

School of Media and Journalism Faculty Handbook

**School of Media and Journalism Faculty Handbook
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School of Media and Journalism Faculty Handbook

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SECTION I. MATTERS OF SCHOOL GOVERNANCE AND RELATED PROCEDURES

This Handbook is designed for the governance of the School of Media and Journalism. The policies contained in this Handbook are consistent with the University Policy Register, the Handbook of the College of Communication and Information, the University Faculty Handbook, Graduate Studies policies and regulations, and the faculty Collective Bargaining Agreements. The policies of the above-named groups take precedence over School policies.

Revision of the Handbook

This Handbook was approved initially by the Faculty Advisory Committee (FAC) on July 20, 1988, and it is reviewed at least once every three years. The Director and a committee of faculty members shall conduct the review and present recommendations to the FAC for approval. Alterations or amendments to this Handbook may be recommended by the FAC, or upon direction from the Director or Dean of the College of Communication and Information, or by other administrative officers of the University, in order to reflect changes in School, College, University, or other policies. Alterations or amendments to the Handbook by the FAC are subject to approval by the Director and the Dean.

During regular faculty meetings, a faculty member may move to change any provision of the Handbook. After a proper second and discussion, the change will be voted on. A simple majority is necessary at the FAC-level to amend or alter the Handbook. As noted above, alterations or amendments to the Handbook by the FAC are subject to approval by the Director and the Dean.

Voting Requirements

To be eligible to vote on changes or additions to the Handbook, one must be a member of the FAC.

Committees

Faculty Advisory Committee

The Faculty Advisory Committee is the main instrument for faculty participation in School governance. The committee is advisory to the Director on a variety of issues and, given its importance, shall be regularly informed by the Director as to the outcome of its recommendations.

The FAC shall consist of all full time tenured, tenure-track and full-time non-tenure track faculty members in the School of Media and Journalism at the Kent and regional campuses. (Full-time non-tenure track faculty may not vote on issues regarding tenure-track faculty.) Faculty with joint appointments in the School of Media and Journalism and other units of Kent State University whose workload statements are approved and/or whose reappointment, tenure and promotion decisions are based in MDJ are members of the MDJ FAC. In accordance with the Tenure-Track Collective Bargaining Agreement (TT CBA), Article VI, Section 3, Paragraph A, if NTT faculty ever outnumber TT faculty on the MDJ FAC, the number of NTT faculty voting members will be reduced in a manner to be determined by the Director in consultation with the FAC so that TT faculty retain a majority of votes in the FAC.

One tenured member of the FAC will be elected to serve a two-year term on the College Advisory Committee.

The Faculty Advisory Committee advises the Director on such matters as:

1. All curriculum matters
2. Personnel matters
3. School governance
4. Faculty load policy, both in implementation and revision
5. Course scheduling
6. School standards and objectives
7. Expenditure of School money
8. Any other matters deemed appropriate by the Director

The FAC advises the Dean on the appointment of a School Director and participates in the search for a School Director as provided for in Article VI, Section 8, Paragraph A of the TT CBA.

Graduate Faculty Committee

1. The Graduate Faculty Committee shall consist of all tenured or tenure-track faculty members holding graduate faculty status (with the exception of those holding temporary status), chaired by the Associate Director or the Graduate Studies Coordinator(s). This is a separate committee from the smaller curriculum- and assessment-focused Graduate Studies Committee.
2. The Graduate Faculty Committee will formulate and update the criteria used in determining the graduate faculty status of each member of the unit. Upon approval by the Director of the School and the Dean of the College of Communication and Information, these criteria will be used to determine the graduate faculty status of each member of the School of Media and Journalism. Faculty conferred with graduate status are expected to regularly serve as advisors for graduate students as well as directors/committee members for graduate student theses and projects.
3. The Director, in consultation with the Graduate Faculty Committee, will recommend to the Dean the appropriate graduate-faculty status for those members of the unit. Votes upon

faculty status require a simple majority of the Graduate Faculty Committee for recommendation for graduate-faculty membership. When a member of the committee is considered that member should not be present.

Ad Hoc Reappointment, Tenure and Promotion Committees

The Ad Hoc Reappointment, Tenure and Promotion Committees are established in accordance with the University Policy Register 6-14 through 6-16.

Undergraduate Studies Committee

According to the TT CBA, Article VI, Section 3C, there must be at least one Curriculum Committee established in the school. The Undergraduate Studies Committee (USC) is charged with overseeing the School's undergraduate curriculum.

Working with faculty members, the USC will suggest curricular changes to the faculty in regular meetings. It will include the following members:

1. The Undergraduate Studies Coordinator, who serves as chair. If no one is serving in the Undergraduate Studies Coordinator role, the FAC will elect the committee chair.
2. The Director of the School shall be an ex officio, non-voting member.
3. Four representatives elected annually, one each from Journalism, Digital Media Production, Public Relations, and Advertising.
4. Up to two at-large representatives.
5. According to the TT CBA, Article VI, Section 3C: at least one of the representatives should be a non-tenure track faculty member, elected by the NTT faculty; additional NTT faculty may serve on the committee, as determined by the TT faculty; and, tenure-track faculty should constitute a majority of this committee.
6. MDJ Undergraduate Studies Committee curricular actions move to the College Curriculum Committee for consideration. The CCC "shall act as an advisory and recommendatory committee to the Dean on all matters of curriculum and course offerings in which the department Curriculum Committees are involved," according to the TT CBA, Article VI, Section 4C. At least one member of this committee will be elected as the voting School representative to the College Curriculum Committee. The School may also elect a second member to attend CCC meetings.

Graduate Studies Committee

The Graduate Studies Committee (GSC) is charged with overseeing curriculum across MDJ graduate programs. It will include the following members:

1. The Graduate Studies Coordinator shall be the chair. If no one is serving in the Graduate Studies Coordinator role, the FAC will elect the committee chair.
2. The Director of the School shall be an ex officio, non-voting member.
3. A graduate student enrolled in the MDJ master's program shall be appointed to the committee by the School director or Graduate Studies Coordinator, in consultation with the FAC. The graduate student is a non-voting committee member.
4. Only members of the MDJ Graduate Faculty Committee may be elected to the Graduate Studies Committee. Members of the Graduate Studies Committee shall be elected by the Faculty Advisory Committee.
5. Four faculty representatives elected annually representing graduate interest areas.
6. GSC curricular actions move to the College Curriculum Committee for consideration. The CCC "shall act as an advisory and recommendatory committee to the Dean on all matters of curriculum and course offerings in which the department Curriculum Committees are involved," according to the TT CBA, Article VI, Section 4C.

Academic Complaint Committee

The Academic Complaint Committee is established to deal with student academic complaints, as provided for in the University Policy Register 4-02.3.

Before a graduate or undergraduate student pursues an academic complaint before the Director or his/her designee (Associate Director, Undergraduate Coordinator or Graduate Coordinator) and the Academic Complaint Committee, the student must first take the matter up with the faculty member concerned. See the procedures for informal resolution in the University Policy Register, Section 4-02.3 (F) (1).

After all channels within the School are exhausted, the Student Code of Conduct, the University Policy Register and the Graduate Studies Role and Status of Graduate Student Appointees document provide additional procedures to follow. Faculty members' rights shall not be abridged in cases involving a grade change.

Search Committees

Search Committees are convened by the School Director or Dean in cases where faculty or administrative vacancies require faculty input prior to hiring.

Representatives to Other Governance Units

The School is entitled to representation in other College and University bodies. Positions and the qualifications for election to key posts are noted below, although representation on additional standing and ad hoc University committees is expected:

1. **College Advisory Committee**

The representative shall be a tenured member of the FAC and is elected by the members of that body for a two-year term.

2. **College Curriculum Committee**

One member of the Undergraduate Studies Committee shall be elected as the voting School representative to the CCC. Another nonvoting representative may be elected to attend the meetings.

3. **College Graduate Coordinators Council**

The representative to this unit shall be the Graduate Studies Coordinator or a member of the Graduate Faculty Committee, recommended by the FAC.

4. **School Director Performance Review Committee**

The School faculty will participate in performance reviews of the School Director as provided for in Article IV, Section 8, Paragraph B of the TT CBA.

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

Faculty Instructional, Professional and Ethical Responsibilities

The Faculty has instructional responsibilities in the areas of class management, basic pedagogy and student relations. Faculty members also have professional responsibilities to themselves, their colleagues, their students and their profession. These policies are listed in the University Policy Register, 6-17. Proper ethical conduct is expected of all faculty members, as is confidentiality of information about students and colleagues, as stipulated by the Family Educational Rights and Privacy Act (FERPA) and university policy.

Faculty Workload

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

Teaching Assignments

The Director is responsible for making faculty teaching assignments, in consultation with the Undergraduate Coordinator, the Graduate Coordinator, sequence coordinators, and individual faculty members.

Tenure-Track Faculty

When approved by the School Director, in consultation with the faculty, faculty members can teach fewer than 24 credit hours of undergraduate courses if they are engaged in teaching graduate courses, conducting research, creating seminars, or advising Student Media or undergraduate independent studies (See Workload Equivalencies Table).

For each term of the regular academic year, the Director shall provide each tenure-track faculty member with a statement of their workload, including the number of credit/workload hours to be devoted to instructional assignments and the number of hours to be devoted to other responsibilities. Normally, this statement should be provided no later than thirty (30) days prior to the end of the academic semester preceding the semester for which the workload is assigned. See the Tenure-Track Collective Bargaining Agreement (TT CBA), Article IX, Section 2 (C).

The TT CBA, Article IX, Section 2 (D) requires tenured and probationary faculty to submit a workload summary report to the director by the end of the spring semester. This report should include a brief summary of the previous year's "efforts, accomplishments, scholarly contributions, ongoing professional activities, service and interests during that academic year."

Along with this information, faculty members should provide the course syllabi for each course taught, and a link to their curriculum vitae.

If faculty members want to request a workload equivalency for research (typically 3 credit hours) or for some other reason explained below, they must also specify the research and creative activity they plan to do in the coming year, the number of theses/projects they plan to direct and other specifics regarding their reasons for asking for a load equivalency.

Full-Time Non-Tenure Track Faculty (FTNTT)

The workload for FTNTT faculty is explained in Article IX of the FTNTT Collective Bargaining Agreement (FTNTT CBA). All full-time non-tenure track faculty are assigned a workload of fifteen (15) credit hours per semester, thirty (30) credit hours for the academic year, or the equivalent.

For each semester of the regular academic year, each FTNTT faculty member shall receive a statement of their specific workload assignment at least thirty (30) days prior to the beginning of the semester. This statement shall include the number of credit hours assigned to classroom instruction and/or the number of credit hours assigned to other duties consistent with the FTNTT faculty member's track. See the FTNTT CBA Article IX, Section 1 (E).

FTNTT faculty members may also teach fewer hours of undergraduate courses if they are engaged in teaching graduate courses, creating seminars, or advising Student Media or undergraduate independent studies (See Workload Equivalencies Table).

A FTNTT faculty member seeking a load equivalency for activities in line with their appointed track (instructional, practitioner, clinical) should submit a request to the director by the end of the spring semester of the previous year. The request should refer to the recommended workload equivalencies below and include specific details that support the rationale for the request. FTNTT faculty members must receive load for service, per the NTT CBA. They should be assigned responsibilities specific to their respective track, such as instructional.

Load Equivalencies for Tenure-Track and Full-Time Non-Tenure Track Faculty Members

For both tenure-track and full-time non-tenure track faculty, refer to the table below for FAC-recommended load equivalencies. Specific workloads are determined by the Director, in consultation with the FAC and individual faculty, and with the approval of the Dean. The director may provide more load if they see fit and the budget allows. According to Article IX, Section 1, A, of the NTT CBA, FTNTT faculty will be assigned "instructional and/or other responsibilities as specified in their letters of appointment." Therefore the following recommended workloads should apply to both TT and FTNTT faculty equally with one exception: MDJ does not require creative or scholarly activity for FTNTT faculty on the instructional track, so workload equivalence for research and creative activity should rarely be given to FTNTT faculty members on the instructional track.

Workload Equivalencies

Teaching and Related Workload

Activity	Load Equivalent (Minimum or Range)	Frequency
Administrative		
Undergraduate Studies Coordinator	3-6	Semester
Graduate Coordinator	3-6	Semester

Sequence Coordinator	1.5-3	Semester
Coordination of multi-section courses	Up to 3	Semester
Program Coordinator (e.g., Center for Scholastic Journalism)	3-6	Semester
Internship Coordinator/career development	Up to 3	Annual
Event planning (Poynter, YouToo)	Up to 3	Annual (as needed)
External grant management	Up to 3	Semester
Curriculum development	Up to 3	Semester
Teaching and Advising		
Kent Wired / Stater Advisor, TV2 Advisor (if one person serves in these roles)	9-12	Semester
KSUIF Advisor	1-3	Semester
Magazine Advisor (e.g., A Magazine)	1-2	Semester
Club Advisors (e.g., PRSSA)	1-3	Semester
Research and Creative Activity	Up to 6	Semester

The rationale for load equivalencies in the table are described below, along with some additional considerations not included in the table.

1. Teaching:

a. According to the TT CBA, Article XXI, Section 4, tenure-track faculty engaged in developing distance/distributed-learning courses will receive workload equivalencies unless the distance education assignment is an overload, in which case the standard overload compensation rate applies. These provisions also apply to full-time non-tenure track faculty, as provided for in the FTNTT CBA, Article XVIII, Section 1, Paragraph B.

b. Team-teaching assignments related to capstone courses – especially those with community partners, new instructors or instructors housed in other schools – may also qualify for a load equivalency.

c. Normally, TT and NTT faculty members, as part of their total teaching workload, should not be asked to teach more than two different 3-credit hour courses or sections of 3-credit-hour courses in one semester that each meet for more than 180 minutes per week (standard courses meet for 150 minutes per week). If this were to occur, the School Director may give additional load equivalence or appropriate classroom support, in consultation with the FAC.

d. Faculty members engaged in active direction of unstructured teaching activities, graduate theses, papers, projects, independent studies or undergraduate independent studies may qualify for load adjustment for work beyond that normally expected of full-time faculty during the school year. For each three hours of workload equivalency, faculty members are expected to spend the equivalent of 135 hours over the course of the workload equivalency (this is in line with workload equivalence for Student Media Assignments, see below).

2. Adjustments for Student Media Assignments:

The School recognizes the critical role of Student Media in providing hands-on experiential learning for students. Advisers and full-time staff support student leaders and provide continuity for Student Media to produce excellent news, information and entertainment content across media platforms. (Advisers with an “e” refer to those advising Student Media. Advisors with an “o” refer to those advising graduate projects or theses, as well as those serving in an academic advising capacity.)

Given the convergence of media in the marketplace and in Student Media, the roles of Student Media faculty advising and full-time staff support have been in transition. The School should allot appropriate faculty load equivalencies per year to Student Media advising and can, from time to time, add adjunct or consulting services to address particular needs. The Director should consult with the FAC regarding faculty and staff support for Student Media and also should advise the Student Media Board. Consideration should be given to load equivalencies for other Student Media advising when priorities and budgets permit, such as non-MDJ Student Media and club/organization activities.

Workload equivalencies for faculty in the School of Media and Journalism for advising Student Media organizations are considered an essential part of the program. For each three hours of workload equivalency, faculty members are expected to spend the equivalent of 135 hours over the course of the workload equivalency performing tasks as detailed in Section V. The same work should result in the same load equivalency regardless of faculty status (NTT or TT).

3. Adjustments for Administrative Appointments:

The School Director determines, in consultation with the FAC, the administrative appointments in the school. These appointments are subject to changes in administrative structure, assignment of non-faculty support staff, budget, and priorities of the School, College and University. Undergraduate and graduate coordination are top priorities for administrative support.

Other administrative appointments that may be considered include:

Recruiting and retention assignments may merit load equivalencies. These assignments include attending recruitment and retention events, giving tours, meeting prospective students, serving on college and university committees devoted to this effort, and working in collaboration with the School Director and the CCI student recruiting and student success teams to recruit and retain students.

The Director should report each semester to the FAC on appropriate levels of administrative support and workload equivalencies.

4. Adjustments for Scholarly/Creative Work:

TT faculty members actively engaged in scholarly/creative work, as demonstrated by consistent publication and presentation, may receive up to a three-hour per semester equivalency. The Director, in consultation with the Associate Director when someone is serving in that capacity, will evaluate the performance of each faculty member annually, informed by the annual workload summary required of full-time faculty each year and based on the required criteria provided in Sections III and IV of this Handbook. Faculty nearing tenure and promotion may merit special consideration for scholarly/creative equivalencies.

5. Adjustments for Involvement in University Governance:

Service on Faculty Senate, union leadership or other university leadership may require some load adjustment or course schedule arrangement for the term of service. Requests for load adjustments are determined by the School Director in consultation with the FAC.

6. Adjustments for Professional Development for Full-Time Non-Tenure Track Faculty

FTNTT faculty members may request and be considered for workload equivalencies for the purpose of professional development. The conditions, process and limitations pertaining to such requests are described in the FTNTT CBA, Article XVI, Section 3. Workload adjustments are determined by the School Director in consultation with the FAC.

SECTION III. RTP CRITERIA AND THE CRITERIA AND PROCESSES RELATING TO OTHER FACULTY PERSONNEL ACTIONS

Reappointment, Tenure, Promotion for Tenure-Track and Full-Time Non-Tenure Track

Faculty Reappointment for Tenure-Track Faculty

The policies and procedures for reappointment are included in the University Policy Register 6- 16 and Addendum C of the Tenure-Track Collective Bargaining Agreement (TT CBA). Each academic year, reappointment guidelines for faculty are distributed by the Office of the Provost. These guidelines will be given to all tenure-track faculty and Ad Hoc Committee members. Tenure-track faculty members are reviewed by the Department's Ad Hoc Reappointment Committee.

For tenure-track faculty, reappointment is contingent upon demonstration of appropriate progress toward the requirements for tenure. Performance expectations develop from initial letters of appointment, any additional written expectations and the Director's and Dean's annual reappointment letters. These expectations of individual faculty members may differ significantly, given each faculty member's experience, background and assignments. In annual reappointment materials, the faculty member must establish and articulate both short- and long-term goals, then document progress toward meeting those goals. Specific concerns expressed by the Ad Hoc Reappointment Committee members and/or the Director in annual reappointment reviews during the probationary period should be addressed by the faculty member in subsequent reappointment reviews.

According to the University Policy Register (6-14) and Addendum B of the TT CBA, assistant professors following the traditional tenure clock are granted or denied tenure by March 15 of their sixth year. However, if an assistant professor carries some years of credit toward tenure, they could be eligible earlier. The maximum credit toward tenure is typically three years, but "in extraordinary circumstances" additional credit may be granted at the time of appointment after consultation with the Ad Hoc Reappointment Committee.

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 compelling evidence of positive development in teaching, scholarly/creative activity, and service, per the criteria detailed in this section of the Handbook.

If concerns about a faculty member's performance are raised during the reappointment process, the Ad Hoc Reappointment Committee and the Director 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 Director, in consultation with the Ad Hoc Reappointment Committee will advise and work with the candidate on a suitable, positive plan for realignment with the School's tenure and promotion expectations; however, the candidate is solely responsible for his or her success in implementing the plan. Failure to meet performance expectations or failure to satisfactorily address concerns expressed by the Ad Hoc Reappointment Committee or by the Director may result in a negative reappointment recommendation to the Dean.

Faculty Mentorship

The School of Media and Journalism seeks to create a supportive environment for all new full-time instructors, regardless of rank or TT/NTT status. Upon arrival, new instructors are invited to meet with the director to discuss preferences for mentorship and opportunities for seeking professional guidance as they join the School. When requested, the director will identify an appropriate faculty member to serve in a formal mentor capacity for the duration of the faculty member's initial probationary period. This relationship will be voluntary and subject to termination by either party if found not to be mutually beneficial.

Tolling Policy

From time to time, personal and/or family circumstances may arise that require a probationary faculty member to request that their 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 are included in the University Policy Register. (See University Policy Register 6-13)

Tenure and Promotion for Tenure-Track Faculty

The policies and procedures for tenure and promotion are included in the University Policy Register 6-14 and 6-15 and in Addenda A and B of the TT CBA. Each academic year, tenure and promotion guidelines for Kent and Regional Campus faculty are distributed by the Office of the Provost. These guidelines will be given to all tenure-track faculty and Ad Hoc Committee members.

Tenure and promotion are separate decisions. The awarding of tenure must be based on convincing, documented evidence that the faculty member has achieved:

1. a strong record of effective instruction and curricular engagement;
2. a significant body of scholarly/creative work that has undergone meaningful peer review and that has had a demonstrable impact on the candidate’s discipline and profession, meeting or exceeding expectations as defined in initial appointment letters and other written initial expectations and in annual reappointment letters (See below for further detail.);
3. a track record of effective service relevant to the mission of the School and to the mission of the University.

Tenure considerations should include evaluation of accomplishments prior to arrival at Kent State University when service credit is awarded. A primary emphasis is placed on work conducted while on the tenure track at Kent State. Considerations may include grant proposals submitted but not funded, proposals pending, creative works and papers “in review” or papers “in press,” graduate students currently advised, and any other materials that may reflect on the candidate’s potential for long-term success.

Promotion, on the other hand, is based solely on a candidate’s accomplishments completed during the review period.

Promotion to Professor recognizes the highest level of university achievement and national/international prominence. Evidence for this prominence includes:

1. sustained excellence in teaching and service;
2. a record of scholarly/creative activity in highly significant venues that has undergone meaningful peer review and that has had a demonstrable and sustained impact on the candidate's discipline and profession;
3. a record of substantial prominence in and impact on the field.

External funding for scholarly/creative activity or programmatic support also provides strong evidence of prominence and external validation of excellence. Many factors and criteria 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 [articulated in the university's policy register, 6-17](#), *University policy regarding faculty code of professional ethics*. 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 School.

Criteria for Tenure and Promotion for Tenure-track Faculty

The School of Media and Journalism hires tenure-track faculty at the assistant professor level, generally with a terminal degree of either a Ph.D., J.D., or a M.F.A.; or a master's degree with significant professional experience, as determined by the search committee in consultation with the Director and Dean.

1. Teaching

Faculty are expected to develop a strong track record in the classroom, as exhibited by responsiveness to teaching evaluations from professional colleagues and teaching peers, as well as students, professional improvement and industry engagement as appropriate.

Criteria for the evaluation of teaching are listed in Table 1 in the Appendix to this Section of the Handbook. Course revision is defined as making a substantial modification to a course, such as addition of distance learning options or multi-media instruction, formally proposing to change course content/format, etc. Other information, such as written comments from students, colleagues within and beyond the School, College, or University administrators shall be considered when available. Peer reviews and summaries of Student Surveys of Instruction (including all student comments) must be submitted as part of a candidate's file for reappointment, tenure and promotion. Copies of representative syllabi, examinations, and other relevant teaching material also should be available for review.

2. Scholarly/Creative Work

The School's tenured and tenure-track faculty are expected to be engaged in endeavors that support the School's mission. It is expected that these activities will lead to presentation

and then to publication in quality scholarly or professional venues. Evaluation criteria are listed in Table 2 in Appendix A to this Section of the Handbook.

Candidates for tenure or promotion are expected to demonstrate the significance of their work. Significance can be measured in terms of disciplinary impact, development of professional standards, promotion of social change and furtherance of school, college and university commitment to diversity, equity, inclusion and belonging. Such documentation must include meaningful and objective peer review. Recognition by academic or professional peers can include, but are not limited to, publication of peer-reviewed work, citations, reviews of work, inclusion of images of creative activity in publications, invited lectures, and honors including journal editorship, national or international board service, service on juries, curation of significant exhibitions or film festivals, inclusion of work in significant public or private collections, receipt of awards, participation in artist and writer residencies, and significant commissioned work. *Evaluation criteria are listed in Table 2 in the Appendix to this Section of the Handbook.*

The quality of the work and the venues in which it is presented, published, exhibited, performed and/or screened are important considerations in tenure and promotion decisions. Tenure is granted with the expectation that the faculty member will continue to be engaged at the same or a higher level of quality.

High quality journalism and other products associated with top tier performance in the disciplines for which we prepare our students is evaluated as research, per standards described in more detail below.

Publication, for purposes of this document, is used in the broadest sense to include multiplatform distribution to defined audiences in print, audio, video, digital or emerging formats. Considering the proliferation of open-access information and audience-generated content, we anticipate that scholarly/creative activity may be published and evaluated in new ways, such as online or in other digital venues. It is up to the tenure or promotion candidate to assess and document how their work contributes to their discipline and/or sphere of creative work. Such documentation must include meaningful peer review conducted in a detached and dispassionate manner.

Generally, the School expects tenure-track faculty to build a body of scholarly, journalistic, and/or creative work that:

- a. shows substantial and consistent engagement by exhibiting focused growth that is documented by professional evaluations or assessments.
- b. extends to publication or presentation in appropriate professional or academic venues as defined below.
- c. engages peer or juried review or other evidence of detached, dispassionate vetting by peers or recognized experts as defined below.

d. creates a positive recognition and reputation for those scholarly and creative endeavors, leading in time to national recognition measured by citations or letters of recognition, invitations to present or publish, awards and honors, or other documented means.

e. advances the body of knowledge about the processes, economics, uses, effects, freedoms, and responsibilities of professionals and audiences of Media and Journalism in a democratic society and/or inspires individuals, communities and organizations to be critically engaged citizens within their communities. Faculty are encouraged to build partnerships locally, regionally, nationally and/or internationally to support the realization of these goals. The School recognizes the important contributions that its diverse faculty make toward realizing these goals, including faculty committed to realizing this impact through work in the creative arts. Furthermore, the school recognizes the importance of faculty working with emerging media and technologies, which are essential to the future of the diverse disciplines represented by the school's faculty.

3. Service

The School defines service as administrative service within the university, professional service through academic and professional associations and provision of professional expertise to public and private entities beyond the university.

Service activity is expected and required; however, service of any magnitude cannot be considered more important than a candidate's teaching and scholarly/creative responsibilities. Nonetheless, a faculty member's willingness to make contributions to the overall progress of the School is an important measure of the faculty member's fitness for tenure or promotion.

Contributions as a University citizen include service to the School, the College, and the University as outlined in Table 3. 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. Other components of citizenship include active participation in School events, such as faculty- undergraduate- and graduate-student recruitment, seminars, and department meetings, etc.

Additional components of service include public outreach and professional or academic service. These may differ in their importance among faculty members, depending on each faculty member's duties and responsibilities within the School.

Expectations in service for promotion to Professor are higher than for promotion to Associate Professor.

4. Note on external funding and collaboration

The School recognizes and supports the value of teaching, scholarly/creative, or service endeavors that generate external funding, particularly when the work is aligned with the goals and missions of the School, College, University, or our professions. Similarly, collaboration among colleagues within the School, College, and University and other universities is encouraged.

5. Evaluation tables and documentation examples

The text in this section and the tables in the Appendix to this section are designed to facilitate assessing performance of candidates 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 and for determining the faculty member's qualification for reappointment.

Tables 1, 2, and 3 in the Appendix provide worksheets for use in the evaluation of candidates. For promotion from Assistant to Associate Professor, the faculty member must meet the criteria for at least a "very good" evaluation in scholarly/creative activity and at least a "very good" evaluation in teaching. University citizenship must at least meet the minimum School criteria as outlined in Table 3. These same categories and assessment tools apply for tenure decisions.

A candidate for promotion to Professor must meet the criteria for an "excellent" evaluation in either scholarly/creative activity or teaching and no less than "very good" in the other category. Service must exceed the minimum School criteria as described in Table 3 in the Appendix.

Given the wide range of venues in which scholarly/creative work may be published or presented, faculty are expected to provide clear documentation regarding publication or presentation of scholarly/creative work. Such documentation should include an assessment of its quality, impact or contribution to the body of creative, professional or scholarly knowledge.

Conference papers and presentations, for example, generally do not carry equal weight with published articles or creative work. Original scholarship or journalism based on original reporting or research, for example, generally would be weighted more heavily than analysis or review of another's work. In collaborations, the contributions of each author should be clear.

Assessment may be through traditional scholarly peer-review processes, demonstrated by client or external colleague evaluation, or adjudication (e.g., critical reviews, letters from acknowledged experts). Examples of acceptable assessment are provided below. Reviews by close colleagues and collaborators do not carry the same weight as dispassionate reviews by more objective, detached, external colleagues.

Although the School puts the highest value on original research and creative activity, the following also are valued as part of a candidate's portfolio: book reviews and grant proposals.

Faculty also may apply their expertise as advisers or consultants in significant problem-solving activities for an organization and may create workshops and seminars for professional audiences. Candidates will be expected to provide evaluation and impact of their work.

Because of the heavy teaching responsibilities for tenure-track faculty members at the regional campuses, expectations for scholarly and creative activity will not be as great as they are for faculty on the Kent campus.

For peer-reviewed articles, faculty are expected to document:

- acceptance rate
- quality of the publication
- targeted audience
- impact of the article
- citations

For peer-reviewed paper sessions, faculty are expected to document:

- acceptance rate
- significance of the organization
- indication of how paper or presentation may advance to publication

For invited papers or presentations, faculty are expected to document:

- the significance of the organization
- significance of the presentation, cited in a letter from the person who extended the invitation
- audience for the paper or presentation

Books also represent scholarly/creative activity. The relative weight depends on such factors as the original research behind the text, the importance of the book to the field and the candidate's role as single author, multiple author or editor. Faculty are expected to document:

- publishing process, including whether the work was peer-reviewed or invited
- targeted audience
- copies sold, if that information can be obtained
- reviews or other evaluations
- citations

For articles in professional media, faculty are expected to document:

- the circulation of the publication
- description of audience
- significance of the article, cited in a letter from the supervising editor, when available

- other external validation such as awards or contests
- citations, references
- description of the reporting, research and/or creative process used to produce the article
- acceptance rate

For articles and blogs online, faculty are expected to document:

- unique visitors or other accepted measures
- links
- significance of the organization that owns the web site
- significance of the work, cited in a letter from the supervising editor, critical reviews or other evidence or in the case of a blog, qualified outside resources
- other documented citations

For video/broadcast work in professional reporting or production, faculty are expected to document:

- selection for distribution by a television station, network or online
- description of audience
- significance of the work, cited in a letter from the supervising producer, when available
- assessment through professional or academic awards competitions
- reviews from relevant professional or academic experts.

For exhibitions and performances, faculty are expected to document:

- Scope and stature of the sponsoring organization, venue, curator, or juror (e.g., international, national, regional or local; international scopes, for instance, will be weighted more heavily than national scopes)
- Scope and stature of other exhibition/performance participants (e.g., international, national, regional or local; international scopes, for instance, will be weighted more heavily than national scopes)
- Nature of exhibition/performance (solo, two-person, group, juried and/or competition)
- Peer-reviewed vs non-peer reviewed
- Acceptance rates (if appropriate)
- Critical Reviews
- Other key indicators to the merit of the work.

For film and video work, faculty are expected to document:

- Scope, stature and acceptance rate of festivals and/or other venues in which work is screened, including the stature of the individuals comprising the jury or selection committee

- Scope, stature and acceptance rate of festivals and/or other venues in which the work is honored with an award, including the stature of the individuals comprising the jury or selection committee
- Stature and recognition of collaborators participating in the project
- Scope, stature and acceptance rate of any artists or writers residencies awarded to the candidate
- Scope, stature and selectivity of the project's sources of funding.
 - Because projects in this field often require significant amounts of funding to be realized, and funding is often very limited, being awarded internal or external grants should be understood as a reflection of the value of the work being pursued

For professional practice work, including but not limited to editing, photography, design, advertising and public relations work, faculty are expected to document:

- Stature of the client or sponsoring organization (local/regional/national/international)
- The process by which the faculty was retained (competitive nature of the request for proposal process)
- The candidate's role in the work completed
- The size, scope, and distribution of the project (local/regional/national/international)
- The impact of the work (client testimony, evidence using other success metrics)
- Independent peer evaluation of the work
- Other key indicators that define the merit of the work.
- Providing senior-level counsel leading to the adoption of more effective and ethical professional practices.

Negative Decisions on Reappointment, Tenure and Promotion

In the event of negative decisions on reappointment, tenure or promotion, the School of Media and Journalism will follow the procedures described in the TT CBA and the University Policy Register.

Full-Time Non-Tenure Track Appointment, Renewal and Promotion

Appointment and Renewal of Full-Time Non-Tenure Track Faculty

Assignments for full-time non-tenure track (FTNTT) faculty vary widely. Terms for renewal are explained in Article X of the Collective Bargaining Agreement for Full-Time Non-Tenure Track Faculty (FTNTT CBA). Criteria are developed by the academic units. Documentation guidelines for FTNTT Full Performance Reviews are provided in the FTNTT CBA, Addendum B. For regular FTNTT faculty, formal third-year reviews are required. For FTNTT faculty in MDJ, evaluation should follow standards for teaching and service, if that is part of their load,

in Tables 4 and 5. Evaluation criteria for professional development are outlined in the next section and standards are noted in Table 6.

Many factors and criteria are considered in recommending an FTNTT faculty member advancement in academic rank. The overall evaluation of a candidate shall include consideration of the faculty member's personal integrity and professional behavior, as [articulated in the university's policy register, 6-17](#), *University policy regarding faculty code of professional ethics*. A sound ethical approach to all aspects of teaching and service to the academy and the profession are expected of all who seek promotion in the School.

Promotion of Full-Time Non-Tenure Track Faculty

There are six academic ranks for FTNTT faculty members: Lecturer, Associate Lecturer, Senior Lecturer, Assistant Professor, Associate Professor and Professor. Criteria for promotion are set forth in Addendum C of the FTNTT CBA. Candidates are eligible for promotion to Associate Lecturer or Associate Professor after completing five consecutive years as an FTNTT and successfully passing one three-year performance review. They are eligible for promotion to Senior Lecturer or Professor after five full years in rank as an Associate Lecturer/Associate Professor. They will be assessed on their performance of assigned duties, professional development and university citizenship. See the FTNTT CBA, Addendum C, Section 1, Paragraph F for a more complete statement of criteria.

According to the FTNTT CBA, evidence of "significant and continuous accomplishments in Performance, Professional Development, and Professional and Creative Activity" is required for promotion. Contributions in university citizenship will help the candidate's file and may be required. The Provost ultimately makes promotion decisions after receiving recommendations from the college Dean. The Dean is advised by the Non-Tenure Track Promotion Advisory Board, whose members review the candidates' files.

Criteria for Promotion of Full-Time Non-Tenure Track Faculty

The School of Media and Journalism hires most full-time, non-tenure track faculty at the assistant professor level, generally with a terminal degree of either a Ph.D., J.D., M.F.A., or a master's degree with significant professional experience, as determined by the search committee in consultation with the Director and Dean.

1. Teaching

Full-time non-tenure track faculty generally teach more than tenure-track faculty, and they are evaluated primarily on their track record in the classroom, as exhibited by responsiveness to teaching evaluations from professional colleagues and teaching peers, as well as students, professional improvement, and industry engagement as appropriate. This rigorous review is detailed in Table 4 of Appendix A to this Section of the Handbook.

2. Service

Full-time non-tenure track faculty in MDJ who have service obligations specified on their workload statements or letters of appointment are expected to provide service to the school. A faculty member's willingness to make contributions to the overall progress of the School is an important measure of the faculty member's fitness for promotion.

Contributions as a University citizen include service to the School, the College, and the University as outlined in Table 5. 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. Other components of citizenship include active participation in School events, such as faculty- undergraduate- and graduate-student recruitment, seminars and department meetings, etc.

Additional components of service include public outreach and professional or academic service. These may differ in their importance among faculty members, depending on each faculty member's duties and responsibilities within the School.

Expectations in service for promotion to Senior Lecturer/Professor are higher than for promotion to Associate Lecturer/Associate Professor. The former requires that the candidates exceed service expectations, when service obligations are specified on their workload statements. The latter requires that the candidates meet them, when service obligations are specified on their workload statements.

3. Professional Development

In addition to showing significant success in teaching, full-time non-tenure track faculty candidates for promotion must show their professional accomplishments. Given that the areas for professional development within MDJ are broad, professional development is evidenced via the effective alignment of activities to the workload statement/appointment letter. Examples might include (but are not limited to) professional awards, active roles in professional organizations, or publication / appearance / presentations in an industry specific outlet, or creative works relevant to the field. Table 6 in Appendix A of this Handbook outlines evaluation criteria.

Expectations in professional development for promotion to Senior Lecturer/Professor are higher than promotion to Associate Lecturer/Associate Professor, when specified on workload statements. The former requires that the candidates exceed professional development expectations. The latter requires that the candidates meet them.

Other Faculty Personnel Actions

Appointment and Employment Procedure and Regulations of the School of Media and Journalism.

Definitions

In accordance with the definition in the University Policy Register, the sum of a faculty member's "teaching, research, and/or administrative responsibilities and assignments constitutes full-time employment (one hundred percent full-time employment) at Kent State University." MDJ faculty include employees who are either tenure-track (those both tenured and probationary) or full-time non-tenure track at the Kent and regional campuses.

Graduate student appointees who are assigned responsibility for sections of structured courses are considered members of the instructional staff for the period they have such classroom or laboratory responsibilities.

Faculty Additions and Replacements

Should a faculty position become available, after approval of the Dean and Provost, the Director will convene a search committee from among the full-time faculty members, though members may also come from other schools, departments and the student body. This committee will institute a formal search, in line with University, College, Equal Opportunity Commission and Affirmative Action regulations.

When any candidate is interviewed on campus, all faculty members shall have the opportunity to meet with the candidate and express their confidential observations and recommendations, either written or oral, to the Director. The Director will consider these observations and recommendations, and, after formal consultation with the search committee and the FAC, nominate a candidate to the Dean.

Letters of Appointment

Formal letters of appointment for both probationary tenure-track and full-time non-tenure track faculty shall be formulated, stating terms and expectations for the individual faculty member in teaching, scholarly/creative activity and service, so that they may be positively considered for reappointment, tenure, and promotion. This is normally done at the time of hiring.

The letters must be approved and agreed to by the Dean, the Director, and the faculty member and may be revised with the permission of the faculty member. Ultimate approval of letters of appointment is the responsibility of the Provost.

Graduate Faculty Membership

1. Graduate faculty membership shall be assigned to those faculty members with appropriate educational backgrounds, who have produced scholarly/creative activity of sufficient quality and consistency to merit professional recognition and who are effective in providing the appropriate training for graduate students (or have the potential for providing such training).

Appropriate educational background, as it relates to the School of Media and Journalism, normally shall mean possession of the doctorate or terminal degree. It also may mean

possession of a non-terminal master's or bachelor's degree with significant professional experience. Appropriate degrees vary within mass media-related disciplines and across the country, depending upon the emphases of the program and the academic/professional expertise of the faculty member.

Scholarly/creative activity of sufficient quality to merit professional recognition as it relates to MDJ should be interpreted through Tenure and Promotion criteria described in this section.

Graduate Faculty Status for Kent Campus Faculty Members

Graduate Faculty status for Kent Campus faculty members is obtained by preparing documentation (application and supporting data sheet) and submitting it to the Graduate Faculty Committee of the School for evaluation and recommendation to the Director, who in turn recommends to the College Dean and to the Associate Provost and Dean of Graduate Studies.

1. The following statuses may be recommended for a graduate faculty member:
 - a. Associate Member, Level 1 (A1): May teach graduate courses and serve on master's thesis and project committees.
 - b. Full Member, Level 1 (F1): May do the above and may direct projects and comprehensive exams at the master's level. Before serving as a sole director of a project, the member must first co-direct two projects with a graduate faculty member eligible to be the sole director of a project. Before serving as a sole director of an exam, the member must first co-direct two exams with a graduate faculty member eligible to be the sole director of an exam.
 - c. Full Member, Level 2 (F2): May do the above and may direct theses. Before serving as a sole director of a thesis, the member must first co-direct two theses with a graduate faculty member eligible to be the sole director of a thesis.
 - d. Full Member, Level 3 (F3): May do the above and may serve on doctoral committees and co-direct doctoral dissertations.
 - e. Full Member, Level 4 (F4): May do the above and may direct a doctoral dissertation.

Criteria for Membership in the Graduate Faculty

General criteria for membership is set forth in the University Policy Register (6-15.1).

1. In MDJ, a Full Member (Level F1) of the Graduate Faculty:
 - a. Must possess a doctorate or other appropriate terminal degree and demonstrate the potential for substantial scholarly research or creative activity, or
 - b. Must possess a master's degree and significant professional experience and a record of substantial and sustained professional publication or creative activity, or
 - c. Must possess a bachelor's degree, along with significant and prominent professional experience in his or her field and an outstanding record of professional publication or creative activity.

2. A Full Member (Level F2) of the Graduate Faculty:
 - a. Must hold a doctorate or equivalent terminal degree appropriate to the faculty member's teaching and research discipline, and must demonstrate a substantial and sustained record of appropriate scholarly research or creative activity, or
 - b. Must hold a master's degree for which a thesis was written, along with significant professional experience in his or her field and must demonstrate a substantial and sustained record of appropriate scholarly research or creative activity.
3. A Full Member (Level F3) of the Graduate Faculty:
 - a. Must meet all criteria for Level F2, and
 - b. Must demonstrate a significant record of graduate teaching, advising, and research direction, including experience in directing or co-directing graduate-student research, and
 - c. Must have demonstrated significant scholarly or creative activity in the past five years, and
 - d. Must demonstrate a significant record of professional involvement.
4. A Full Member (Level F4) of the Graduate Faculty:
 - a. Must meet all criteria for Level F3, and
 - b. Must demonstrate a significant record of research direction, including experience in directing or co-directing graduate student research, and
 - c. Must demonstrate a current and continuing record of scholarly or creative activity, and
 - d. Must demonstrate a continuous record of significant professional involvement.
5. An Associate Member of the Graduate Faculty:
 - a. Must possess a doctorate or other appropriate terminal degree and demonstrate the potential for substantial scholarly research or creative activity, or
 - b. Must possess a master's degree and significant professional experience, and demonstrate the potential for substantial scholarly or professional research or creative activity, or
 - c. Must possess a bachelor's degree plus significant and prominent professional experience and must demonstrate the potential for outstanding professional publication or creative activity.
6. Temporary Graduate Faculty Member: This status shall be assigned to a faculty member whose participation in the graduate program is desired by the School for a limited period or for a limited objective. Normally, this status should be assigned to lead to the appropriate instruction of a graduate course for a semester or appropriate service on a graduate examination committee, a thesis committee, or a dissertation committee. Upon the completion of the temporary assignment, the status of Temporary Graduate Faculty Member is withdrawn.

Summer Teaching

While summer teaching is not included as part of regular 9-month faculty contracts and appointments, faculty wishing to teach during the summer may be given the opportunity to do so, primarily on the basis of program need and secondarily on the basis of available financial resources. Generally, all faculty members shall be consulted by the Director concerning their desire to teach during the summer. The Director follows the guidelines and procedures for summer employment set forth in Article IX, Section 4 of the TT CBA and Article IX, Section 2 of the FTNTT CBA.

Evaluation of Teaching

Formal student evaluations, using KSU-mandated evaluation questions, plus additional questions devised by the School, are conducted for each course taught during regular academic semesters by full- and part-time faculty. Results of the evaluations are made available to the individual faculty member, along with the average score for courses in the appropriate norming group. Evaluations are public records.

Leaves

1. Travel:

University policy 7-02.8 (<https://www.kent.edu/policyreg/administrative-policy-regarding-travel>) governs all School decisions and practices with respect to travel. Faculty are encouraged to attend professional and academic meetings and conferences for professional enrichment. Attendance at such meetings is considered an authorized absence, provided that appropriate arrangements have been made for class coverage. The required forms for this type of leave are available from the Director. The form must be completed and approved before the faculty member's leave.

2. Leaves of Absence:

Leaves of absence, including sick leave, shall follow College and University regulations as stated in the University Policy Register 6-11 and must be approved by the Dean. Appropriate documentation must be completed by all concerned parties.

3. Professional Improvement Leave for Tenure-Track Faculty:

Faculty professional improvement leave may be available to all those who qualify, in accordance with regulations and provisions in the University Policy Register 6-12 and 6-12.101. Faculty members requesting a faculty professional improvement leave must submit a proposal to the FAC and the Director for review, after which it is reviewed by the College Advisory Committee, the Dean and other appropriate University officials and committees. Final approval comes from the Provost and is subject to available funding.

4. Professional Development Leave for FTNTT Faculty:

Full-time non-tenure track faculty may apply for leaves of absence for professional development according to the provisions of the FTNTT CBA, Article XVI, Section 2.

Faculty Grievance and Appeals

A. University Procedures

Kent State University maintains formal grievance and appeals procedures established by the TT CBA (Article VII) and the FTNTT CBA (Article VII).

B. School Procedures for Informal Resolution

The faculty and the Director are encouraged to maintain open communication to the extent that formal University grievance and appeals procedures will normally not be required. To this end, the following procedure is recommended for the internal arbitration of a faculty grievance, should it be necessitated:

Step 1: The grieving faculty member shall meet with their sequence coordinator, and a reasonable effort shall be made to resolve the grievance.

Step 2: If the grievance is not resolved in Step One, the faculty member may elect to bring their grievance before the FAC, which shall make an advisory recommendation to the Director.

Step 3: If the grievance is not resolved in Step Two, the faculty member shall meet with the Director who will make a final effort to resolve the grievance at the School level.

Should the issue remain unresolved at the School level, the Director's Office will notify the Dean regarding the unresolved grievance and the results of the informal actions that have occurred in Steps One through Three.

In regard to the above procedure, it is important to note the following from the University Grievance and Appeals Procedure: "Any settlement, withdrawal, or other disposition of a grievance at the informal stage shall not constitute a binding precedent in the settlement of similar complaints or grievances."

SECTION IV. CRITERIA, PERFORMANCE EXPECTATIONS AND SCHOOL PROCEDURES RELATING TO MERIT AWARDS

Merit Awards

When the Dean notifies the Director of the amount of money in the Faculty Excellence Award (FEA) pool, the Director will divide the pool as specified in the Tenure-Track Collective Bargaining Agreement (TT CBA) (Article XII, Section 3) in effect at the time. Eligible faculty members may apply for an award in whatever categories are specified. The percentage breakdown of criteria for allocation of monies from the merit pool will be as follows: 40% Teaching, 40% Research/Creative Activity, 20% Service/University Citizenship.

FEA applications must include a curriculum vitae and brief narratives documenting superior performance, accomplishments, and awards in teaching/service or research/creative activity.

One narrative should be submitted for each category and should not exceed two pages in length.

The TT faculty will also create a checklist of meritorious activities that the faculty and the Director should consider in making award decisions. It is the FEA candidates' responsibility to address categories applicable to their performance during the review period.

Each member of the eligible faculty who choose to participate will review the applications and assign each applicant to one of the four categories: high award, medium award, low award or no award. This "vote," with either a statement of justification for the vote or a completed checklist (or both), will be signed and returned to the Director. These statements will be given to the applicants upon request at the end of the award process.

The Director, advised by these statements, will draw up a list of award recipients and the amount of each award and present the list to the TT faculty who participate in the process. The TT faculty who participate in the process will vote on the list of awards as a whole.

If the participating TT faculty vote in favor of the list, individual faculty may request reconsideration of the preliminary determination. If the participating TT faculty vote against the list as a whole, the Director may revise the list and resubmit it to the participating TT faculty, along with the participating TT faculty decision and notes on the discussion. Then the preliminary determination will be open for individual faculty to request reconsideration. The participating TT faculty shall review all reconsideration requests and make a final recommendation to the Director. The Director will then make a final recommendation to the Dean and inform the participating TT faculty and individual faculty of that final determination.

The FAC recommends that the Director reserve ten percent of the dollar pool in each category for awards at the Director's discretion. The Director reports these awards to the participating TT faculty, but the participating TT faculty does not vote on them. If negotiated guidelines explicitly provide for a wider range of awards, the negotiated guidelines will take precedence.

Merit Award Checklists

School of Media and Journalism Approved Oct. 17, 2014

NOTE: These checklists may not help in the determination of individual awards. However, when a checklist is filled out for each candidate, this system may help you determine High, Medium and Low awards for all. Also, you may choose not to use these checklists at all. However, they do reflect what "counts" in the determination of these awards.

✓ for each=Low

✓✓ for each=Medium

✓✓✓ for each =High

FEA Rubric for Research and Creative Activity

Candidate Name	Check all that apply
Books/Major creative or research projects published, or aired, or performed	
Books edited	
In-progress research, not yet published	
Articles in print or online/exhibits/performances	
Presentations related to research or other field-related expertise (academic conferences or groups, community or industry)	
Startups/New creative ventures	
Research-related grants won	
Research-related grants applied for	
Awards	
Media appearances or quotes focused on research or creative activity	
Workshops or events organized	
Workshops or events attended for professional development	
Other	

FEA Rubric for Teaching

Candidate Name	Check all that apply. You may include as many as three checks per box.
SSI scores at or above mean	
Student media/club/course advising	
Grad project/theses advising or service on committees (≥3)	
Teaching grants/awards won	
Teaching grants applied for	

Teaching presentations on campus	
New preps	
Innovations	
Student recognition/awards for work done in class	
Teaching award	
Other	

FEA Rubric for University Citizenship

Candidate Name	Check all that apply. You may include as many as three checkboxes per box.
Student media/club/course advising	
Teaching presentations on campus	
Innovations	
Service award	
Service to school, university or profession (>4 committee leadership positions)	
Other	

SECTION V. OTHER SCHOOL GUIDELINES

The School has autonomy in specific and specified areas. This section of the Handbook details those areas and attendant policies. A copy of this Handbook shall be made available to all Kent and regional campus faculty members within the School.

Goals of the School of Media and Journalism

The School of Media and Journalism (MDJ) at Kent State University will be the most relevant, student-centered, and ethically driven accredited program in the country.

Mission Statement:

We provide our students with a solid academic experience that balances both conceptual and practical courses, professional opportunities and multiple internships, all of which are grounded in a foundation of ethics in a diverse and global society.

What we do:

MDJ educates storytellers and those who will manage businesses or organizations that have storytelling or content as a primary function. This storytelling takes place in journalistic, informative, entertainment, and persuasive environments and encompasses multimedia and multi-platform delivery.

We prepare students for careers in today's marketplace with knowledge and broad-based skills that will allow them not only to succeed but also to innovate, manage, and lead. We also prepare them for productive lives as active citizens in a world increasingly connected by communication and commerce.

How we do it:

Everything we do in MDJ is based on our values and core competencies. Students in our program will develop the following:

Effective communication skills, grounded in strong writing. These skills today include broad-based multimedia communication skills.

Critical and analytical thinking that allows for ethical and creative approaches to storytelling, problem solving, and innovation. Our curriculum and experiences emphasize flexibility and adaptability. Such thinking should lead to an entrepreneurial mindset.

An understanding of audiences/participants in communication and of the communications platforms through which these audiences/participants communicate. From day one, our students begin developing their personal brands – the experiences and attributes that set them apart.

Knowledge and expertise in subject matter through a liberal education. Graduation requirements permit deep immersion into subjects housed in other schools and departments, allowing for minors and double majors, among other ways to build subject expertise.

An understanding of the history and role of professionals and institutions in shaping communication.

An understanding of professional ethical principles and how to work ethically in pursuit of truth, accuracy, fairness, and diversity.

An understanding of the principles and laws of freedom of speech and press of the United States, as well as an understanding of the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble, and to petition for redress of grievances.

The ability to conduct research, apply basic statistical concepts, and evaluate information by methods appropriate to the communications professions in which they work.

The ability to find, interpret and use data effectively for storytelling, reporting, and other communication purposes.

An understanding of culture, gender, race, ethnicity, sexual orientation, and, as appropriate, other forms of diversity in domestic society in relation to mass communications in a global society.

The skills to critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style, and grammatical correctness.

Our aspirations:

Be recognized as an innovative national leader in professional media education, not only for undergraduates, but also for 1) scholastic journalists and their teachers, 2) graduate students, and 3) working professionals.

Build the School's applied scholarly, creative, and journalistic output by faculty and students in support of the School's mission, its reputation and its financial resources.

Remain progressive in adapting the education we offer to new market realities.

Structure and Organization of the School

Leadership of Schools

Each school in the College of Communication and Information has a Director who reports to the Dean. According to the Collective Bargaining Agreement (CBA) (2015, Article II, Section 1), School Directors are not part of the bargaining unit. All school-level administrative positions report to the School Director. The appointment of all school-level administrative positions requires consultation with the school FAC. Because these are administrative positions, they are subject to annual review by the School Director.

All administrative appointments defined below are subject to changes in administrative structure, assignment of non-faculty support staff, budget, and priorities of the School, College and University.

Director

The Director is the administrative officer and official spokesperson and, as such, provides leadership, planning, execution, and evaluation of programs within the School. The Director is advised by the Faculty Advisory Committee, the Professional Advisory Board, the general faculty, sequence coordinators, and the various standing and ad hoc faculty and student committees. The appointment of the Director is detailed in the University Policy Register, 6-05 (B). The Director reports to the Dean of the College of Communication and Information.

Associate Director

The decision to appoint an Associate Director is made by the School Director in consultation with the school FAC. The duties of the Associate Director are determined by the School Director in consultation with the school FAC. The Associate Director is an administrative position that reports to the School Director. An Associate Director may continue in the position at the discretion of the School Director and upon satisfactory annual review of their administrative performance by the School Director.

Associate Director duties are clearly defined in writing by the School Director at the time of the administrative appointment and annually thereafter for as long as the Associate Director serves in the position.

Undergraduate Coordinator

The Undergraduate Coordinator is an administrative position that reports to the School Director. The School Director will consult with the school's FAC before appointing an Undergraduate Coordinator. The duties of the Undergraduate Coordinator are determined by the School Director in consultation with the school FAC. An Undergraduate Coordinator may continue in the position at the discretion of the School Director and upon satisfactory annual review of their administrative performance by the School Director.

The Undergraduate Coordinator directly supports the School Director with matters related to undergraduate education, undergraduate students, and undergraduate programs within the school. The Undergraduate Coordinator also works with CCI's Assistant Dean, the CCI advisors, and their Undergraduate Coordinator peers in the other schools.

Undergraduate Coordinator duties are clearly defined in writing by the School Director at the time of the administrative appointment and annually thereafter for as long as the Undergraduate Coordinator serves in the position.

Graduate Coordinators

The Graduate Coordinator is an administrative position that reports to the School Director. The School Director will consult with the school's FAC before appointing a Graduate Coordinator. The duties of the Graduate Coordinator are determined by the School Director in consultation with the school FAC. A Graduate Coordinator may continue in the position at the discretion of the School Director and upon satisfactory annual review of their administrative performance by the School Director.

The Graduate Coordinator directly supports the School Director with matters related to graduate education, graduate students, and graduate programs within the school. The Graduate Coordinator also works with CCI's Associate Dean for Graduate Studies and Research and their Graduate Coordinator peers in the other schools.

Graduate Coordinator duties are clearly defined in writing by the School Director at the time of the administrative appointment and annually thereafter for as long as the Graduate Coordinator serves in the position.

Other School-level Administrative Appointments

Some of the schools have Sequence and Concentration Coordinators, Internship Coordinators and other similar administrative positions referred to here as "general" Coordinators. If a School Director wishes to utilize these positions, they will consult with the FAC prior to making an appointment. The School Director will define the duties for these positions in consultation with the FAC.

A general Coordinator may continue in the position at the discretion of the School Director and upon satisfactory annual review of their administrative performance by the School Director.

General Coordinator duties are clearly defined in writing by the School Director at the time of the administrative appointment and annually thereafter for as long as the Coordinator serves in the position.

Overview of Student Media Advisers' Duties:

1. To teach.

Recognizing that any student at the University can participate in Student Media, sometimes advising involves teaching what students would learn in Media and Journalism courses; sometimes it involves going beyond the curriculum.

2. To critique.

For units producing daily content, this may be after the fact several times a week. For The Burr, critiquing generally occurs before publication, as the staff goes through planning, writing, rewriting, shooting, reshooting, editing, and proofing.

3. To advise.

On matters of policy and procedure and on substantive issues involving controversial material, the adviser should provide counsel. On matters of budget, allocations and planning, the adviser should work closely with the editor/general manager, as well as Office of Student Media professional staff. Overall, advisers are expected to offer counsel but not to exercise control.

4. To meet.

Advisers are expected to meet with staff members weekly or routinely at board or editorial meetings to solve routine problems in the operation of the student medium, which could range from equipment issues to planning major editorial coverage. The adviser also is expected to attend Student Media Board meetings.

5. To be evaluated.

Student media leaders will be asked to evaluate the contribution of the advisers at the conclusion of each semester. Evaluation forms are distributed by the Director of Student Media and are forwarded to the Director of the School of Media and Journalism, who will review them with individual advisers.

6. To address issues brought by student participants in Student Media.

Following attempted resolution with faculty advisers, student participants in Student Media will be referred to the Director of Student Media.

Committees

Certain committees that are essential to the functioning of a School are provided for in the Collective Bargaining Agreements and the University Policy Register. In the School of Media

and Journalism, these committees are: the Faculty Advisory Committee; the Graduate Faculty Committee; the Ad Hoc Reappointment, Tenure and Promotion Committees; the Undergraduate Studies Committee (functioning as a curriculum committee); the Graduate Studies Committee (functioning as a curriculum committee); the Academic Complaint Committee; and Search Committees. These committees are described in Section I of this Handbook.

Other School Committees

As with the FAC, all committees in the School are advisory to the Director. Each of the following committees has specific areas of responsibility and is required to make specific recommendations to the Director. The Director should inform the FAC of the outcomes of other committees' recommendations and, if not acted upon or if contravened, to note the reasons why.

The standing committees of the School of Media and Journalism are listed below with their charges.

1. The Scholarship Committee is composed of faculty members elected by the FAC. The term is one year with the possibility of reappointment, depending upon the wishes of the member and the needs of the School as assessed by the Director. The committee elects a chair from its members. The chair serves for a two-year term. The committee recommends recipients of scholarships to the Director.
2. The Diversity and Globalization Committee is composed of five elected representatives from the faculty and a chair elected from its ranks. The focus will be on helping our School in the recruiting, retention, and support for our underrepresented students, faculty, and staff. Our definition of diversity will include both domestic and international diversity and will focus on categories of diversity that go beyond gender, race, and ethnicity.

The committee will work with faculty and others to identify recruiting and retention policies for the School (in coordination with College efforts), support systems in place for our underrepresented students, best practices in recruiting diversity candidates for adjunct faculty, full-time faculty, and staff. A member of this committee will be assigned to all searches for full-time employment in MDJ.

3. The Student Media Board is a standing University committee with strong connections to the School of Media and Journalism. The Student Media Board oversees the operation of the Kent Stater, the Summer Stater, KentWired.com, the Burr magazine and theburr.com, TV2, Black Squirrel Radio, Flash Film Commission, and the magazines Fusion, Uhuru, Luna Negra and A. The Board selects the editors for the Kent Stater and all of the magazines, the General Manager for TV2, the General Manager for Black

Squirrel Radio, the president of KSUIF and the advertising manager for all Student Media.

The charge, membership, procedures and responsibilities of the Student Media Board are described in the University Policy Register, Section 4-12.1.

The Director, after consultation with the FAC, appoints advisers, following the Guidelines in Section II of this Handbook.

4. The Peer Review Committee consists of all tenured faculty and NTT faculty holding the rank of associate or higher. Both NTT and TT faculty wishing to stand for promotion should arrange for a peer review by members of this committee at least once per academic year.

Ad Hoc Committees

Ad Hoc Committees or task forces may be formed whenever the Director, FAC, or other administrative body deems it necessary.

An example of an ad hoc committee is the Handbook Committee. Examples of task forces to accomplish specific tasks include the Recruiting and Retention Committee and the Internship Task Force.

Representation on Other Committees in the College of Communication and Information

The School is entitled to representation in other College committees, including the CCI Recruitment Committee, the Doctoral Studies Committee, the CCI Undergraduate Coordinators Council, and the CCI Diversity Team. See the College Handbook for information about School participation.

Scheduling of Classes

Class schedules are developed by the Director, in consultation with the Associate Director, Undergraduate Studies Coordinator, and Graduate Studies Coordinator(s) as appropriate, and with the faculty. Approved class schedules are entered into the university scheduling system by the staff scheduler.

Students

A. Student Academic Responsibilities

It is expected that students will conduct themselves in an appropriate and ethical manner both in and out of the classroom. Specific rules and regulations relating to student conduct are listed in the Code of Student Conduct at: <http://www.kent.edu/studentconduct/code-student-conduct>.

Class Attendance

The School of Media and Journalism adheres to the Administrative Policy Regarding Class Attendance and Class Absence as stated in the University Policy Register, Section 3-01.2.

B. Student Representation on School Committees

Student input will be sought by the FAC and other standing committees of the School, such as the Graduate Studies Committee and the Undergraduate Studies Committee. Students attending the meetings will not vote. Further, students will be asked to leave meetings when personnel or other confidential matters are discussed. The Graduate Studies Role and Status of Graduate Student Appointees document provides more information on graduate student involvement in School, College, and University governance.

C. Student Media Complaints

Students participating in Student Media must first take up a complaint related to Student Media with the appropriate faculty adviser. If not resolved, the matter will be referred to the Director of Student Media.

D. Student Advising/Admission to the School

Each undergraduate student shall be assigned an academic advisor with whom the student should consult regularly. Undergraduate advisors are professional advisors centered in the College of Communication and Information. Graduate students are advised by faculty in the relevant sequences, as assigned by the Graduate Coordinator.

Admission requirements for the School are outlined in the current University Catalog and should be consulted by the student.

Transfer of program credits to Kent State University from another university shall be approved by the Director, the Graduate Studies Coordinator or the Undergraduate Studies Coordinator, in consultation with College Advisors and with sequence coordinators as needed.

E. Student Plagiarism Statement

The School of Media and Journalism deals in publishable works and educates its students for various aspects of publishing and other communications professions. Within this framework, every student must be aware of the following rules and definitions while in school or on the job:

Fabrication is, in phrasing first used by the Columbia University Graduate School of Journalism, the cardinal sin. Faking quotations, faking "facts," reporting things that did not happen, are not only reprehensible but also could be actionable in court.

Plagiarizing, as defined by Webster, is “to steal and pass off as one’s own the ideas or words of another.” It is unethical and, in cases involving creative work, usually illegal. One of the worst sins a communications practitioner may commit is to plagiarize the work of another – to steal their words, thought, or outline and pass them off as their own.

Cheating includes the submission of work in which you have received material and substantive assistance from others, or copied the work of others, when the assignment was intended to be completed by you alone. Unless specifically designated as a group project, all assignments for this course are intended to be the result of your individual efforts. Duplicating work is defined as submitting the same work to more than one instructor (or publication) without the prior knowledge and agreement of both.

Violation of the University’s academic cheating and plagiarism policy while in school is grounds for reviewing status in the School of Media and Journalism. In addition to outcomes from the academic hearing panel process, if a student is found responsible for violating University policy, the School may take administrative actions including but not limited to: written warning, academic course adjustments (such as moving a student to another section or allowing for online completion of a normally seated course, among other possibilities), and/or removal from the School of Media and Journalism.

Please refer to Kent State University’s policy regarding cheating and plagiarism in the University Policy Register, Section 3-01.8.

Student Media

Student media activities include: the Kent Stater, the Summer Stater, KentWired.com, the Burr magazine and theburr.com, TV2, Black Squirrel Radio, and Flash Film Commission.

Additional student groups may be formed under University guidelines for such groups administered by the Student Media Board. In cases where the Student Media are considered part of the academic program within the School and are administered as such, the adviser for the group must come from the faculty of the School of Media and Journalism.

Appendix A

Table 1 Assessment of Teaching Worksheet for Tenure-Track Faculty

Overall evaluation of teaching:

Excellent: Superior teaching performance with external recognition

Very Good: Actively engaged in teaching activities with demonstrable success

Adequate: Meets teaching obligations, including appropriate course preparation, delivery and evaluation

Unacceptable: Does not meet teaching obligations

Aside from “formal peer evaluation” and “student evaluations of instruction,” the candidate is not expected to provide evidence in all categories listed below.

Criteria	Evaluation	Notes/Discussion Point
Formal peer evaluation		
Student Evaluations of Instruction		
Quality of content, includes current knowledge and practice		
Quality and clarity of syllabi, assignments, tests, quizzes, grading rubrics, etc.		
Effective delivery with learning-centered techniques and tools		
Assessment of learning outcomes, document of successes and improvements		
Development or revision of courses, program development		
Scholarly/creative work on pedagogy		
Counseling, advising, mentoring, tutoring		
Co-curricular advising		
M.A. theses, projects, Ind. Studies, Honors		
Course Innovation		
Overall evaluation		
Notes on overall evaluation		

Table 2 Assessment of Scholarly/Creative Activity Worksheet for Tenure-Track Faculty

Overall evaluation of scholarly/creative activity:

Excellent: Achieved national and/or international prominence for creative and/or scholarly activity

Very Good: Emerging nationally recognized body of creative and/or scholarly activity.

Adequate: Active body of creative and/or scholarly activity

Unacceptable: Insufficient body of creative and/or scholarly activity

The candidate is not expected to provide evidence in all the categories listed below.

Criteria	Evaluation Notes/Discussion Point	
Well-defined, focused agenda		
Consistent activity leading to publication and presentation		
Published work in appropriate professional or academic venues significant to School's mission		
Evidence of quality of work through external review/juried assessment		
Evidence of quality of work through citations, awards, invitations to publish or present		
Evidence of quality through generation of external funding		
Overall impact on discipline, profession		
Overall evaluation		
Notes on overall evaluation		

Table 3 Assessment of Service for Tenure-Track Faculty

Service Assessment	Examples of Accomplishments Corresponding to the
Exceeds obligations	Significant role in School, College, University, or profession, as evidenced productive service on committees, active participation in significant events, effectively chairing committees, specific administrative assignments, meaningful public and/or professional outreach.
Meets obligations	Meets minimal service obligations in some categories.

Does not meet obligations	Does not meet service obligations in a timely manner or does not actively participate in most categories.
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Table 4 Assessment of Teaching for Full-Time Non-Tenure Track Faculty

Overall evaluation of teaching:

Excellent: Superior teaching performance with external recognition

Very Good: Actively engaged in teaching activities with demonstrable success

Adequate: Meets teaching obligations, including appropriate course preparation, delivery and evaluation

Unacceptable: Does not meet teaching obligations

Aside from “formal peer evaluation” and the “student evaluations of instruction,” the candidate is not expected to provide evidence in all categories listed below. The other fields may add to evaluators’ understanding of the candidate’s teaching achievements.

Criteria	Evaluation	Notes/Discussion Point
Formal peer evaluation		
Student Evaluations of Instruction		
Quality of content, includes current knowledge practice		
Quality and clarity of syllabi, assignments, tests, quizzes, grading rubrics, etc.		
Effective delivery with learning-centered techniques and tools		
Assessment of learning outcomes, document successes and improvements		
Development or revision of courses, program development		
Counseling, advising, mentoring, tutoring		
Co-curricular advising		
M.A. theses, projects, Ind. Studies, Honors		
Course Innovation		
Overall evaluation		
Notes on overall evaluation		

Table 5 Assessment of Service for Full-Time Non-Tenure Track Faculty

Service Assessment	Examples of Accomplishments Corresponding to the Assessment
Exceeds obligations	Exceeds service obligations set forth in workload statement and/or appointment letter. Evidence of this could be productive service on committees, active participation in significant events, effectively chairing committees, specific administrative assignments, meaningful public and/or professional outreach.
Meets obligations	Meets minimal service obligations set forth in workload statements and appointment letter.
Does not meet obligations	Does not meet service obligations in a timely manner or does not actively participate in most categories.

Table 6 Assessment of Professional Development for Full-Time Non-Tenure Track Faculty

Professional Development Accomplishments	Examples of Professional Development Assessment
Exceeds obligations	Exceeded obligations for professional development listed in workload statement and/or appointment letter.
Meets obligations	Meets obligations for professional development listed in workload statements and/or appointment letter.
Does not meet obligations	Does not meet professional development obligations listed in workload statements and/or appointment letter.

