate

(name of candidate) \_\_\_\_\_ for a courtesy faculty position.

Performance (describe service to KSU student[s]) \_\_\_\_\_

**Attach resume/CV**

Signature of faculty \_\_\_\_\_

Revised 7/91, 10/04, 10/08, 10/15

## **Procedure for Nomination and Annual Review of Curtesy Faculty**

### **Curtesy Faculty Process for New Nominees**

- a. Potential nominee submits a CV and an online request form for nomination by a full-time CON faculty member through the website: <https://www.kent.edu/nursing/becoming-adjunct-faculty>.
- b. The online form is automatically emailed to the Dean's administrative assistant.
- c. An automated email is sent to the prospective curtesy faculty candidate.
- d. The Dean's administrative assistant will send email notification and CV to faculty member(s) identified by candidate who can provide a nomination.
- e. Full-time faculty or concentration coordinator/program director completes nomination form (found in "Share" Drive-Path: CON Information—Curtesy faculty—New Process).
- f. Files (nomination form and CV) are brought to CAC for approval at the next CAC meeting.
- g. An email is sent to the nominating faculty with notification of the outcome.
- h. A letter is sent to the individual with non-paid personnel hiring packet by the Dean's administrative assistant.
- i. After returning the packet to the Dean's administrative assistant, a contract for the adjunct faculty member is prepared and sent to the applicant.

### **Current Curtesy Faculty Review**

- a. In May of every year, the review process begins. CAC will review the current list of curtesy faculty. Curtesy faculty who are in their 10th year of appointment are notified by email by the dean's administrative assistant that their 10-year appointment is ending and that they will need to request a nomination and submit an updated CV for reappointment.
- b. A copy of the current Curtesy Faculty Roster will be updated annually by the Dean's administrative assistant and kept on the "Share" Drive (path: CON Information—Adjunct faculty—Rosters).
- c. Curtesy files are kept electronically by the Dean's administrative assistant.

## Appendix 2

### **Faculty Curriculum Vitae Format**

#### **Faculty Curriculum Vitae**

All T/TT and FTNTT faculty members are required annually to provide a current curriculum vita (CV) in the CON-approved format, a template for which is included below, to be kept on file in the Dean's office.

#### **General Principles of CV Formatting:**

- a. Write your CV if the reader knows nothing about you, your professional affiliations, or the names of journals or funding sources.
- b. Avoid all use of acronyms (e.g., journal titles, conference sponsors, organizational affiliations other than KSU, etc.).
- c. Use 1" borders, enter page number in footer.
- d. Use consistent formatting for all sections of CV.
- e. Use APA format and reverse chronological order for listing of educational institutions, publications, presentations, grant submissions, research, etc.

Below, tables are provided for formatting sections of the CV. Faculty may or may not choose to use tables; if used, make the borders invisible on the CV.

#### **Top section of CV:**

1. Full name, including maiden name if applicable
2. Full home address
3. KSU College, department, building, office #
4. Phone numbers, email address(es)
5. Language fluency other than English

#### **Jane A. (Doe) Smith Curriculum Vita**

Home: 1234 Elm St. Kent, OH 44242  Work: College of Nursing Henderson Hall RoomKent State University	Kent, OH 44242 Home phone: Cell phone: Work phone: Email(s):  Languages other than English:
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## Licensures and Certifications

	Type of Licensure or Certification	Licensing or Certifying Organization
Current RN Licensure # and State(s)		
Current Certification(s) & Date(s) of Expiration		

## Education

Date of Degree Completion	Institution & City, State	Degree/ Month /year	Major

## Professional Work Experience

Full-time Positions:

Dates of Employment	Institution & City, State	Position (include rank and/or role); Month/Year

Part-time and Adjunct Positions:

Dates of Employment	Institution & City, State	Position (include rank and/or role) Month/Year

## Honors and Awards

Date	Name of Award/Recognition	Institution/Organization Name, Location

Funded Research: (Authors/collaborators, submission date, title, funding source, amount, funding period; award number if federal grant; identify your role)

**Research Grants under Review: (Authors/collaborators, submission date, title, funding source & period, amount; identify your role)**

**Unfunded Research: (Authors/collaborators, submission date, title, funding source, amount; identify your role)**

**Training/Equipment Grants (Authors/collaborators, submission date, title, funding source, indicate if funded, amount requested; identify your role)**

**Peer-Reviewed Publications (APA format)**

**Bold** your own last name; include only accepted, in-press, or published work

**Non-Peer-Reviewed Publications (APA format)**

**Bold** your own last name; include only accepted, in-press, or published work

**Research Presentations (include all authors/presenters, date, organization, location, etc.; include whether peer-reviewed or invited) (APA format). Bold** your own last name

**Professional Presentations (include all presenters, date, organization, location, etc.) (APA format). Bold your own last name**

**Honors, Thesis and Dissertation/DNP Project involvement**

Date	Your Role	Program & Department	Honors, Thesis, Dissertation, DNP Project, Other?	Student Name	Title of Study

**Citizenship / Service**

**College of Nursing, Kent State University**

Body (e.g., committee, task force, council)	Date(s)	Your Role

**Kent State University**

Body (e.g., committee, task force, council)	Date(s)	Your Role

**Professional Organizations: Include Editorial or Reviewer Activities (editor, editorial board, manuscript or grant review, RTP reviewer for another university, etc.)**

Name, body (e.g., journal, funder, committee, council, etc.)	Date(s)	Your Role

**Community Organization**

Name, body (e.g., committee, task force, council)	Date(s)	Your Role

**Consultations (list):**

**Courses taught at KSU (last 7 years):**

**Courses taught**

<b>Semester &amp;Year</b>	<b>Name/# of course</b>	<b>Level (UG, MSN/DNP, PhD)</b>	<b>Online (O), F2F,Hybrid (H)</b>

**Other:**

**Left or right bottom of last page of CV:** List date of revision (month and year)

Approved by CAC 11/22/2021



## **Appendix 3**

### **Policies and Procedures for Peer Review of Teaching**

#### **Introduction**

The purpose of the peer review of teaching is to document teaching performance, including identification of areas of strength and opportunities for improved effectiveness. Peer reviews of teaching are required for inclusion in RTP portfolios. According to the CON Faculty Handbook, candidates for tenure undergo a minimum of one teaching peer review annually. Tenure track or tenured candidates for promotion provide a minimum of one recent peer review within the last year prior to the application. Full-time non-tenure track (FTNTT) faculty are also encouraged to submit peer reviews with their narratives for their performance reviews. FTNTT candidates for promotion submit a file that includes peer review(s). Faculty are expected to include both the completed peer review document(s) and their reflection of the implications of the peer review(s) in the portfolio narrative. Other purposes of the faculty peer review are to foster unique and innovative qualities in the teacher (within the boundaries of academic freedom), facilitate constructive reflection of teaching between peers, and enable faculty to learn from each other's teaching practices. The peer review of teaching is a fillable PDF located on the S-Drive.

#### **Identify a Peer Reviewer**

- a. Faculty select a senior peer from within the College of Nursing, within the University, or from a discipline outside the University. The selection of a peer reviewer is based on the expertise of that individual in teaching and evaluating teaching specific to the context of the course delivery method. Considerations for the reviewer include an objective interpretation of what is observed/read (e.g., classroom, LMS platform, acts of teaching, syllabus, assignments) and the use of valid evidence of the teaching process such as student engagement, discussion, and participation.

#### **Preparation for the Peer Review Prior to the Review**

- a. The faculty member under review shares with the reviewer a copy of the syllabus that includes a content outline, learning objectives, assignment(s), schedule of classes, and student grading plan for the course.
- b. The faculty member under review develops specific, observable goals that address the purpose of the peer review.
- c. The faculty member and peer reviewer discuss the following:
  - i. Purpose of the review
  - ii. Goals for the peer review
  - iii. Course delivery method (online, face-to-face, etc.)
  - iv. Expectations of the faculty member's responsibilities if course is team taught
  - v. Teaching philosophy of the faculty being reviewed.

**Post Review**

- a. After the review, a post-peer review discussion meeting provides a forum to share observations from the peer evaluation. This is a collaborative communication to discuss all feedback for the reflection and consideration of the reviewed faculty member.

**Instructions for Completing the Peer Review Process of Teaching**

- a. Each criterion is assessed with comments, as appropriate. To strengthen the peer review's value, the reviewer offers suggestions explaining why the faculty member scored above or below average for each criterion. Any criterion receiving "below expectations" must be accompanied with constructive explanations, examples, and recommendations for improvement.
- b. Reviewers provide summative comments at the end of the review that specifically address faculty member strengths and provide suggestions for improvement.
- c. The faculty member receiving the review can include remarks on the final document in the "Faculty Comment" box.

At the completion of the post-review discussion, both the reviewer and the faculty member being reviewed sign and date the completed peer teaching review.

**Peer Teaching Review**  
**Kent State University College of Nursing**

**Course Number/Name**

**Faculty Reviewed:** \_\_\_\_\_ **Rank:** \_\_\_\_\_ **Peer Reviewer:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Approximate number of students:** Graduate \_\_\_\_\_ Undergraduate \_\_\_\_\_ Course

**delivery format:**

**face-to-face** \_\_\_\_\_ **asynchronous online** \_\_\_\_\_ **synchronous online**

**blended/ hybrid** \_\_\_\_\_ **live online (ex. Collaborate)**

**A. Course Syllabus and Learning Objectives**

Criteria	Below	Meets	Exceeds	N/A	Comments
1. Course syllabus is clear, concise, and free of grammatical or typographical errors.					
2. Syllabus is comprehensive and includes all relevant information (e.g., faculty contact information, topic outline, reading assignments, assessment plan and grading scale, course policies, course schedule, and project due dates).					
3. Syllabus or most important information (e.g., booklists) is available to students at least one week before the course.					
4. Syllabus is easy to find for outline courses.					
5. Learning objectives in the syllabus are clearly written, measurable, and appropriate for the class and class level.					

6. Faculty demonstrates a clear connection between the content explored in this class and overall goals and objectives for the course.					
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### B. Assessment and Measurement

Criteria	Below Expectations*	Meets Expectations	Exceeds Expectations	N/A	Comments *Add comments as appropriate. Items ranked as Below Expectations require additional comments.
1. The grading policy, including the distribution of grades and assignment expectations, are clearly stated.					
2. Student learning is assessed fairly with an appropriate proportion of individual and group work grades.					
3. Students receive enough feedback to monitor their success in the course before the midterm.					
4. Content explored during this session is congruent with student assessment.					

### C. Instructional Methods/Strategies

1. Course content is based on current evidence.					
2. Faculty presents information in an organized and clear manner.					

### D. Learner Interaction and Engagement

1. Students and faculty provide introductions at the beginning of the course.					
2. Opportunities exist for students to socialize and meet classmates (either face-to-face or virtually, e.g., online student blogs).					

3. Students are actively engaged in the class according to course participation guidelines provided in the syllabus.					
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### E. Teaching Strategies

1. Instructional strategies used during this class session are effective.					
2. Faculty is knowledgeable about the topic and well-prepared for class.					
3. Faculty actively promotes a positive emotional climate in the class.					
4. Faculty exhibits passion for the teaching/learning process.					
5. Faculty's philosophy and approach to teaching is reflected in their interactions with students during this class session.					
<b>Criteria</b>	<b>Below Expectations*</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>N / A</b>	<b>Comments</b> *Add comments as appropriate. Items ranked as Below Expectations require additional comments.

### Teaching Strategies (cont'd)

6. Faculty corrects students' misconceptions and clarifies subject matter.					
7. Faculty encourages discussion and actively participates.					
8. Active learning strategies are applied.					
9. A variety of relevant illustrations/examples are given.					
10. Faculty speak clearly, audibly, and confidently.					
11. Faculty is enthusiastic about the subject matter and effectively held the class's attention.					
12. Faculty made effective use of discussion boards and/or audio/visual aids.					

#### F. Course Technology

1. The physical or virtual environment enhanced the teaching/learning transaction in this class.					
2. Effective technologies were used to further the aims of this class and facilitate student interaction.					
3. Sufficient information was provided for students to successfully retrieve electronic reference materials (e.g., electronic reserves, OhioLink, VPN accessibility, etc.).					
4. Course content was organized and easy to locate in the online classroom.					

#### G. Learner Support

Criteria	Below Expectations*	Meets Expectations	Exceeds Expectations	N/A	Comments  *Add comments as appropriate. Items ranked as Below Expectations require additional comments.
1. Teaching methods are varied to accommodate various student learning needs.					
2. The online or classroom environment is safe and conducive to learning.					
3. Students are treated with respect.					
4. Assignment instructions are provided with clear deadlines and rubrics for grading					



#### H. Accessibility

1. Mechanisms are in place to assure that students know how to navigate the online learning platform.					
2. Faculty is approachable by students and responsive to their questions and need within the timeframe set by faculty at the beginning of the course.					
3. Students are instructed about accessing technical and/or writing support.					

**Attach syllabus, course description/objectives, and content outline with objectives for the class being reviewed.**

Peer Review Goals:

Summary of Faculty Strengths in Teaching (attach additional page for more space)

Suggestions Related to Teaching, Course Delivery and/or Student Engagement (attach additional page for more space)

Additional Comments and Recommendations (attach additional page(s) for more space)

Faculty's Response to Review

Signatures: \_\_\_\_\_ Date: \_\_\_\_\_  
(Faculty Reviewer)

\_\_\_\_\_ Date: \_\_\_\_\_  
(Faculty Reviewed)

## Appendix 4

### **T/TT Reappointment, Tenure and Promotion Portfolio Template Kent State University College of Nursing**

[Date]

[Name]

[Academic years that this portfolio applies to and type (reappointment, tenure, promotion)]

Dear members of the RPT,

[Provide introductory paragraph with a brief overview of your portfolio such as goals you achieved, goals you are striving for, and highlights of your file.]

#### **Professional and Scholarship Goals**

[What were your previous goals and how did you achieve them? If you did not, where are you in achieving the goal, do you need to adjust the goal, what went well, and what could go better or be improved upon? What are your goals for the next reappointment or promotion?]

#### **Summary of Scholarship**

[Provide a summary of your scholarship. What is your line of inquiry and how does it inform the science and discipline of nursing and health care? It is difficult to “toot your own horn;” however, it is important to showcase your work. Therefore, write about your work and not yourself—you may find it easier to elevate and showcase in that way. It is also useful to use language from the policy. For example, “the CON requires faculty in their 5<sup>th</sup> year of reappointment to have at least 5 high quality, influential, data-based publications in peer-reviewed journals or books.” I am in my 4<sup>th</sup> year and have already achieved this goal and continue to work towards future publications...]

[You should also discuss your research study progress (current studies, grant awards, and grant applications), your national peer-reviewed presentations and/or invitations to give presentations, expert research-related consultation to federal/state or other organizations, awards, and/or recognition from professional organizations].

[Provide a table highlighting the most important publications (or in some cases, all articles) from the timeframe of your work towards reappointment, tenure, or promotion. This is especially important if there are several articles that may not be related to scholarship listed in your CV. A similar table could be used to highlight your teaching scholarship and impact with student publications. A table could also be used to highlight important (high impact) presentations.]

Article name	Date published	Your role in writing/publishing the article	Journal name	Citations	Peer review? Consider impact factor or a note of the prestige in the profession/discipline of the journal.
e.g., Making		I was first author of	<i>The Journal</i>	24	Peer reviewed, impact
Tenure		the article and PI of	<i>of Tenure</i>		factor of 2.3, only one
		the study (refer to			of its kind in my
		the grant award)			discipline

[To correspond with your discussion of the impact of your research, you can consider a graph of progress with citations (this is a copy and paste from Google Scholar). Consider what is the best way to discuss **YOUR** scholarship.]

**Summary of Teaching Scholarship**

**Philosophy of teaching.** [Provide information about your teaching philosophy and the

pedagogy that you use that supports that philosophy.]

[Teaching scholarship includes activities that involve your interactions with students. This includes courses you teach, peer review, and SSIs. Provide a summary (consider using a table of courses taught, overall impression of your SSI scores, and actions taken to change or improve the course). Address any negative trends with how you handled or changed the situation.]

**Impact of teaching summary.** [Discuss the impact of your teaching, e.g., publications or presentations with students or course development, mentorship activities such as with honor students, and work on thesis or DNP projects/dissertation committees.] Teaching impact can also be showcased with tables. Below are some examples:

Table with course, level, credits, semester, and contribution to curriculum development

Course	Level	Credits	Semester	Contribution to curriculum development (%)

Peer-reviewed articles that your students published

Article name	Date published	Your role in writing/publishing the article	Journal name	Citations	Peer review? Consider impact factor or a note of the prestige in the profession/discipline of the journal.
My student is amazing	2021	Mentor/co-author	<i>Excellence</i>	50	Peer reviewed, 2.1 IF

Presentations by your students

Presentation name	Date presented	Your role in writing/publishing the article	Conference name	Peer review or not? Prestige in the profession/discipline of the journal
My student is amazing	2021	Mentor/co-author	<i>Excellence</i>	Peer reviewed, premier conference for cardiac nursing

### Service Activities

[Summarize service to the discipline, University, and College. Highlight service activity that has gone beyond membership and how you lead service activities.]

### Professional Development

[Identify how you attended to professional development since your reappointment/promotion.]

### Conclusion

Provide a summary with final reflective thoughts about your experiences since your last review.

## Appendix 5

### **FTNTT Renewal and Promotion Portfolio Template Kent State University College of Nursing**

[Date]

[Name]

[Academic years that this portfolio applies to and type of renewal or promotion]

Dear members of the RPT,

[Provide an introductory paragraph with a brief overview of your portfolio such as goals you achieved, goals you are striving for, and highlights of your file.]

#### **Professional Goals**

[What were your previous goals and how did you achieve them? If you did not, where are you in achieving the goal, do you need to adjust the goal, what went well, and what could go better or be improved upon? What are your goals for the next renewal period?]

#### **Philosophy of teaching**

[Optional – while not required, a discussion of your philosophy informs the committee of the foundation of your goals.]

#### **Summary of Teaching Scholarship**

[Teaching scholarship includes activities that involve your interactions with students. This includes courses you teach, peer review, and SSIs. Provide a summary (consider using a table of courses taught, overall impression of SSI scores, and actions taken to change or improve the course). Address any negative trends with how you handled or changed the situation.]

**Impact of teaching summary.** [Discuss the impact of your teaching, e.g., publications or presentations with students or course development, mentorship activities such as with honor students, and work on thesis or DNP projects/dissertation committees.]

#### **Professional Development**

[Identify how you attended to professional development since your last renewal.]

#### **Optional: Scholarship and Citizenship Activities**

[Additional scholarship or service activities]

#### **Future Goals**

#### **Conclusion**

Provide a summary with final reflective thoughts about your experiences since your last review.

## Appendix 6

### KENT STATE UNIVERSITY COLLEGE OF NURSING FACULTY MERIT APPLICATION

According to the AAUP/Kent State University Collective Bargaining Agreement, tenured/tenure track faculty are eligible to apply for a monetary faculty merit award based on research/creative activities, teaching and service activities. Faculty members wishing to be considered for this award must complete this form electronically and return it to the Dean's Office by the date set forth by the Provost's office.

Faculty can apply for an award in either one or all categories: (1) documented meritorious performance in research and/or creative activities; (2) documented meritorious performance in teaching; and (3) documented meritorious service to the CON, University, and/or the profession/discipline.

#### DIRECTIONS:

1. Complete this form and submit only the portion of the form on which you have your application; delete unused parts of the form. Add rows to each area as need. For example, if you are only applying for merit under service, please delete research/creative activities and teaching.
2. Provide information only on activities that you believe are meritorious, for example something that is above and beyond your workload assignment.
3. Leave "Review" column blank for reviewer.
4. For each item listed on this form, number and highlight the corresponding reference on your CV, and write the corresponding page and activity number on the merit form. For activities not listed on your CV, put complete information on the form.
5. Submit ONLY your CV with this application, no additional materials. If the committee needs additional information to reach a decision, the applicant will be contacted.
6. Use appropriate APA format to cite publications and presentations.
7. Because you will be receiving this form and entering your merit information electronically, you may extend the length of any given section by copying and pasting additional rows as needed.
8. This merit application covers ONLY the dates in the Provost's call for applications sent every three years during the fall semester:

Additional forms are available electronically from the Dean's office via an email attachment from [gstypa@kent.edu](mailto:gstypa@kent.edu)

Please check the type of application you are submitting: \_\_\_\_\_Research\_\_\_\_\_Teaching  
\_\_\_\_\_Citizenship

I attest to the completeness and accuracy of this file.

Print Applicant Name \_\_\_\_\_ Date of Submission \_\_\_\_\_  
Applicant Signature (or digital signature) \_\_\_\_\_



### **PART A: RESEARCH/CREATIVE ACTIVITIES**

Complete the table below, entering the number of items for each category and the page # / item # on your curriculum vitae. Highlight **in yellow** the item on your CV. Indicate the number of activities in each category and, as relevant, if activity is local, regional/state, national, or international. The Reviewer column is for members of the FMA committee. Reviewers should rank each application in each category using a Likert scale from 1 (below expectation) to 5 (exceeds expectations).

<b>A</b>	<b>Activity</b>	<b># of items (if applicable)</b>	<b>Page(s) in your CV where item is found</b>	<b>Reviewer comments: 1-5</b>
A.1	Book chapters:			
A.2	Peer reviewed articles:			
A.3	Presentations:			
A.4	Internal KSU grants; indicate submissions and number funded (amount) and unfunded			
A.5	External grants; indicate submissions and number funded (amount) and unfunded			
A.6	Other scholarly activities (describe): Research studies conducted without funding			
A.7	Other scholarly activities (describe):			

**PART B: TEACHING**

## TEACHING

<b>B</b>	<b>Activity</b>	<b># of items (if applicable)</b>	<b>Page(s) in your CV where item is found</b>	<b>Reviewer comments: 1-5</b>
B. 1	<b>Conducted a Teaching Peer Review:</b>  <b>Course reviewed:</b>  <b>Date:</b>			
B.2	<b>New course</b>  <b>course revision</b> that consisted of revising most of the course for which you were not paid and/or received no release time: <b>Course # and name (brief description):</b>			
B. 3	<b>Special student</b>  (e.g., dissemination)  <b>Course# and name:Project:</b> <b>Student Name:</b> <b>Semester &amp; Year:</b>			

B. 4	<p><b>Dissertation or DNP Scholarly Project</b> (at completion):</p> <p>1. Faculty Role: Student Name :Sem. Defended: Title:</p> <p>2. Faculty Role: Student Name :Sem. Defended: Title:</p>			
B. 5	<p><b>Teaching/education Training Grants</b> (or equivalent):</p> <p><b>Date:</b></p> <p><b>Title:</b></p>			
B. 6	<p><b>Other Teaching Activities</b> for which you did not receive compensation</p>			

**PART C: SERVICE**

**SERVICE**

<b>C</b>	<b>Activity</b>	<b># of items (if applicable)</b>	<b>Page(s) in your CV where item is found</b>	<b>Reviewer comments: 1-5</b>
C 1.	Editorial Board position (not reviewer):  Manuscript reviewer:			
C 2.	<b>Service to the College of Nursing - Committee/ Task Force, Student Advising, etc.: Committee: Role: # Mtgs: Intensity of time investment: Semester</b>			
C. 3	<b>Service to the University - Committee/ Task Force, Student Advising, etc.:  Committee: Role: # Mtgs: Intensity of time investment: Semester:</b>			

C 3.	<b>Service to the Profession and/or Community -</b> Committee/ Task Force, board positions,etc.:  <b>Name of committee/task force:Role:</b> <b># Mtgs:</b> <b>Intensity of time investment:</b> <b>Semester:</b>			
C 4.	<b>Development &amp; Presentation of CEU</b>  <b>Offering (or equivalent) : Date:</b> <b>Organization:</b> <b>Title of Presentation:</b>			
C 5.	<b>Service Award and</b>  <b>Name of Award:</b> <b>Organization</b>			
C 6.	<b>Other service-relatedactivities not mentioned above</b>			