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# Kent State University **DEPARTMENT OF GEOGRAPHY**

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## DEPARTMENT HANDBOOK

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Approved by the Faculty, April 15, 2022

## 1. Matters of Department Governance and related procedures

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### A. Definition of the faculty

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The terms "*faculty*", "*members of the faculty*", and "*faculty members*" used in this handbook are defined as faculty who hold full-time tenured or tenure-track (TT) or non-tenure-track (NTT) appointments at the University and who, therefore, are members of either the TT or NTT bargaining unit as defined in their respective current CBA. Unless otherwise specified, voting rights on departmental matters are restricted to the faculty.

### B. Administrative and Service Positions

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#### 1. Department Chair

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The Department Chair (hereinafter "Chair") is the chief administrative officer of the Department, and reports directly to and is accountable to the Dean of the College (hereinafter "Dean"). He/she is also accountable to the Faculty members of the Department. The Chair is responsible for recording, maintaining, and implementing the policies and procedures stated in this Handbook through regular and thorough consultation with the Department faculty and the Department's various committees as provided in the CBA. He/she is responsible for ensuring that the policies established in this handbook are in conformity with the University Policy Register and the rules of the Office of the Provost. He/she is also responsible for implementing regulations and the terms and conditions of the applicable CBAs.

The Chair is an academic officer charged with the responsibility and the authority to represent the department's interests to the College, the University, and to the Discipline. The Chair is expected to be sensitive to the interests of all members of the Department in terms of his/her dealings and relationships external to the Department. Within the Department, the Chair serves as an ex officio, non-voting member of all Department committees, and may make appointments as necessary and permitted to Department committees and to the various administrative and service positions in the Department.

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

#### 2. Assistant to the Chair

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The Assistant to the Chair is appointed by the Chair after consultation with the FAC. The term of service is two (2) academic years; reappointment may be made following satisfactory performance review conducted by the Chair. The appointment may be terminated at any time by the Chair, in their sole discretion. Duties include developing course and class schedules with approval of the Chairperson, assisting in developing the departmental budget, assisting the chair in maintaining the appropriate liaison with other academic units, developing summer course schedules appropriate to student needs, and serving as senior Department Officer in the absence of the Chairperson. Any additional duties and responsibilities of the Assistant Chair are determined by the Chair in consultation with the FAC.

### 3. Graduate Coordinator of MS and PhD studies

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The Graduate Coordinator of MS and PhD studies is appointed by the Chair after consultation with the Graduate Faculty and the FAC. The Graduate Coordinator must be a full member of the Graduate Faculty holding the rank of Associate Professor or Professor. The term of service is established by the Chair in consultation with the FAC, but may be terminated by the Chair, at their sole discretion. The Graduate Coordinator chairs the Graduate Studies Committee (GSC).

The Graduate Coordinator will regularly meet with the Chair and the Graduate Studies Committee to discuss the status and prospective modifications to the graduate program, and updates to the Graduate Handbook. The Graduate Coordinator actively leads the graduate admissions and funding process for prospective MS and PhD students, in consultation with the GSC and the Chair. They also supervise the progress of graduate students towards their degree, including the initial assignments of temporary advisors, and the collection and review of student Annual Reports. In coordination with the Chair, and in consultation with the GSC, the Graduate Coordinator also assigns duties to graduate students that are on departmental funding.

The Coordinator is responsible for assisting Geography graduate students and their advisors. This includes assistance with course scheduling and graduation planning, and submission of relevant paperwork. They also participate in recruitment events and meet with prospective students.

The Graduate Coordinator also serves as the liaison between the Department and the College and University on graduate curricular matters related to the PhD and MS degrees. They are responsible for monitoring the Graduate Budget and submitting it to the college as requested, approving students for graduation, and processing dismissals, extensions, and leaves of absence. They attend Graduate Council meetings, consult with graduate coordinators in other Departments on any interdepartmental curricular concerns, and work with college advisors. They also lead the submission process of all paperwork related to curricular changes that affect the graduate program and lead the collection of all necessary assessment data required by the university.

The Graduate Coordinator is expected to continue these duties during the summer, for which they may receive additional compensation.

### 4. Master of GIS Program Director

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The Master of GIS Program Director is appointed by the Chair after consultation with the FAC. The term of service is two (2) academic years; reappointment may be made following satisfactory performance review conducted by the Chair. The appointment may be terminated at any time by the Chair, in their sole discretion. The Program Director will regularly meet with the Chair to discuss the status and prospective modifications to the program, staffing of courses, and updates to the graduate handbook. They will be responsible for the day-to-day running of the MGIS program, which includes the scheduling of classes in Geography and other departments, updating the programs as needed (Master of GIS, Post-Baccalaureate Certificate in Geographic Information Science, Post-Baccalaureate Certificate in Environmental GIS), coordinating the regular revision of courses and creation of new courses, and processing any needed paperwork.

The Program Director participates in recruitment events, working with the program advisors, marketing the program to potential applicants, ensuring that students are up-to-date with all software

and licenses required for the program, and serving as liaison to Information Services regarding the Department's and Program's Technological needs.

The Program Director is actively involved with the review and admission of applicants and supervises the progress of graduate students towards their degrees. They are also responsible for assisting students with scheduling and related advising issues and answering questions of current and prospective students. As students only enroll in Practicum in GIS in their final semester, but are planning for Practicum throughout their tenure, the Program Director will serve as advisor for students as they begin work on their project prior to formal course enrollment.

The Program Director also serves as the liaison between the Department and the College and University on graduate curricular matters related to the MGIS programs. They are responsible for approving students for graduation, and processing dismissals, extensions, and leaves of absence. They attend Graduate Council meetings, consult with graduate coordinators in other Departments on any interdepartmental curricular concerns, and work with college advisors as needed. They also lead the submission process of all paperwork related to curricular changes that affect the program and lead the collection of all necessary assessment data required by the university.

#### **5. Geography Undergraduate Program Coordinator**

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The Undergraduate Coordinator is appointed by the Chair after consultation with the faculty and the FAC. The Undergraduate Coordinator must be a full-time faculty member. The term of service is established by the Chair in consultation with the FAC, but may be terminated by the Chair, in their sole discretion.

The Undergraduate Coordinator's primary duty is the advising of Geography undergraduate majors and minors. This advising includes assistance with course scheduling and graduation planning and the submission of required forms. They will also lead the development of promotional material for the program, participate in recruitment events and meet with prospective students.

The Undergraduate Coordinator will meet as needed with the Chair and the Curriculum Committee to discuss the status and prospective modifications to the undergraduate program. They will also chair an ad hoc committee to review all accolades and awards given to Undergraduate students by the Department.

The Undergraduate Coordinator also serves as the liaison between the Department and the College and University on undergraduate curricular matters. They consult with undergraduate coordinators in other Departments on any interdepartmental curricular concerns and work with college advisors as needed. They will also lead the submission process of all paperwork related to curricular changes that affect the undergraduate program and lead the collection of all necessary assessment data required by the university.

The Undergraduate Coordinator is also expected to continue these duties during the summer, for which they may receive additional compensation.

#### **6. Environmental Studies Program Director**

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The Environmental Studies Program Director is appointed by the Dean of the College of Arts and Sciences in consultation with the members of the Environmental Studies Committee and with the chairs of the four associated departments: Sociology, Geology, Biological Sciences, and Geography. The term of

Directorship shall be four years and can be renewed. The appointment may be terminated at any time by the Dean, in their sole discretion. The Environmental Studies Director chairs the interdisciplinary Environmental Studies Committee (ESC) and is expected to consult with the ESC on all substantial initiatives. The Program Director will meet regularly with the ESC to discuss the status and prospective modifications to the major and minor program, including the coordination of available courses for students. Within Kent, they liaise with Kent State-Stark's Environmental Studies coordinator and work with College and University advisors to coordinate marketing and promotion of the program. They also are the contact for liaisons with outside agencies. They serve as the primary contact and advisor for students who major or minor in the program, and coordinate the awarding of scholarships, special accolades, and awards given to Environmental Studies students. The Environmental Studies Director is also expected to continue these duties during the summer, for which they may receive additional compensation.

#### **7. Core Course Coordinators**

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For each Kent Core course, one coordinator is appointed by the Chair after consultation with the FAC. The term of service is two (2) academic years; reappointment may be made following satisfactory performance review conducted by the Chair. Duties include the following:

- Establish and revise as needed the course learning objectives, description, and textbook;
- review course expectations and structure with all instructors before each semester;
- for all graduate students teaching in a given semester: serve as a mentor for any course related content, review syllabi for the course, and conduct peer reviews on request.

#### **8. Additional Administrative Appointments**

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Appointments to other departmental administrative positions are made by the Chair after consultation with the FAC. Appointments will be dependent upon the specific requirements of the position and an individual's qualifications for the position. Duties and terms of office shall be specified by the Chair and FAC in writing. If a workload equivalent is to be associated with the appointment, the position must also be referenced in the description of workload equivalents contained in this handbook.

#### **9. Non-Academic Staff**

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

### **C. Department Committees**

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All Department committees are advisory and recommendatory to the Chair. The membership, structure, and function of some of the Department's committees are governed by University, Administrative and Operational Policies and the applicable CBA. The Chair may establish other departmental standing and ad hoc committees in consultation with the FAC. The Chair will welcome requests from faculty members for positions on the Department's various committees. The Chair, when making appointments to Department committees, will be mindful of the diversity of disciplines within the

Department and will consider the expertise and interests necessary for the effective functioning of specific committees. The Chair will also convene multiple committees together where applicable; for instance, the Graduate Studies and Undergraduate Studies Committees will be convened together for matters that pertain to both programs.

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

The FAC is structured and operates as described in the applicable CBA. Tenure-track members of the FAC are elected directly by all tenure-track faculty of the Department. The Non-Tenure track member of the FAC is elected directly by all non-tenure-track faculty of the Department. FAC terms are for three (3) years. Elections are conducted in the Spring Semester and the FAC members assume office at the beginning of the Fall Semester. The FAC shall consist of four tenured and tenure-track faculty members, one of which must be from a regional campus, along with one full-time non-tenure track faculty member.

With respect to any matter on which the FAC has been consulted, the Chair will notify the FAC of his/her decisions and/or recommendations. The Chair will also relate FAC advice to higher academic officers, and will inform the FAC of the status and final administrative determination on matters on which it has been consulted.

The FAC is convened and chaired at least once per term by the Chair who, in consultation with the FAC, sets the agenda for its meetings. FAC members may request that items be added to the agenda. Additional meetings of the FAC may be called by the Chair, as needed, or upon a request by at least one-half of the members of the FAC. The FAC elects one (1) member to act as the Department representative to the College Advisory Committee (hereinafter "CAC"). The FAC shall advise the Chair on the hire of all part-time instructors in Geography on the Kent Campus.

### 2. The Undergraduate Studies Committee (USC)

The USC is composed of the undergraduate coordinator and at least three (3) other faculty members elected by the full-time faculty for terms of three years. Elections shall be held in the Spring for terms to begin in the Fall. The USC supervises and coordinates the Department's undergraduate curricular programs. The USC makes recommendations on any and all matters which affect the academic programs of the Department including but not limited to course scheduling, faculty proposals for new courses, changes in course content, major requirements, and other curricular matters. The USC reviews and decides student appeals regarding course substitution. For any curricular changes to be implemented, they must first be approved by the USC. These changes may include, but are not limited to, changes in scheduling of courses, course content, tracks, and requirements.

### 3. The Graduate Studies Committee (GSC)

The GSC is composed of at least three (3) full-time faculty members with full (F3/F4) graduate faculty status, elected by all full-time faculty of the Department, for terms of three years. These members should collectively represent the department's expertise in physical geography, human geography, and GIS. The GSC assists the Graduate Coordinator, who serves as the GSC chair, with the oversight and development of the Department's graduate program. The GSC reviews proposals for new graduate courses, changes in course content and related curricular matters, and conducts periodic reviews of the Department's graduate program as a whole. The GSC is responsible for monitoring the progress and academic performance of graduate students in the Department. The GSC along with all Graduate Faculty of F-3, A-3, or F-4 status evaluate applications for admission and graduate appointments.

#### 4. Student Academic Complaint Committee

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The Student Academic Complaint Committee is composed of three faculty members and at least one student, all of whom are appointed by the FAC. The FAC, or any other standing committee of the department determined by the FAC, with the addition of at least one student, may also function as the SACC. The Chair of the SACC is elected by the SACC at the beginning of each academic year. The policies and procedures of this committee are governed by University Policy 4-02.3. The policy provides for only one SACC in each department.

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

#### 5. Reappointment, Tenure, and Promotion Committee

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

#### 6. Other Departmental Committees

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The Chair may establish, charge, and appoint the membership of additional departmental standing or ad hoc committees as required by the Department, such as a Search Committee, Chairperson Search Committee, and Chairperson Review Committee. In establishing departmental committees, naming members and designating a committee chair, the Chair shall consult with the FAC. The Chair will welcome requests and preferences from the faculty before establishing and making appointments to departmental committees.

#### D. Recruiting Faculty

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The Department supports the goals of the promotion of diversity, equal opportunity, and affirmative action in recruiting and in making appointments to the faculty. The Search Committee consists of a subset of faculty approved by the FAC, although all recommendations of the Search Committee are made after consultation with all faculty. Following the review of applicants, the search committee recommends to the Chair that a subset of the candidates undergo a preliminary interview via telephone or videoconference. Following these interviews, the Search Committee recommends that two or three candidates be invited to campus for an interview. The search committee may recommend its choice of candidates to the Chair. Committee recommendations are advisory to the Chair, who then makes a recommendation to the Dean. If the Dean concurs with the Chair, a recommendation is forwarded to the Office of the Provost. If the Chair's recommendation is different than that of the search committee, the Chair shall inform the Dean of all recommendations and the reasons for the disagreement.

#### E. Grievance Procedure

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

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

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

#### F. Sanctions

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A sanction is a documented corrective action in response to a faculty member's unsatisfactory performance of his/her duties and responsibilities as a member of the faculty. (See, CBA Article VIII).

#### G. Faculty Leaves

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All leaves, sponsored or unsupported, personal or professional, are subject to the approval of the Chair, the Dean and the Provost. University leaves include but are not limited to Research leaves (See University Policy 6-11.8), Leaves of absence without pay (See, University Policy 6-11.9), Faculty professional improvement leaves (See, University Policy 6-12), and Research/Creative Activity appointments (See, University Policy 6-15.3).

#### H. Faculty Absence and Travel Policy

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Faculty members who will be absent from campus for professional or personal reasons must submit a **Request for Absence Form** with the Chair. The request should be made at least one (1) month prior to the planned absence, when possible, and is subject to the approval of the Chair and the Dean. Arrangements for any classes to be missed during the absence must be addressed to the satisfaction of the Chair before approval will be granted.

Attendance at professional meetings is encouraged and approved travel expenses incurred in attending such meetings will be reimbursed when approved prior to travel according to the University's travel policies and are subject to the availability of Department 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.



## I. Faculty Sick Leave

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The Chair should be informed of any faculty taking sick leave; faculty members are also required to record their sick leave accurately on the University's online system. Sick leave should be reported online and to the Chair within forty-eight (48) hours after an absence, whenever possible. (See, University Policy 6-11.1).

## 2. Teaching assignments and workload including workload equivalencies and related procedures

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### A. Faculty Workload and Workload Equivalents

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

The department's specifications for such workload equivalencies are:

#### **TEACHING AND RELATED WORKLOAD**

Courses	1-15 hours/semester
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Graduate student supervision	1 hour/semester
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#### **ADMINISTRATIVE WORKLOAD**

Graduate coordinator	3 hours/semester
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Undergraduate coordinator	3 hours/semester
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Minor or certificate coordinator	1 hour/year
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Other department service	1-2 hours/semester
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#### **SCHOLARSHIP WORKLOAD**

Research	1-3* hours/semester
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University service	Hours mandated by CBA / semester
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*\*In exceptional circumstances, and with approval of the Chair and Dean, other workload credit may be given in the research category.*

In addition, the Chair will, in consultation with the FAC and with the concurrence of the Dean, assign workload equivalencies for specific duties which are considered essential to the academic mission of the Department. Additional workload equivalencies will also be issued in support of letter of offer agreements.

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

## B. Teaching Assignments and Class Schedules

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

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

## C. Summer Teaching Assignments

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The Chair welcomes requests for summer teaching assignments from all full-time faculty members. Summer teaching cannot be guaranteed to any faculty member and most summer teaching assignments are for a partial load. The size, content, and staffing of summer courses are dictated by budgetary constraints and curricular needs. Within these requirements faculty members are offered summer teaching assignments on an annual rotation system. The department will endeavor to distribute summer teaching opportunities equitably among members of the bargaining unit without regard to academic rank. Faculty members may elect not to accept a summer assignment. Full details on summer remuneration are specified in the CBA.

## D. Other Faculty Duties

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### 1. Advising

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Faculty are required to advise and counsel undergraduate and graduate students on academic matters. Individual faculty members are responsible for providing academic counseling to undergraduate students assigned to them and to other undergraduate students who seek such advice, as needed. Student advising at the graduate level is conducted by the student's "major professor" and the student's dissertation committee members. In order to assist in student advising, faculty members should maintain current knowledge of University, College, and Department programs and requirements.

### 2. Final examinations

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Final examinations in all courses must be offered at the time and date specified in the University's schedule of final examinations. Changes of the time and/or date of a final examination require prior approval of the Chair and 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.

### 3. Grades and Student Records

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Faculty members must inform students of their progress throughout the semester. Grades are a faculty member's responsibility and should be assigned fairly and objectively. Submission of final grades must comply with University Policy, including but not limited to the deadline for the timely submission of grades. Failure of faculty members to provide grades in compliance with University Policy will be taken into consideration in reappointment, promotion, tenure and merit decisions. Materials used in computing grades (e.g., exams, papers, reports, etc.) should be retained by the faculty member for five

(5) years after final grades are submitted. Students have a right to inspect the written work performed during a course and discuss the grade with the faculty member.

All members of the Department must comply with all laws and University Policies which govern the privacy of student education records, including but not limited to the Family Educational Rights and Privacy Act (FERPA). These regulations require, among other things, that faculty members keep thorough academic records and forbid the posting of grades by name, social security number or any other system which might identify a student with her/his education record.

#### 4. Office Hours

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

#### 5. Participation in University Activities

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

#### 6. Student and Peer Evaluation

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A Student Survey of Instruction (hereinafter "SSI") is required in each course in each semester and will be conducted under the auspices of the Chair pursuant to applicable University policies and procedures. Probationary faculty members are required to undergo peer review of teaching during each year of the probationary period.

#### 7. Syllabi

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Faculty members are expected to provide students with a syllabus which includes the subject matter to be covered in a course, a listing of assignments and/or reports, approximate dates of examinations, grading standards, attendance requirements, and other pertinent details of the conduct of the class.

#### 8. Annual Workload Summary Reports

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All tenured faculty members are required to prepare and submit an Annual Workload Summary Report for the previous academic year. This Report includes the following items:

- An updated curriculum vitae
  - Course evaluations (provided by the Chair) and syllabi for each course taught.
  - A brief summary of professional activities related to the workload (e.g., if a faculty member has a 3 hour assignment for program coordination, a brief summary of activities related to his/her work as a Coordinator should be provided). This summary will be evaluated by the FAC and Chair when determining future workload releases.
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### **3. Reappointment, tenure and promotion criteria and the criteria and processes relating to other faculty personnel actions**

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#### **A. Reappointment of TT faculty**

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The policies and procedures for reappointment are included in the University policy and procedures regarding faculty reappointment (See, University Policy 6-16). Each academic year, reappointment guidelines for Kent and Regional Campus faculty are distributed by the Office of the Provost.

For probationary faculty, reappointment is contingent upon demonstration of adequate, sustained progress toward the requirements for tenure. Moreover, the faculty member must have established and articulated short and long term plans for achieving these goals. For faculty members following the traditional tenure clock for Assistant Professors, the review after completion of three (3) full years in the probationary period at Kent State University is particularly critical. Upon completion of the third year of the probationary period, faculty reviewing a candidate for reappointment should consider the record of the candidate's achievements to date. This record should be considered a predictor of future success. The hallmark of a successful candidate is a record of compelling evidence of impact upon the discourse of his/her discipline. This record can be demonstrated through review of the candidate's materials in light of the tenure expectations described below. The candidate should also separately have at least one, and preferably two, peer teaching evaluations, preferably by senior faculty in the department, each year. These faculty will provide a written report of the evaluation to the Chair and the faculty member. Specific concerns expressed by the Ad Hoc RTP Committee and/or the Chair during this stage of the probationary period should be addressed by the candidate in subsequent reappointment reviews. Finally, the overall evaluation of a candidate for reappointment must include consideration of the faculty member's personal integrity and professional behavior as recognized by the University community. A sound ethical approach to all aspects of teaching, research, publication, and the academic profession is expected of all who seek reappointment in the Department. A candidate who fails to demonstrate likely success in the tenure process will be notified promptly that he/she will not be reappointed.

In the event that concerns about a candidate's performance are raised during the reappointment process, the Ad Hoc RTP Committee and the Chair shall provide detailed, prescriptive comments to serve as constructive feedback. If such concerns arise during a review that occurs after completion of three (3) full years in the probationary period, the Chair, in consultation with the FAC, will advise and work with the candidate on a suitable, positive plan for realignment with the Department's tenure and promotion expectations; however, the candidate is solely responsible for his/her success in implementing this plan.

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

For faculty members whose appointment is in the Regional Campuses, recommendations on reappointment from the Chair are forwarded to the Dean and the appropriate Regional Campus Dean. Department criteria are used to assess Department faculty who are assigned to the Regional Campuses; however, due to differences in the missions of the Kent and Regional Campuses and differences in the

nature of faculty appointments on the Kent and Regional Campuses, the weighting of the categories of scholarship, teaching and University citizenship for Regional Campus faculty in the Department is established by the Regional Campus to which the faculty member is assigned. Thus, the Kent Campus Ad Hoc RTP Committee and Chair will provide recommendations for Regional Campus faculty based on separate Department criteria, outlined below.

#### B. Tenure and Promotion of TT faculty

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The policies and procedures for tenure are included in the University policy and procedures regarding faculty tenure (*See, University Policy 6-14*) and the policies and procedures for promotion are included in the University policy and procedures regarding faculty promotion (*See, University Policy 6-15*). Each academic year, tenure and promotion guidelines for Kent and Regional Campus faculty are distributed by the Office of the Provost. Tenure and promotion are separate decisions. The granting of tenure is a decision that plays a crucial role in determining the quality of university faculty and the national and international status of the University. The awarding of tenure must be based on convincing documented evidence that the faculty member has achieved a significant body of scholarship that has had an impact on his/her discipline, excellence as a teacher, and is an effective departmental citizen. The candidate is also expected to continue and sustain, over the long term, a program of high quality teaching, scholarship, and citizenship relevant to the mission of the candidate's academic unit(s) and to the mission of the University. Tenure considerations can include evaluation of accomplishments prior to arrival at Kent State University to examine consistency, evaluating all of the evidence available to determine the candidate's potential to pursue a productive career.

In contrast to tenure, promotion is recognition based on a candidate's accomplishments completed during the review period in rank. Consideration for promotion to Professor differs from consideration for promotion to Associate Professor. Promotion to Associate Professor is recognition for establishing a career likely to achieve national/international prominence as evidenced by papers published in refereed scientific literature, extramural grants received, students graduated, etc., based on the criteria outlined below. Promotion to Professor recognizes the highest level of university achievement and an established national and international prominence.

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

#### C. Criteria for Tenure and Promotion of TT faculty on the Kent Campus

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

For tenure and promotion, the faculty member must meet expectations in Scholarship, Teaching, and Citizenship. Distinctions between levels of promotion are made in the sections below. Please note that the established evaluation criteria for tenure and promotion to Associate Professor are the same.

### 1. Standards for the Evaluation of Scholarship

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Scholarship is an essential and critical component of University activity. The originality, quality, impact and value of the work must be assessed. In support of University requirements for external reference letters, the candidate shall submit the names of at least five (5) experts in his/her field who are considered capable of judging the candidate's work. Moreover, the candidate must provide the Ad Hoc RTP Committee with ample descriptive evidence of his/her scholarly activity. A faculty member's specific area of specialization may be a factor in the number and size of grants received and in the scope and time required for research and the resulting publications.

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

Faculty are expected to seek excellence in scholarly activity. Indicators on which the assessment of the quality of scholarly activity is based are provided below. In cases where the candidate is one of multiple participants in a particular scholarly activity (e.g. multiple-authored paper, multiple-investigator grant), he/she is expected to designate his/her role as part of the overall assessment.

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

To meet expectations in the category of the scholarship at the time a faculty member stands for tenure and promotion to Associate Professor, he/she should have established a research program which demonstrates an emerging impact upon his/her discipline. For promotion to Professor, he/she must provide documentation of an established research program, with a level of achievement that demonstrates a recognized national and international prominence. Promotion to Professor requires a sustained impact on the field above and beyond that expected for promotion to Associate Professor.

Within this context, during annual reappointment reviews, each faculty member who will seek tenure or promotion is obligated to provide evidence supporting his/her scholarly record. This obligation will be met by providing specific information about activities in each of the following four categories: Publications, Grants, Professional Activity, and Reputation. In turn, the members of the Department's Ad Hoc RTP Committee and the Chair shall evaluate a candidate's record in light of the Department's expectations for a successful tenure decision. The totality of a candidate's scholarship will be evaluated via the expectations in each of the categories listed below. Examples for each category are provided for additional guidance.

#### Publications:

- Evidence of a research agenda resulting in a clear record of publications in quality venues. Publications include:
  - Peer-reviewed journal articles. The quality of journals will be assessed through several means, including Journal Impact Factors, as well as stature and readership within the discipline and the specific field, and also the appropriateness of the outlet to the faculty member's research.
  - Books and book chapters in reputable presses.
  - Other forms of publications may also serve as evidence of a quality publication record, if relevant to the candidate's research.

#### Grants:

- All candidates are expected to seek extramural funding as relevant to support his/her research; candidates, moreover, should frequently serve in PI or Co-PI positions on these awards. Funding expectations will be based on the conditions specified in the candidate's original letter of offer.

#### Professional Activity:

- Evidence of participation in advancing and disseminating results of the research through demonstrating professional visibility. Examples include, but are not limited to, presenting at meetings, serving on professional committees, research-related service to federal/state agencies or non-profits.

#### Reputation:

- Positive and supportive external letters.
- Evidence of impact/ recognition in this discipline. Examples include, but are not limited to, editorship or guest editorship of journals, invitations to review manuscripts and grant proposals, invitations to speak at meetings, citations, awards or other meritorious recognition from scholarly/learned societies.

Alternatively, examples of insufficient activity in these categories include, but are not limited to, sporadic publications, especially in low-quality journals, lack of acquiring adequate external funds to support his/her research, minimal engagement in the profession, or weak external letters.

## 2. Standards for Evaluating Teaching

Evaluation of teaching is conducted in two categories: Classroom Instruction and Mentorship. In order to meet expectations for tenure and promotion in this category, the faculty member must demonstrate the following:

#### Classroom Instruction:

- Evidence of high quality teaching. Examples include, but are not limited to, peer reviews, contributions to curricular development, innovative instructional practices and course offerings, professional development, scholarship of teaching and learning, examples of assessments and feedback to students, student surveys of instruction (SSI), and evidence of self-reflection and responsiveness to constructive criticism. Curricular development may include the development of new courses as well as revision of existing courses, which includes



any substantial modification to a course such as developing new laboratory exercises, addition of distance learning options, and formal changes of course content/format.

Mentorship:

- Evidence of active mentorship of graduate and/or undergraduate students. Examples include, but are not limited to, serving as advisor and committee member for graduate students, supporting and mentoring student research through publications and/or professional presentations, advising undergraduate honors theses or independent research, encouraging students to apply for their own external research funding and publish their own research.

Alternatively, examples of insufficient activity in these categories include, but are not limited to, consistent evidence of poor teaching performance, lack of professional development or response to constructive criticism, or consistent lack of mentorship and/or advising.

Other information such as written comments from students, colleagues within and beyond the Department, College or University administrators shall be considered when available. Peer reviews and summaries of Student Surveys of Instruction (including relevant and constructive student comments) must be submitted as part of a candidate's file for reappointment, tenure and promotion. Copies of representative syllabi, assignments/assessments, and other relevant teaching materials should also be included. Documentation related to graduate student, undergraduate student, and post-doctoral student mentorship should be included in materials provided by a candidate for reappointment, tenure, and promotion. Faculty members are expected to mentor graduate students (particularly at the doctoral level) and/or postdoctoral students.

### 3. Standards for Evaluating Citizenship

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A faculty member's contributions as a University citizen include service to the Department, the Campus, the College, and the University, as well as the Community and his/her Discipline. In order to meet expectations for tenure and promotion, the faculty member should demonstrate consistent, responsible service as outlined below.

- Evidence of consistent responsible service to the Department, College, and/or University. Examples include, but are not limited to, actively serving in committee positions, undertaking specific administrative assignments, and performing meaningful public outreach.
- Service to the profession and discipline is also valued. These activities may include but are not limited to elected positions in specialty groups and on boards.

Alternatively, examples of insufficient activity in this category include, but are not limited to, consistent lack of service or evidence of low quality service to the Department, College, and/or University.

The merits of University service should be evaluated as to (1) whether or not the candidate chaired the committee listed and (2) the importance of the service to the mission of the unit served. Less tangible components of citizenship include active participation in department events such as faculty and graduate student recruitment, seminars, department meetings, etc.

Being an active and useful citizen of the Department, Campus, College and University is expected and valued; however, service of any magnitude cannot be considered more important than a candidate's research and other scholarly activity and instructional responsibilities. Expectations in service for promotion to Professor are higher than for promotion to Associate Professor. In particular, for promotion

to Professor, there should be a clear demonstration of leadership roles that seek to further the mission of the Department, University, or Profession.

Other components of service are also considered (including public outreach and public and professional service) in reappointment, tenure and promotion decisions and may differ in their importance among faculty members depending on each faculty member's duties and responsibilities within the Department.

#### D. Criteria for Tenure and Promotion of TT faculty at the Regional Campuses

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The Regional Campuses of Kent State University focus their mission on teaching and student accessibility. Therefore, the expectations for Regional Campus faculty are focused more on pedagogical performance. An active research agenda, however, is still expected. Attention should also be given to the totality of the faculty record and a balance of teaching and research successes given the higher teaching load of regional campus faculty (typically 12 credit hours per semester). Faculty members must meet expectations in Teaching, Scholarship and Research, and University Citizenship for promotion from Assistant to Associate Professor. These same categories and assessment tools apply for tenure decisions. The Geography Department considers faculty to meet expectations if they satisfy their Regional Campus requirements.

The text below is designed to facilitate assessment of performance of those candidates who are being evaluated for tenure and promotion. During the probationary period, these tools should be used for developmental assistance and projection of future success in achieving tenure and promotion.

The Ad Hoc RTP Committee shall consider the following areas of faculty performance when making recommendations on tenure and promotion.

#### 1. Standards for Evaluating Teaching

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Evaluation of teaching is conducted in two categories: Classroom Instruction and Mentorship. In order to meet expectations for tenure and promotion in this category, the faculty member must demonstrate the following:

##### Classroom Instruction:

- Evidence of high quality teaching. Examples include, but are not limited to, peer reviews, contributions to curricular development, innovative instructional practices and course offerings, professional development, scholarship of teaching and learning, examples of assessments and feedback to students, student surveys of instruction (SSI), and evidence of self-reflection and responsiveness to constructive criticism. Curricular development may include the development of new courses as well as revision of existing courses, which includes any substantial modification to a course such as developing new laboratory exercises, addition of distance learning options, and formal changes of course content/format.

##### Mentorship:

- Evidence of active mentorship, with examples including, but not limited to supervising Individual Investigations, Program Directing, student advising, supporting student research, and student recruiting.

Alternatively, examples of insufficient activity in these categories include, but are not limited to, consistent evidence of poor teaching performance, lack of professional development or responsiveness to constructive criticism, or consistent lack of mentorship and/or advising.

Other information such as written comments from students, colleagues within and beyond the Department, College or University administrators shall be considered when available. Peer reviews and summaries of Student Surveys of Instruction (including relevant and constructive student comments) must be submitted as part of a candidate's file for reappointment, tenure and promotion. Copies of representative syllabi, assignments/assessments, and other relevant teaching materials (such as examinations) should also be provided. Documentation related to student supervision should be included in materials provided by a candidate for reappointment, tenure and promotion.

## 2. Standards for the Evaluation of Scholarship

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Scholarship is an essential and critical component of University activity. The originality, quality, impact and value of the work must be assessed. To assist with the promotion process, the candidate shall submit the names of at least five (5) experts in his/her field who are considered capable of judging the candidate's work. Moreover, the candidate must provide the Ad Hoc RTP Committee with ample descriptive evidence of his/her scholarly activity. A faculty member's specific area of specialization may be a factor in the particular journals he/she publishes in and the time required for research and the resulting publications.

In addition to scholarly publications, other scholarly activities including but not limited to presenting at professional meetings, chairing society committees, and presenting papers before learned societies should be considered. These later activities complement scholarly publications and any funded research (as needed by the scholar). Faculty members are expected to hold membership in professional societies, attend and participate in institutes and seminars, organize institutes, seminars, and workshops, insofar as such activities enhance their professional competency.

All faculty of the department are expected to seek excellence in scholarly activity. Indicators on which the assessment of the quality of scholarly activity is based are provided as lists at the end of this section. In cases where the candidate is one of multiple participants in a particular scholarly activity (e.g. multiple-authored paper, multiple-investigator grant), he/she is expected to designate his/her role as part of the overall assessment.

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

Within this context, during annual reappointment reviews, each regional campus faculty member who will seek tenure or promotion is obligated to provide evidence supporting his/her scholarly record. This obligation will be met by providing specific information about activities in each of the following four categories: Publications, Grants (*if applicable but not required for Regional Campus Faculty Members*), Professional Activity, and Reputation. In turn, the members of the Department's Ad Hoc RTP Committee and the Chair shall evaluate a candidate's record in light of the Department's expectations for a successful tenure decision. The totality of a candidate's scholarship will be evaluated via the expectations in each of the categories listed below. Examples for each category are provided for additional guidance.

### Publications:

- Evidence of a sustained and well-defined research agenda resulting in a clear record of publications; these include outlets such as journals of recognized quality and appropriate focus, as well as books and book chapters in reputable (e.g., university) presses.

#### Professional Activity:

- Evidence of activity includes but is not limited to presenting at meetings including geography and sub-discipline specific meetings, writing book reviews, and participation in programs aimed at professional/pedagogical development and disseminating research results.

#### Reputation:

- Positive and supportive external letters that show evidence of an *emerging* national reputation.
- Other examples may include editorship or guest editorship of journals, invitations to review manuscripts and grant proposals, invitations to speak at meetings, citations, awards or other meritorious recognition from scientific societies.

#### Grants

- Regional Campus faculty members are generally not required to receive grants, unless otherwise specified (e.g., in their Letter of Offer). If they do, that activity should be included in evaluations of research and scholarship.

Alternatively, examples of insufficient activity in these categories include, but are not limited to, sporadic publications, especially in low-quality journals, minimal engagement in the profession, or weak external letters.

### 3. Standards for Evaluating Citizenship

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A faculty member's contributions as a University citizen include service to the Department, the Campus, the College, and the University. In order to meet expectations for tenure and promotion, the faculty member should demonstrate consistent, responsible service as outlined below.

- Evidence of consistent substantive service focused on the Campus and Department, with College, and/or University service as appropriate. Examples include, but are not limited to, actively serving in committee positions, undertaking specific administrative assignments, and performing meaningful public outreach.
- Service to the profession and discipline is also valued. These activities may include but are not limited to elected positions in specialty groups and on boards.

Alternatively, examples of insufficient activity in this category include, but are not limited to, consistent lack of service or evidence of low quality service to the Department, College, and/or University.

The merits of University service should be evaluated as to (1) whether or not the candidate chaired the committee listed and (2) the importance of the service to the mission of the unit served. Less tangible components of citizenship include active participation in department events such as faculty and graduate student recruitment, seminars, department meetings and seminars, etc.

Being an active and useful citizen of the Department, Campus, College and University is expected and valued; however, service of any magnitude cannot be considered more important than a candidate's teaching responsibilities and research or other scholarly activity.

#### 4. Promotion to Full Professor on the Regional Campuses

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Consideration for promotion to Professor differs from consideration for promotion to Associate Professor for faculty with a regional campus appointment, acknowledging the greater focus on teaching performance and student accessibility of the regional campuses. Whereas promotion to Associate Professor should recognize an *emerging* national reputation among regional campus faculty, promotion to Professor recognizes the highest level of achievement within the regional campus system and requires an *established* national reputation. The Ad Hoc RTP Committee shall consider the following areas of faculty performance when making recommendations on promotion. The text below is designed to facilitate assessment of performance of those candidates who are being evaluated for promotion.

A candidate for promotion to Professor must show evidence of high quality teaching, including in both classroom instruction and student supervision. Examples include, but are not limited to, excellent student evaluations and peer reviews from senior department and campus colleagues, contributions to curricular development or revision, successful innovative instructional practices, self-reflection and professional development, student supervision and advising, and supporting student research.

A candidate for promotion to Professor must show evidence of consistent and responsible service to the Campus, Department, University, and Discipline/Profession. Examples include, but are not limited to, actively serving in committee positions, undertaking administrative assignments, performing meaningful public outreach, and elected positions in specialty groups and on boards. Additionally, there should be a clear demonstration of leadership roles that seek to further the mission of the candidate's Campus, Department, University, or Profession.

For promotion to Professor, the candidate must provide documentation of an established research program, with a level of achievement that demonstrates a recognized national reputation. Promotion to Professor requires a sustained impact on the field above and beyond that expected for promotion to Associate Professor. In addition, for promotion to Professor there should be a clear demonstration of leadership roles that seek to further the mission of the candidate's Campus, Department, University, or Profession.

An established research program may be measured in multiple ways. It should generate a clear record of publications in journals of both recognized quality and appropriate focus and/or books and book chapters in reputable (e.g., university) presses. A candidate should show evidence of professional activity such as presenting at meetings, writing book reviews, and participation in programs aimed at professional/pedagogical development and disseminating research results. An established national reputation will be measured through positive and supportive external letters. It can also be measured through editorship or guest editorship of journals, invitations to review manuscripts and grant proposals, invitations to speak at meetings, citations, awards or other meritorious recognition from scientific societies. Regional campus faculty are not required to receive grants for promotion to Professor. If they do, this activity should be included in the evaluation of the research agenda.

#### E. Appointment and Renewal of Appointment of FTNTT faculty

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Appointments for full-time non-tenure track (FTNTT) faculty are governed by the applicable CBA and are made annually. FTNTT appointments are at the rank of Lecturer, Associate Lecturer, and Senior Lecturer, without a terminal degree, and at the rank of Assistant Professor, Associate Professor, and Professor, with a terminal degree. In addition, FTNTT faculty members may be appointed in either the Instructional or Research track.

Renewal of appointment is contingent upon programmatic need, satisfactory performance of previously assigned responsibilities, and budgeted resources to support the position. FTNTT appointments are not included under the umbrella of the University policy and procedures regarding faculty tenure (See, University Policy Register 6-14) and FTNTT faculty members are not entitled to any rights with regard to tenure.

## F. Three-Year Reviews for FTNTT Faculty

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### 1. Performance and Full Performance Reviews

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The Full Performance Reviews of FTNTT faculty members who are in their third or sixth year of consecutive employment are governed by the applicable CBA. Each academic year, guidelines for the Full Performance Reviews for FTNTT faculty are distributed by the Office of Faculty Affairs. The Full Performance Review concludes with the College or, if applicable, the division of the regional campuses' level of review and determination. The period of performance to be reviewed is the three (3) full academic years of consecutive appointments including that portion of the third appointment which is subject to evaluation and assessment at the time of the review. Each FTNTT faculty member who must complete a Full Performance Review will submit a dossier as described in the CBA. The performance criteria for reappointment of FTNTT Faculty, as set forth by the Department of Geography, are outlined below. For successful reappointment, the faculty member must meet expectations in Teaching, Professional Development, and University Citizenship. The file should contain at least an updated curriculum vita, self-evaluation of performance, and supporting documents. Additional information about the dossier for a Full Performance Review is included in the CBA.

FTNTT faculty members who are in their ninth year of consecutive employment and any subsequent third year of consecutive employment thereafter (e.g., 12th, 15th, 18th) must successfully complete a performance review as described in the applicable CBA. Each academic year, guidelines for the performance reviews for FTNTT faculty are distributed by the Office of Faculty Affairs. The performance review concludes with the College, or, if applicable, the regional campuses' level of review and determination. The period of performance to be reviewed is the three (3) full academic years of consecutive appointments including that portion of the third appointment which is subject to evaluation and assessment at the time of the review. FTNTT faculty who must complete a performance review will submit documentation as described in the CBA.

### 2. FTNTT Performance Review Criteria

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FTNTT faculty members are reviewed by the Department's Ad Hoc RTP Committee on the specific criteria outlined in their letter of appointment and as described below, including consideration of the track (Instructional or Research) to which the FTNTT faculty member is assigned. An inherent part of the review process is to provide feedback to the FTNTT faculty member based on clear and consistent performance criteria. Renewals of appointment and salaries for FTNTT faculty should be tied to performance within the parameters established in the applicable CBA.

The RTP Committee will consider the following criteria in the performance reviews of Instructional track FTNTT faculty members:

- Teaching and Professional Development

- Citizenship

The RTP Committee will consider the following criteria in performance reviews of Research track FTNTT faculty members:

- Scholarship

FTNTT faculty must meet the expectations appropriate to their track, to be eligible for renewal of their appointment.

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#### *Standards for Evaluating Teaching and Professional Development*

Evaluation of teaching is conducted in two categories: Classroom Instruction and Professional Development. In order to meet expectations for tenure and promotion in this category, the faculty member must demonstrate the following:

Classroom Instruction: Evidence of high quality teaching. Examples include, but are not limited to, peer reviews, contributions to curricular development, innovative instructional practices and course offerings, professional development, scholarship of teaching and learning, examples of assessments and feedback to students, student surveys of instruction (SSI), and evidence of self-reflection and responsiveness to constructive criticism. Curricular development may include the development of new courses as well as revision of existing courses, which includes any substantial modification to a course such as developing new laboratory exercises, addition of distance learning options, and formal changes of course content/format.

Professional Development: A record of participation in purposeful, structured, and/or collaborative activities which result in the acquisition, enhancement, or refinement of skills and knowledge. Examples include, but are not limited to: evidence of impacts of development activities and outcomes in areas such as student learning and engagement, course design and/or materials, research methods and/or process, pedagogical practice/strategy, improvement in student achievement, evidence of new skills applied to practice, or professional collaborations.

Alternatively, examples of insufficient activity in these categories include, but are not limited to, consistent evidence of poor teaching performance and/or lack of professional development activities or lack of evidence of the impacts of such activities.

Other information such as written comments from students, colleagues within and beyond the Department, College or University administrators shall be considered when available. Peer reviews and summaries of Student Surveys of Instruction (including student comments) must be submitted as part of a candidate's file for reappointment, tenure and promotion. Copies of representative syllabi, assessments, feedback to students, and other relevant teaching materials should also be included. Documentation related to graduate student, undergraduate student, and post-doctoral student mentorship should be included in materials provided by a candidate for reappointment, tenure and promotion. Faculty members are expected to mentor graduate students (particularly at the doctoral level) and/or postdoctoral students.

Accomplishments and/or contributions in the area of Student Supervision are neither required nor expected, except as to the extent such accomplishments and/or contributions are appropriate to the FTNTT faculty member's track and/or workload assignments, but will, when they exist, contribute to the FTNTT faculty member's overall record of accomplishments.



Research that results in publication is also not a requirement for promotion in the Instructional track, however, research and/or publications can be submitted by FTNTT faculty members as an indication of professional development and/or contributions/service to the University or the discipline/profession.

### *Standards for Evaluating Citizenship*

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A faculty member's contributions as a citizen include service to the Department, the College, the University, and the Discipline. In order to meet expectations for reappointment, the FTNTT faculty member should demonstrate consistent, responsible service as outlined below.

Evidence of consistent responsible service to the Department, College, and/or University, where opportunities exist and to the extent such accomplishments and/or contributions are appropriate to the FTNTT faculty member's track and/or workload assignments. Examples include, but are not limited to, actively serving in committee positions, undertaking specific administrative assignments, and performing meaningful public outreach.

Service to the profession and discipline is also valued. These activities may include, but are not limited to, elected positions in specialty groups and on boards, and serving as reviewer for journals and/or books.

Alternatively, examples of insufficient activity in this category include, but are not limited to, consistent lack of service or evidence of low quality service to the Department, College, and/or University.

The merits of Departmental service should be evaluated as to (1) the importance of the service to the mission of the unit served and (2) the availability of such opportunities for the FTNTT faculty member. Less tangible components of citizenship include active participation in department events such as faculty and graduate student recruitment, seminars, department meetings and seminars, etc.

Being an active and useful citizen of the Department is expected and valued; however, service of any magnitude cannot be considered more important than a candidate's instructional responsibilities.

### *Standards for Evaluating Scholarship*

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NTT faculty in the research track are evaluated primarily on their scholarship, which consists of the several categories listed below.

Publications: Evidence of a research agenda resulting in a clear record of publications in quality venues. Publications include:

- Peer-reviewed journal articles. The quality of journals will be assessed through several means, including Journal Impact Factors as well as stature and readership within the discipline as well as the specific field.
- Books and book chapters in reputable presses.
- Other forms of publications may also serve as evidence of a quality publication record, if relevant to the candidate's research.

Grants: All candidates are expected to seek extramural funding as relevant to support her/his research; candidates, moreover, should frequently serve in PI or Co-PI positions on these awards. Funding expectations will be based on the conditions specified in the candidate's original letter of offer.



Professional Activity: Evidence of participation in advancing and disseminating results of the research through demonstrating professional visibility. Examples include, but are not limited to, presenting at meetings, serving on professional committees, research-related service to federal/state agencies or non-profits.

Reputation: Evidence of impact/ recognition in this discipline. Examples include, but are not limited to, editorship or guest editorship of journals, invitations to review manuscripts and grant proposals, invitations to speak at meetings, citations, awards or other meritorious recognition from scientific societies.

Alternatively, examples of insufficient activity in these categories include, but are not limited to, sporadic publications, especially in low-quality journals, lack of acquiring adequate external funds to support her/his research, minimal engagement in the profession, or weak external letters.

### 3. Promotion

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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, at the time of their second Full Performance Review or with any scheduled performance review thereafter. FTNTT faculty members who have completed two (2) successful Full Performance Reviews may apply for promotion to the rank of Senior Lecturer/Professor, as applicable, in the seventh year of consecutive employment as a FTNTT faculty member or any year thereafter. The criteria, guidelines and procedures for FTNTT promotions are included in the CBA. As required by the CBA, evidence of significant accomplishments in performance and professional development are required. Accomplishments and/or contributions in the area of University citizenship, when they exist, will contribute to the FTNTT faculty member's overall record of accomplishment.

## 4. Criteria, performance expectations, and Department procedures relating to Faculty Excellence Awards

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### A. Overview

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Merit Awards are established and awarded pursuant to the applicable CBA. Procedures and timelines for determining Faculty Excellence Awards for any given year shall be conducted in accordance with guidelines issued by the Office of the Provost.

Merit awards are intended to reward exemplary professional performance, that is, what is done beyond what is expected as part of one's workload obligations. This bar will vary from one faculty member to the next, dependent upon differences in his/her workload assignments. Thus, a faculty member who receives greater workload equivalency for research activities has a higher bar for meritorious work than someone whose workload equivalency is less.

Faculty must use the standard departmental form, to be provided by the Chair, and provide all requisite supporting documentation, in order to be eligible for consideration. The period of time from which merit awards will be determined will be announced in advance, and faculty may only count activity that occurred while he/she was part of the bargaining unit.

For the sake of transparency, merit awards will be apportioned using the formula detailed below. The departmental pool of funds will be allocated by direct proportion to the total score earned in each of the three categories of scholarship, teaching, and service, as outlined below. These three categories of scholarship, teaching, and service are divided into subcategories in order to organize the presentation of information by faculty and to facilitate the evaluation by the FAC and Chair. The subcategories and their weighting factor (in parentheses) follow:

#### **Scholarship (55% of total award)**

1. Publications (4)
2. Grants (3)
3. Professional contributions (1)
4. Presentations (1)
5. Other (variable)

#### **Teaching (25% of total award)**

6. Instruction and awards (3)
7. Theses, dissertations & other individual supervision (2)
8. Other (variable)

#### **Service (20% of total award)**

9. Department, College, and University service (3)
10. External service (2)
11. Other (variable)

The information to be provided in each subcategory is described in the following pages. Each faculty member's activity in each subcategory will be evaluated by the FAC and Chair and will be rated according to the following five-point scale:

- 0: No activity in the subcategory**
- 1: Activity that is commensurate with what is expected, given his/her workload**
- 2: Some activity of meritorious quality**
- 3: Very good activity of clearly meritorious quality, above average**
- 4: Considerable activity of highly meritorious quality**

These ratings will be multiplied by a weighting factor (indicated in parentheses above) and summed within each major category in order to determine each faculty's rating in that category. The FAC then will discuss their ratings in order to determine a final combined rank ordering in each major category.

## **B. Scholarship Activity Evaluation Metrics**

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### ***1. Publications***

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To have achieved meritorious work in publications, the faculty member must show a substantial number of publications in high quality outlets. The following works will be considered:

- Refereed journal article
- Books (authored): scholarly, monograph
- Books (edited)
- Book chapter
- Edited special issue or conference proceedings
- Other: book review, refereed communication, technical report, encyclopedia entry

Greater emphasis is placed on first-, corresponding-, and/or sole-authored publications, as well as highly visible publications in well-regarded outlets, such as reputable presses or journals with a high impact factor and broad readership.

Each work will be considered only once. Each faculty member may choose whether to have a work considered when it is "in press" or when it appears in print. It is the faculty member's responsibility to provide written verification that "in press" works have been accepted in final form by the editor or publisher. New and recent faculty should indicate explicitly what aspects of the research in each publication were performed at Kent in any cases where there might be uncertainty.

The contribution to each publication should be justified. For each publication with multiple authors, the faculty must indicate what percentage of the total workload he/she contributed to:

- The idea conceptualization and design;
- The work performed, both data collection and analysis;
- The supervision of the work; and
- The writing of the publication.

## *2. Grants/Contracts*

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Meritorious activity in this subcategory is shown by receipt of external grants and/or contracts in which the faculty member is PI or co-I. For each grant/contract, the faculty must provide the following information:

- Faculty role (e.g., P.I., Co-P.I., Senior Personnel)
- Agency
- Title
- Amount (overall and percentage associated with the faculty member)
- Duration
- Contribution to Department (e.g., GAs, equipment/ supplies, overhead)

The scope of the award (as evidenced via the information provided in the bullet points above) substantially influences how meritorious it is. Grant/contract work is generally acknowledged for a merit period in which the award is initiated only. A supplemental award on an existing award can be counted as a new and separate award.

## *3. Professional Contributions*

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Meritorious activity in this category is identified through considerable activity in positions that acknowledge the faculty member as a leading scholar in his/her field:

- Special awards for scholarly or professional achievement
- Journal editor, consulting editor, and editorial boards (name of journal and position; number of manuscripts handled)
- Grant review panels (name of panel and agency; number of applications reviewed)
- Other scholarly reviews; for each review list the name of the journal, agency, publisher, etc.; indicate how many reviews were performed for each source: journals, grants (non-paneled), book reviews for publisher.

Supporting relevant documentation, along with self-assessment in terms of level of effort, for each contribution is required.

## *4. Presentations*

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Meritorious activity in presentations is acknowledged through a substantial presence in the discipline in terms of external visibility. The following items will be considered:

- Invited papers at scholarly meetings
- Papers presented at scholarly meetings
- Scientific papers presented locally (state, University, etc.)
- Session moderator
- Symposium organizer
- Colloquium at another university

A greater emphasis is placed upon presentations that were invited, juried at highly selective conferences, and high profile venues.

## *5. Other Research/Scholarly Activities Not Considered Above*

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Faculty may also submit to have additional forms of scholarship, not identified above, count for Merit Awards. He/she must describe the activity and argue for a weight commensurate with those for similar tasks in this evaluation section.

## *C. Teaching Activity Evaluation Metrics*

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### *1. Instruction and awards*

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Meritorious activity in teaching is identified through a consistent demonstration of high-quality dedication to instruction, as is evidenced through the following means:

Teaching recognition as evidenced by the following:

- National teaching award
- University teaching award or finalist
- Teaching development grant from KSU
- College teaching award or finalist
- Student Evaluation of Instruction scores
- Peer reviews

Faculty must list courses taught organized by term; the departmental office will provide results from student evaluations. Faculty may also add documentation of innovations used in the classroom for consideration.

Teaching enrichment and development activities as evidenced by the following:

- Attending continuing education workshops
- Developing new courses
- Extensive revision of existing courses

Documentation and justification must be provided for any of these activities, and where relevant, support on how the activity is related to teaching.

### *2. Thesis, Dissertation and Other Individual Supervision*

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Supervision is considered meritorious with evidence of exceptional mentorship in terms of graduate students being productive and completing their degree in a timely manner. Students are counted only upon degree completion. The faculty member should provide a list of students for which he/she served as:

- thesis or dissertation advisor or co-advisor
- thesis or dissertation committee member
- senior honors thesis advisor or co-advisor
- honors thesis committee member
- Independent Study Supervision (does not include advisees)

The number of years to degree completion should also be provided for any graduate students for which the faculty member is advisor or co-advisor. Student publications and presentations for which the faculty member served as a mentor should also be listed.

### *3. Other Research/Scholarly Activities Not Considered Above*

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Faculty may also submit to have additional forms of teaching, not identified above, count for Merit Awards. He/she must describe the activity and argue for a weight commensurate with those for similar tasks in this evaluation section.

## *D. Service Activity Evaluation Metrics*

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### *1. Departmental, College, and University Service*

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Meritorious activity in service is documented by extensive, high-quality service, in particular where he/she takes on a leadership role

The following items will be considered:

- committee chair
- committee member
- other (e.g., student organization advisor)

Supporting relevant documentation, along with self-assessment in terms of level of effort, for each contribution is required.

### *2. External Service*

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Meritorious activity in service is documented by extensive, high-quality service, in particular where he/she takes on a leadership role or partakes in outreach activities.

The following items will be considered:

- office of professional/scientific association
- membership on outside committees and panels (e.g., site review team)
- professional development not appropriate to be listed under research/scholarship
- unpaid consulting for outside organizations (list name of organizations)
- lectures and presentations to community organizations

Supporting relevant documentation, along with self-assessment in terms of level of effort, for each contribution is required.

### *3. Other Service Activities Not Considered Above*

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The reporting faculty member must describe the activity and argue for a weight commensurate with those for similar tasks in this evaluation section.

## 5. Other Department guidelines

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### A. Department mission

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The department's mission is to provide an inspirational and accessible environment for the production of geographic knowledge. Our faculty strive to be leading scholars in their fields. We foster student success through participation in departmental research and community-based projects. Through our research, teaching, and service, we create and promote positive social and environmental change in a dynamic world.

### B. Core values statement

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The Department of Geography at Kent State University aims to support its mission through these core values:

Our Department shall be focused on building a sense of community in which all persons affiliated with our unit feel welcome, valued, and enabled to contribute. We aim to be open, equitable, transparent, and democratic in our processes, with regular communication between faculty and students, and input from those outside the university helping shape our initiatives. Our nature is reflected in striving to foster inclusivity and respect that empowers all students, faculty, and staff by expanding opportunities and meaningfully honoring all voices. We value all dimensions of diversity and their intersections, including race, ethnicity, national origin, primary language, age, sexual orientation, gender identity and expression, religious affiliation, ability, socio-economic status, family/caregiver status, and Veteran status. The Department reflects and represents all of us, at all levels and campuses within the university system.

Our Department aims to increase our visibility and recognition as a leader in Geographic research locally, nationally, and globally, and as a leader in interdisciplinary research across Kent State University. Our work aims to understand and promote a just and healthy planet, through creative and scholarly work that bridges the social and natural sciences. We respect and promote all forms of research including field-based, theoretical, pedagogical, geospatial, and community-based. We value the communication of our research and strive for work that contributes to society as a whole.

Our Department believes teaching should be engaging, challenging, and focused on mutual respect. We integrate our research with our teaching and bring experiential learning into the classroom. We provide field-based learning for students and aim for equity in making study away opportunities available for all. Our teaching and mentorship should emphasize the student's needs, with the aim of creating career ready students by graduation. Instruction will reflect the breadth and depth of faculty expertise, with each faculty engaging students at all levels of experience.

Our Department believes in a strong commitment to service to the university, local community, and the discipline. We are active in professional organizations, with all faculty expected to play a role. Our faculty and students are leaders on campus and in the community. We value equity in service and ensure that committees are composed of diverse voices.

### C. Faculty Appointments

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Normally, an earned doctoral degree in a related discipline is required for all faculty appointments to a tenure-track position in the Department.

## 1. Adjunct Faculty Appointments

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These appointments are held primarily by faculty from other institutions or persons on the staffs of community-based agencies and organizations. Adjunct faculty appointments are made at the discretion of the Chair in consultation with the FAC. Adjunct faculty members do not vote on Department Committees and do not participate in Department governance.

## 2. Visiting Faculty Appointments

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

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

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Full-time non-tenure track faculty (NTT) appointments are made on an annual basis. NTT appointments are not included under the umbrella of the University policy and procedures regarding faculty tenure (See, University Policy 6-14) and NTT faculty members are not entitled to any rights with regard to tenure.

## 4. Part-Time Faculty Appointments

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When the Department cannot meet its teaching needs from the ranks of its full-time tenured and tenure-track faculty, full-time non-tenure track (NTT) faculty and graduate students, part time faculty appointments will be made from an established pool of qualified applicants not currently on regular appointment at the University. The FAC is responsible for evaluating the qualifications of part time faculty.

## 5. Graduate Faculty Status

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As a doctoral degree granting department, the Department normally requires that all faculty hired for tenure-track positions be eligible for appointment to the graduate faculty as associate or full members. The Administrative policy regarding graduate faculty is included in the University Policy Register. (See, University Policy 6-15.1). The rights of, and criteria for achieving, the different levels of graduate faculty status are as follows:

- A-1 May teach graduate course work and serve on master's committee with
  - a. an earned Ph.D., and
  - b. at least one refereed publication in the past five years.
- A-2 May direct M.A. theses with
  - a. an earned Ph.D., and
  - b. at least two refereed publications in the past five years
- A-3 May direct M.A. theses and serve on doctoral committees with
  - a. an earned Ph.D., and
  - b. at least three refereed publications in the past five years
- F-3 May direct M.A. theses, serve on doctoral committees, and (with departmental approval) co-direct doctoral dissertation with



- a. an earned Ph.D;
- b. at least three refereed publications in the past five years, and
- c. having served on Master or Ph.D. committees to completion.

F-4 May direct M.A. theses and doctoral dissertation with

- a. an earned Ph.D.,
- b. at least three refereed publications in the past five years, and
- c. having directed a Masters thesis or Ph.D. dissertation to completion

Faculty from other institutions may be appointed to temporary A-3 Graduate Faculty status to enable them to serve on graduate committees. In fields in which the Ph.D. is not the terminal degree, a faculty holding the relevant terminal degree will still qualify.

#### D. Faculty Ranks

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The basic definitions of faculty ranks are the following:

##### 1. Assistant Professor

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This rank is normally the entry level rank for tenure-track faculty holding the doctorate in Geography.

##### 2. Associate Professor

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Hire to or promotion to this rank presumes prior service as an Assistant Professor, significant academic achievements, and possession of the doctorate in Geography.

##### 3. Professor

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Promotion to this rank requires credentials and achievements beyond those required for promotion to Associate Professor and is reserved for senior faculty members who have achieved significant recognition in their discipline.

##### 4. Research Associate Professor and Research Assistant Professor

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

#### E. Role and Responsibility of the Faculty

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

Scholarly activity is expected of all faculty members, although the extent and/or type of activity may vary with the terms of each faculty member's assignment and campus location. Faculty involved in research and the graduate program are expected to present evidence of their endeavors as witnessed by publication, proposals submitted for extramural funding, and dissemination of research in various venues

as appropriate to the discipline. Activity in professional organizations and the training of graduate students is also expected.

Not all faculty members contribute to the Department in the same manner. A faculty member whose primary responsibilities are undergraduate teaching and undergraduate programs may teach and serve in a greater diversity of courses than a faculty member who is also a member of the graduate faculty. Supervision and direction of undergraduate research projects and theses is part of the teaching function.

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

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#### F.      **Mentoring Plan**

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The Department of Geography has an established mentoring plan for faculty. Quality mentoring in an academic setting is highly correlated with faculty satisfaction, productivity, and career advancement. The Department strongly encourages all Assistant and Associate Professors to have mentors, and more-senior faculty to serve as mentors.

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#### G.      **Faculty Code of Ethics**

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

Romantic and/or sexual relationships between individuals (inclusive of faculty, staff, and students) present a conflict of interest if one person has a supervisory, teaching, evaluation, advising, or similar responsibility over another. Relationships of this nature may not continue without making alternative academic/supervisory arrangements.

The person in the position of higher institutional authority has the responsibility to eliminate the conflict of interest. This person must notify their direct supervisor (e.g., Dean or Departmental Chair) of any romantic and/or sexual relationships that pose a conflict of interest, and has a duty to cooperate in making acceptable alternative arrangements. The conflict of interest must be eliminated in a way which minimizes potential for harming the person with lower institutional authority. Individuals who engage in such relationships (i.e., who do not notify their supervisors and do not make acceptable alternative arrangements) are in violation of this policy, and may be subject to sanctions.

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#### H.      **Outside Employment and Other Outside Activities**

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Faculty members may engage in professional activities outside the university provided the activities do not interfere with the faculty member's teaching, research, or service responsibilities to the Department, Campus, College or University (See, University Policy 6-24). These activities must be approved in advance by the Chair and the Dean. Each academic year, each faculty member must disclose and seek approval for all outside employment or other outside activities on the form provided by the

University. Any outside employment or other outside activities are subject to the Faculty Code of Ethics and the University's conflict of interest policies. (See, University Policy Register 6-17 and 6-23)

#### **I. Copyright Restrictions**

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

#### **J. Academic Misconduct**

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

#### **K. Handbook modification, amendment, and revision**

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