

Kent State University  
College of Education, Health and Human Services

# TEACHING, LEARNING AND CURRICULUM STUDIES

## Handbook

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## INTRODUCTION

### Preamble

The School Handbook contains the operational policies and procedures of the School of Teaching, Learning and Curriculum Studies (hereinafter the “School”). These policies and procedures may not conflict with any University, Administrative and Operational Policy of Kent State University (hereinafter the “University”), any applicable Collective Bargaining Agreement, or any federal, state and local law.

### Vision and Mission of the School

**TLC’s Vision: Fostering courageous thought, innovative research and practices, and local and global community engagement for a more just world.**

**The mission of TLC is to engage in professional practices—research, scholarship, service, and teaching—that empower learners in educational settings.**

In keeping with our mission and vision statements, key values guide our shared work. These include promoting social justice; honoring diversity; initiating and championing global connections; and assuming leadership roles within the profession, community, schools, and agencies through collaborative relationships.

The School’s full-time faculty [tenured, tenure-track, and full-time non-tenure track (FTNTT)] (hereinafter the “Faculty”) are devoted to the initial and continuing professional development of teachers, curriculum and instructional specialists, other personnel, and scholars. The School Faculty appreciate and respect the diversities of our faculty and collaborate to maintain high quality teacher education programs that address issues of justice locally and globally. The School Faculty also partner with the broader community of schools and school personnel as well as those in other educational settings.

Explicitly, TLC developed an Anti-Racism and Anti-Bias Statement: As a community of faculty, staff, and students, we value our social identities including race, ethnicity, (dis)ability, age, sex, sexual identity, gender identity and expression, religious beliefs/backgrounds, socioeconomic status, and how these identities intersect. In TLC we recognize that the status quo discriminates against many groups including Black, Indigenous, and People of Color (BIPOC) in ways that are systemic and deeply impactful. We commit to critically examining historical, institutional racism and using the knowledge we gain to inform our work against systems of oppression. We aim to do this by engaging in collective action to address individual and systematic oppression within our local, national, and global communities. We recognize restoration comes in many different forms. Our desire is to create opportunities for collectively envisioning what that might look like across our School or College, inside and outside of learning spaces. We intend to cultivate equitable experiences for everyone who has been marginalized and/or underserved and to dismantle discrimination and disparity across our programs. We pledge to continue to act, learn and grow so

we all experience our school as a place that fosters diversity, equity, and inclusion for all. We benefit when marginalized voices, joys and experiences are expressed.

School Faculty strive to create, develop, and maintain relationships and working conditions that enable the Faculty to do its best work, both individually and collectively. Governance is shared as advocated by both University Policy and the *Collective Bargaining Agreement (CBA)*.

### **A. Teaching**

Faculty members are dedicated to providing high quality and robust initial and continuing preparation programs (undergraduate and graduate) for educators in various professional roles and settings. Programs are designed to prepare reflective practitioners capable of providing effective leadership and service in all formal and informal educational settings. Faculty members make consistent efforts to integrate technology in meaningful ways to support the learning of students across programs and interests.

The professional preparation and development of all students regardless of their social identities are central to the School's mission and are its highest priority.

The teaching Faculty's goal is to prepare graduates who have the knowledge, skills and dispositions to teach in increasingly diverse educational settings with a focus on social justice and global connectedness. Graduates will be prepared to reflect on their practice and continually grow as educators and learners. Students will strengthen their ability to think critically and to provide reflective, transformative leadership. A primary goal that School Faculty set for both students and themselves is to increase individual and collective understanding of diversity in its many forms and to commit to the improvement of educational opportunities for all populations, both marginalized and dominant. The School values the diverse identities of the School's students, faculty, staff, and stakeholders. Graduates of the School's programs need to be well prepared to teach, lead, and work within national and global settings, thus the School consciously works to initiate and support global connections within and beyond its programs. This preparation requires a deep knowledge of past and current inequities and the practices needed to address them.

Diversity stimulates learning and enhances the Faculty's and students' abilities to work with others who are from backgrounds unlike their own. School Faculty must be vigilant in creating and maintaining an environment for their own continued growth and development. Thus, School Faculty members are dedicated to the identification, recruitment, and retention of students and faculty from under-represented populations, through all legal and appropriate practices. School Faculty members are committed to the creation of a learning community that is inclusive and respectful of diverse ideas and practices.

Consistent with this commitment to increasing and honoring diversity is the Faculty's commitment to provide students with high quality advising and mentoring. Accurate and comprehensive advising reduces the number of challenges undergraduate and graduate students might face as they near graduation (and after graduation as well). Positive interactions between

advisor and student also can help shape the student's attitude toward the faculty in general, the program, the School, the College, and even the University. School Faculty members recognize that mentorship roles are particularly critical to advanced graduate students. The one-to-one sharing of experiences that takes place with them can be as important as the courses they take. Indeed, Faculty members consider effective, personalized advising and mentoring as essential elements to meeting this commitment to all undergraduate and graduate students.

## **B. Scholarship and Research**

School tenure-track, tenured, and non-tenure track research Faculty (hereinafter "Research Faculty") are committed to the generation and dissemination of knowledge about education, professional development, and related areas of inquiry that contribute to the development of effective educational and scholarly theory, policy, and practice. Research Faculty engage in multiple forms of scholarly activity and research that informs practice. These activities include but are not limited to the publication of articles, chapters, books, and monographs, as well as the production of digital media; presentations at meetings of professional organizations, learned societies, and government committees; and editorial work for journals and publishing companies. Many of these activities are appropriately accomplished by a Research Faculty member working independently. The School also values collaboration with colleagues in the School and across campus, with peers at other academic institutions, and with School and College practitioners. Seeking external and internal support for these activities is highly valued though not required by the School.

## **C. Service**

In a variety of ways, School Faculty are responsible for and committed to providing leadership and service to the University, College, School, broader community, and to their profession. This is accomplished through sustained effort on the part of the Faculty, guided by the principles and practices of cooperation, collaboration, and consultation. The wide range of experiences and expertise found among our Faculty enables collegiality and cooperation with colleagues in school and non-school settings.

In seeking to contribute to the knowledge base of the profession and to improve educational practice, the School's mission centers on working collaboratively with all types of community groups and in a culturally responsive manner. In fostering a community of learners, School Faculty strive to both lead and learn.

School Faculty recognize that collaborative relationships are necessary in order to provide high quality programs, exemplary instruction, and cutting-edge research. Such relationships are an integral part of each of the programs in the School. These relationships make it possible to provide meaningful experiences for our students.

## **SECTION I MATTERS OF SCHOOL GOVERNANCE AND RELATED PROCEDURES**

### **Structure and Organization of the School**

#### **A. Administrative and Service Positions**

##### **1. School Director**

The School Director (hereinafter “Director”) is the chief administrative officer of the School and reports directly to and is accountable to the Dean of the College (hereinafter “Dean”). The Director is responsible for recording, maintaining, and implementing the policies and procedures stated in this Handbook through regular and thorough consultation with the School Faculty and the School’s various committees. The Director's duties and responsibilities shall include, but are not limited to, the following roles outlined as academic/scholarly leadership and procedural/managerial:

##### *Academic/Scholarly Leadership*

- Promotes good communication and morale within the School
- Advocates for and represents faculty in School, College and University affairs, forums, and decisions
- Contributes to the scholarly culture and climate of the School
- Mentors faculty in pursuing and developing research agendas and scholarship
- Understands and supports the diversity of faculty interests and pursuits, valuing different perspectives
- Listens to and considers the positions, opinions, and diverse views of all faculty
- Supports Faculty in accomplishing a unified vision for the School and units within the School
- Maintains appropriate balance and emphasis among the various disciplines of the School
- Encourages and facilitates a collaborative approach to teacher education across programs
- Demonstrates strong commitment to social justice
- Maintains shared problem-solving and ongoing intellectual dialogue about teaching, scholarship, programming, and issues related to the changing environment
- Articulates various program goals into a cohesive unit
- Facilitates the integration of global perspectives in education, as well as international outreach
- Demonstrates the necessary disciplinary understanding to practice a resourceful and democratic curriculum-based pedagogy
- Makes ethically sound and research-informed decisions
- Keeps the School informed of the views and policies of the College and University administrations

### *Procedural/Managerial*

- Ensures School compliance with University, Administrative, and Operational Policies, rules, regulations and any applicable *Collective Bargaining Agreement*
- Develops and carries out administrative and educational policies in the School, with appropriate consultation
- Develops the School's budget, with appropriate consultation
- Recommends new staff and Faculty appointments to the Dean, with appropriate consultation
- Mentors non-tenure track and tenure track Faculty in preparation of files for reappointment, promotion, and tenure
- Recommends the reappointment, non-reappointment, tenure, promotion, sanction, and/or dismissal of Faculty members in the School
- Appoints and directs the nonacademic staff of the School
- Recommends leaves for Faculty members in the School
- Notifies the Dean of the absence or resignation of a Faculty member
- Recommends course changes to the Dean
- Assigns workload to faculty members, with appropriate consultation
- Maintains custody of University property allocated to the School
- Performs other tasks and duties as assigned, all of which cannot be cataloged

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

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

If the Director is ill or out of town for a day or more, the Director will name an "acting Director(s)" for the duration of the absence.

## **2. Program Coordinators**

The Director appoints Program Coordinators after consultation with the program Faculty. While the appointment is for the academic year, it is also expected that the Program Coordinator is available for eight weeks of the summer, for additional compensation. The initial term of service is for two years, at which time consideration shall be given to continuous service or rotation to a newly appointed Program Coordinator. Newly appointed coordinators should seek and expect to receive mentorship during their initial semester of service by the previous coordinator, as well as the Director. Service by Program Coordinators may be terminated if deemed necessary by the Director or the Program Coordinator. The duties and responsibilities of Program Coordinators, who generally may be assigned the

workload equivalent of three (3) credit hour course each semester by the Director, with the approval of the Dean, shall include but are not limited to the following:

- Convene program Faculty regularly to discuss important curricular issues, to evaluate the program, and to make program plans relative to academic and student affairs
- Prepare accreditation reports and program assessments
- Coordinate the schedule of classes to be submitted to the School Director for approval, with appropriate Faculty consultation
- Inform Faculty of opportunities for summer teaching
- Advise and counsel students
- Demonstrates strong commitment to social justice
- Serve as liaison to program advisors in the various Colleges and Schools
- Determine the appropriateness for approval of course substitutions, and transfer or transient credit
- Consult Faculty regarding individual investigations
- Oversee and coordinate reviews for admission into graduate programs
- Initiate and coordinate program-related curricular revisions
- Recruit and develop part-time faculty
- Serve a leadership role within partnership schools and agencies
- Oversee program efforts related to the recruitment and retention of students
- In partnership with Director, manage enrollment within courses
- Assist with scheduling decisions, both short and long term
- Implement the current policies of the School and the College

### **3. Additional Administrative Appointments**

The Director makes appointments to other administrative positions after consultation with the Faculty Advisory Committee (hereinafter the “FAC”). Appointments will be dependent upon the needs of the School and an individual’s qualifications for the position.

### **4. Non-Academic Staff**

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

## **B. School Committees**

All School committees are advisory to the Director. The membership, structure, and function of some of the School's committees are governed by University, Administrative and Operational Policies and the applicable *Collective Bargaining Agreement (CBA)*. The Director may establish ad hoc committees in consultation with the FAC.

The Director welcomes requests from Faculty members for positions on the School’s various committees. The Director, when making appointments to School committees, will be mindful of



the diversity of disciplines within the School and will consider the expertise and interests necessary for the functioning of the specific committees.

The School has a range of committees including but not limited to FAC, Curriculum Committee, Student Academic Complaint Committee, the ad hoc Reappointment, Tenure and Promotion Committee, as well as other ad hoc Committees. Participation of all Faculty members is encouraged, and representation from all program areas will be solicited. *Collective Bargaining Agreement* and *University Policy Register* ultimately govern committee membership. For all committees in the School, seventy-five percent (75%) of the committee membership shall constitute a quorum.

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

- a.** Purpose: This elected FAC represents School Faculty members in School governance. The FAC is structured and operates as described in the applicable *Collective Bargaining Agreement*. The FAC is convened and chaired at least once per term by the Director who, in consultation with the FAC, sets the agenda for its meetings. FAC members may request that items be added to the agenda. Additional meetings of the FAC may be called by the Director, as needed. The Director is ex-officio, non-voting member of the FAC.
- b.** Membership: The Committee shall be composed of ten (10) full-time School Faculty members whose terms shall be for one (1) year. Three FAC members serve as representatives to the College Advisory Committee (hereinafter the “CAC”). Each year, FAC names at least one (1) new CAC representative; thus, while a usual term for an FAC member is only one (1) year, if elected to CAC, that FAC member automatically becomes a member of FAC for a second year because CAC members serve a two-year term.

All full-time Faculty members are eligible for membership on the FAC. This includes FTNTT and regional campus Faculty. The FAC should consist of one (1) Faculty member from each of these eight (8) programs areas\*—Adolescent and Young Adult Education (ADED), Career Technical Teacher Education (CTTE), Curriculum and Instruction (C&I)/At Large, Early Childhood Education (ECED), Educational Technology (EDTN), Literacy, Middle Childhood Education (MCED), and Physical Education and Sport Performance (PESP)—and FTNTT and regional campus Faculty, for a total of ten (10). FAC members are selected through a school-wide election each spring semester. Thus, each program area (ADED, CTTE, ECED, EDTN, Literacy, MCED, C&I/At Large and PESP) chooses representatives from program Faculty for the FAC ballot. The Director encourages regional campus Faculty, FTNTT Faculty, and other Faculty not nominated by their program areas to make known their interest in running for the FAC.

Where there is insufficient interest from FTNTT or regional campus Faculty to run

for FAC, the at-large members should increase proportionally to keep the number of FAC representatives at ten (10).

- c. Attendance: Meetings are open to all School Faculty members, except when personnel matters are under discussion. Only elected FAC members may vote on motions before the Committee.

## 2. The Curriculum Committee (CC)

- a. Purpose: The Curriculum Committee assists the Director in supervising and coordinating the School's academic programs. The Curriculum Committee makes recommendations on all matters that affect the academic programs of the School, including but not limited to:
  - Review and recommendation of proposals to establish, inactivate and revise courses, degrees, programs, concentrations, majors and sub majors, emphases and options
  - Review and recommendation of proposed course changes to course titles, course descriptions, prerequisites, grading specifications, credits, and content
  - Review and recommendation of workshop proposals
- b. Membership: The Curriculum Committee shall be composed of one (1) full-time Faculty member from each program area (**ADED, CTTE, C&I, ECED, EDTN, Literacy, MCED, and PESP**). Nominations and elections will be held in the same manner as the FAC. Terms, however, are for two (2) years with half of the membership being elected each year. All committee members have voting privileges. The Curriculum Committee shall elect two (2) members to serve on the College Curriculum Committee (CCC). Those elected to CCC will serve the corresponding terms.

The committee Chair—based on need, as established by the committee or by the receipt of proposals for consideration—schedules Curriculum Committee meetings, sharing those dates with the Director and the Faculty. Proposals are to conform to the format and include all requested data specified in the latest edition of the “Guidelines for the Preparation of Curricular Proposals” issued by the Office of the Provost.

## 3. Student Academic Complaint Committee

The Student Academic Complaint Committee is composed of three (3) Faculty members elected on an annual basis to serve as needed. When the committee convenes, one (1) member of the committee is elected by other members to serve as the Chair of the Student Academic Complaint Committee. The policies and procedures of this committee are governed by University Policy 4-02.3, including but not limited to the addition of at least one (1) student representative to the committee. An undergraduate student will be added to the

committee for complaints from undergraduate courses, and a graduate student will be added to the committee for complaints from graduate courses.

In the event that a member of the Student Academic Complaint Committee is the subject of or may otherwise be involved with a student complaint, the FAC will select a replacement from the Faculty. If the Chair of the Committee is the subject of or may otherwise be involved with a student complaint, the Director will appoint another member of the Student Academic Complaint Committee to direct the committee and the FAC will appoint an additional member to the committee from the Faculty.

#### **4. Reappointment, Tenure, and Promotion Committee**

The policies and procedures that govern the School's ad hoc Reappointment, Tenure, and Promotion (RTP) Committee are included in University Policy. The Office of the Provost provides procedural and operational guidelines for this committee annually. This committee reviews materials relevant to the professional performance of tenure and tenure track Faculty who are candidates for reappointment, tenure, or promotion in rank, and to make recommendations to the Director on each of these personnel actions. The recommendations of this committee and the Director's, together with the materials assembled for the committees, are forwarded to the Dean of the College.

This committee is composed of tenured full professors and FAC members who are tenured and at or above the rank of the applicant. Members are excluded from deliberations when they, their spouses, or a relative is under consideration, or when a candidate for promotion to a rank higher than their own is considered.

#### **5. Other Ad Hoc Committees**

The Director may establish, charge, and appoint the membership of ad hoc committees as required by the School. In establishing ad hoc committees, naming members, and designating a committee chair, the Director shall consult with the FAC. The Director will welcome requests and preferences from the Faculty before establishing and making appointments to ad hoc committees.

## **SECTION II**

### **TEACHING ASSIGNMENTS AND WORKLOAD, INCLUDING WORKLOAD EQUIVALENCIES AND RELATED PROCEDURES**

#### **Appointment and Employment Procedures and Regulations**

##### **A. Faculty Appointments**

Normally, an earned doctoral degree in a related discipline is required for all Faculty appointments to a tenure-track position in the School. Postdoctoral experience is preferred.

##### **B. Faculty Ranks**

The basic definitions of Faculty ranks are the following:

###### **1. Assistant Professor**

This rank is normally the entry-level rank for Faculty holding a doctorate in an appropriate discipline.

###### **2. Associate Professor**

Hired at or promotion to this rank presumes prior service as an Assistant Professor, possession of a doctorate in an appropriate discipline, and significant academic achievements, as well as attributes of teaching described as occurring “Often” or “Almost Always,” and some service to the School, College, University and profession (See Section III of this Handbook, including the expectation for teaching as documented by the Student Survey of Instruction prior to Fall 2019).

###### **3. Professor**

Promotion to this rank requires credentials and achievements beyond those required for promotion to Associate Professor and is reserved for senior Faculty members who have achieved significant recognition in their discipline, as well as attributes of teaching described as occurring “Almost Always” or “Often,” and provided substantial service to the School, College, University and profession (See Section III of this Handbook, including the expectation for teaching as documented by the Student Survey of Instruction prior to Fall 2019).

###### **4. Research Associate and Research Assistant**

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

###### **5. Adjunct Faculty Appointments**

These appointments are held primarily by faculty from other institutions or persons on the staffs of community-based agencies and organizations. Adjunct faculty appointments are made at the discretion of the Director in consultation with the appropriate program coordinator. Adjunct faculty members do not vote on School committees and do not participate in School governance.

#### **6. Visiting Faculty Appointments**

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

#### **7. Full-Time Non-Tenure Track (FTNTT) Appointments**

Appointments for Full-Time Teaching Faculty (FTTF), also known as non-tenure track faculty (FTNTT) across the university, are made on an annual basis (See, Section III of this Handbook). FTNTT appointments are not included under the umbrella of the University policy and procedures regarding faculty tenure (See, University Policy Register 6-14; <https://www.kent.edu/policyreg/university-policy-regarding-faculty-tenure>) and FTNTT Faculty members are not entitled to any rights with regard to tenure.

#### **8. Part-Time Faculty Appointments**

When the School cannot meet its teaching needs from the ranks of its TT Faculty, FTNTT and graduate students, part-time faculty appointments will be made from an established pool of qualified applicants not currently on regular appointment at the University. Part-time faculty appointments are made at the discretion of the Director in consultation with the appropriate program coordinator.

#### **9. Graduate Faculty Status (GFS)**

As a doctoral degree granting School, the School normally requires that all Faculty be eligible for appointment to the graduate faculty as associate or full members. The Administrative policy regarding graduate faculty is included in the University Policy Register (See, University Policy Register 6-15.1; <https://www.kent.edu/policyreg/administrative-policy-regarding-graduate-faculty>).

### **C. Faculty Recruitment**

With a commitment to representation among diverse groups, the School supports the goals of equal opportunity and affirmative action in recruiting and in making appointments to the TT Faculty. Search Committees are appointed by the Director, after consultation with the FAC and the Dean, and Faculty members in the specific area or discipline conduct the search for

candidates. Search committees include a student member selected by the faculty members serving on the search committee. Following the search, the search committee recommends to the Director at least two (2) and generally not more than three (3) candidates be invited to campus for an interview. Each candidate who is invited to campus for an interview will present a seminar, to which all School members are invited, and may also be asked to provide a teaching demonstration. After receiving input from constituents of the entire interview process, the committee will confirm or deny the acceptability of candidates and provide a critique of positive and challenging aspects of those individuals found acceptable. The Search Committee then makes its recommendation(s) to the School Director who formulates their own recommendation and forwards both the search committee's and Director's recommendations to the Dean for final action. Recruitment for FTNTT follows EOAA guidelines and follows a similar but truncated process as a TT search.

#### **D. Role and Responsibilities of the Faculty**

TT Faculty have responsibilities across scholarly activity, teaching and service, while FTNTT, by designation, focus on teaching. Each Faculty member is expected to contribute to the School, Campus, College, and the University according to the terms and conditions of their letter of appointment. In addition to high quality teaching and service to the School, Campus, College and University, TT Faculty members are also expected to engage in scholarly activity.

All faculty members are expected to provide students with a syllabus which includes the subject matter to be covered in a course, a listing of assignments and/or reports, approximate dates of examinations, grading standards, attendance requirements, and other pertinent details of the conduct of the class. A Student Survey of Instruction (hereinafter "SSI") is required in each course in each semester and will be conducted under the auspices of the Director pursuant to applicable University policies and procedures (See Section V of this Handbook). Untenured, TT Faculty members are expected to work with the School Director to identify at least one Faculty member each year to visit their class and evaluate their teaching performance. FTNTT are also expected to invite at least one Faculty member each year, if applicable, to visit their class and evaluate their teaching performance. For TT Faculty, supervision and direction of student research projects, theses, and/or dissertations (as appropriate to program offerings) are part of the teaching function. At least three (3) peer reviews of teaching from three different academic years are also expected for Associate Professors as a part of their file when pursuing promotion to Full Professor.

Scholarly activity is expected of all TT Faculty members, although the extent and/or type of activity may vary with the terms of each Faculty member's assignment and campus location. Faculty involved in research and graduate programs are expected to present evidence of their endeavors. Possible evidentiary artifacts include but are not limited to publications, proposals submitted for extramural funding, and dissemination of research in various venues as appropriate to the discipline. Activity in professional organizations and the mentoring of graduate students is also expected.

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

The School places a strong emphasis on working collaboratively both on and off campus. This collaboration may involve teaching and facilitating learning or encouraging students to work together for educational improvement and social change. For example, many courses require students to work together by observing classes and then developing, implementing, and evaluating curriculum, instructional strategies, and assessments. Faculty members try to model this collaboration through joint efforts in research, service, and (when possible) teaching. Continuing relationships with pre-K-12 schools, colleges, non-school agencies, and other organizations are indicative of the Faculty's attempts to work with others for the benefit of students and communities.

Faculty work takes place not just in the college classroom but also in a variety of professional field settings. Faculty act not only as instructors but also as clinical professors, research facilitators, liaisons, and mediators between groups of students, as well as between students, teachers, administrators, parents, and others in community, political, and business organizations with whom they work.

In sum, formal teaching, research, and service are diverse efforts and depend upon a broadly conceived sense of the TT Faculty's professional responsibilities as university educators. Tenure-track and tenured Faculty members contribute to the School in different ways, and flexibility is needed to ensure that the School and its Faculty are able to meet the challenges of professional practice.

#### **E. Faculty Code of Ethics**

All members of the School faculty are expected to maintain the highest ethical standards as teachers, scholars, university citizens and colleagues. The University policy regarding faculty code of professional ethics can be found in the University Policy Register (See University Policy Register 6-17; <https://www.kent.edu/policyreg/university-policy-regarding-faculty-code-professional-ethics>).

#### **F. Academic Freedom and Professional Responsibility**

As indicated in the current *Collective Bargaining Agreement*, Faculty members are entitled to freedom in research and in the publication of the results, as well as freedom in the classroom (including the virtual classroom).

#### **G. Professional Responsibilities**

School Faculty must comply with the *University Policy Register*, applicable *Collective Bargaining Agreements*, and the College Handbook. In addition, the School identifies the following roles and responsibilities of School Faculty:

*Teaching:* School Faculty provide all students who choose to become educators and related professionals with meaningful learning opportunities to engage with current knowledge, critical-reflective thinking and professional experiences.

Faculty recognize that teaching is scholarly practice. The work of teaching involves an understanding of how humans grow and learn, theories of development, how change takes place and is facilitated, the selective nature of school knowledge, and the purposes and values of schooling and related areas of practice. Based on the most current research and practices, students need to be prepared to work in different types of schools, colleges and non-school environments, in settings that are as richly diverse as, or perhaps even more diverse than, classrooms in the School. These processes instill the social justice commitment reflected in the School vision and mission. Preparation of teachers, school leaders, and scholars must be grounded in the responsibility to help others make connections, continue learning, and seek to improve their own professional practice. Students and Faculty must continuously engage with current knowledge and approaches to learning, reflection of practices, assessment of developmentally appropriate tools, and an understanding of optimum learning conditions for all groups including those who may be marginalized; for doing so, will make this more likely for students, faculty, and for those with whom they work.

*Learning:* The goals of the School Faculty are to help students become lifelong learners and to understand how to help others learn. Student learning is at the center of the framework for professional education. Teacher candidates emerge from their programs of study as quality professional educators grounded in the following values and behaviors: understanding how students learn, as well as how to facilitate inquiry-based learning, problem solving, and authentic assessment. Further, students and graduates strive to create learning environments that help students build on prior knowledge and to use technology in an ethical, critical, and creative manner as a means to acquire, provide, organize, and communicate knowledge. All within classrooms that promote a climate of acceptance and uphold the value of each individual's cultural backgrounds and social identities.

*Curriculum Development:* Teaching, leadership, inquiry, and research are embedded within the School's many sub-disciplines. To organize these activities into a meaningful experience for students, Faculty must develop curriculum that is substantial, consequential, and imaginative. Faculty attempt to create experiences for students that will provide opportunities for truly significant learning that will encourage a passionate and reflective approach to their professional endeavors. Faculty members study curricula, discuss and enact curriculum development accordingly, and combine these learnings with varied practices. Informed by foundational and contemporary thinking and research in curriculum studies and the School's particular fields of specialization, the Faculty strive for worthwhile learning engagements and experiences for all students. Faculty members seek an integration of theory and practice so that thinking about



curriculum informs practice, and vice versa. Faculty members engage in continuous development, analysis, articulation, evaluation, and re-construction for this explicit purpose.

*Advising:* Faculty members recognize the vital importance of advising students and strive to meet this responsibility in a variety of ways. While this can be done in group advising meetings, phone conversations, and exchanges via email or web chat groups, Faculty members are also expected to set aside five hours each week for office hours that can be used for in-person advising of current and prospective undergraduate and graduate students. Faculty members recognize the fundamental importance of such advising in the educational and professional careers of students. Such efforts may include but are not limited to: discussing a student's work in a class or in a field setting; offering specific help on a paper, project, thesis or dissertation; providing information about career options; advising potential applicants of graduate programs; assessing application materials and interviewing applicants for programs; evaluating coursework and advising students seeking alternative routes to licensure; determining field placements and following up when problems occur; and so forth.

School Faculty members believe that advising is a key responsibility. Undergraduate and graduate students are urged to meet with their faculty advisor at least once each semester. In the unusual circumstance that a substantial number of students are assigned to a Faculty member for advising, the Director, with the approval of the Dean, may assign workload equivalent for these duties.

## **H. Faculty Workload**

As per the *Collective Bargaining Agreement*, the normal load for TT Faculty members is 24 credit hours per academic year. The normal load for FTNTT Faculty members is 30 credit hours per academic year (as per the *Collective Bargaining Agreement* for this contingency), primarily for teaching courses, but workload credit may be allocated for teaching-related activities as specified within this paragraph.

While workload primarily involves research, teaching, and advising for TT Faculty, the nature of each workload may differ among program areas and individual Faculty members. Varied course and program structures and other responsibilities make it necessary for some flexibility in the creation of workload assignments. Among the many situations that the School Director may consider when assigning workload are the following: administrative responsibilities; advising load; cohort supervision; service commitments, on and/or off campus responsibilities; curriculum and program development, especially for new initiatives; significant scholarly projects; graduate student advising; field and clinical responsibilities; and transitional career-related activities. Specifically, program coordination, center direction and student teaching supervision may also be assigned workload equivalent. Faculty members new to Kent State typically are provided workload credit in order to help establish their research agenda.

A Faculty member's workload may be flexible from semester to semester within an academic year. If, for example, a Faculty member's load in the fall semester includes a four (4) credit course and two (2) three (3) credit courses, and the person has three (3) credits for research and

advising, the total load for the semester would be 13 credit hours. In that case, the Faculty member's load for the spring semester would be 11 credit hours to keep the total for the year at 24 credit hours. Workload substitutions for the supervision of students/interns (6 students = 3 credit hour load) may be assigned by the Director. Faculty are generally expected to teach at least one (1) course per semester for which the instructor bears full instructional responsibility.

TT Faculty members typically receive research workload credit at six (6) credit hours per year. [Please note during AY 2020-21, due to COVID-19 as well as ongoing budget concerns, Faculty received 3 hours for research and 3 hours for advising, and the general teaching load increased to 3/3.] Thus, it is important to note that a (6) credit release is not automatic but will be revisited as a differentiated load, available for probationary Faculty and tenure Faculty who maintain active agendas working with graduate students and have graduate faculty status. While individual investigations at all levels and the directing of dissertations are compensated during the Summer term, supporting students in these ways may be included in the hours of advising provided over the academic year. TT Faculty who are not consistently and extensively engaged in scholarly work such as publishing or grant activity may not be awarded a three-hour course release each year. The Director, after discussion with the Faculty member upon receiving their annual Workload statement per *CBA* guidelines, may instead assign an additional course for the Faculty member to teach, or additional duties for the Faculty member to take on. TT Faculty who consistently engage in significant scholarly work may be awarded with an additional three hours of research workload per year.

### **I. Teaching Assignments, Class Schedules and Additional Assignments**

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

Scheduling of classes is the responsibility of the Program Coordinator with approval of the Director. The primary consideration for scheduling classes is student need, with regard to meeting program or major requirements within a reasonable time frame. In addition, the scheduling of some classes may be determined by the need to serve nontraditional students. Workshops are designed to meet the current needs of target populations and are organized and conducted in cooperation with and in accordance with the policies and procedures of the Office of Continuing and Distance Education, and the Office of Professional Development & Outreach in the College. Program coordinators should also be consulted about such additional assignments. For any course that is offered for graduate credit, including workshops, the instructor of record must have (or qualify for) graduate faculty status, which may be held on a temporary basis.

### **J. Summer Teaching Assignments**

The Director welcomes interest in summer teaching assignments from all full-time Faculty members. Because neither intersession nor summer periods are part of the regular academic year, it is understood that 1) summer and intersession teaching is not a right, and 2) no member of the Faculty is required to accept a summer or intersession offer of employment. The size, content, and staffing of summer courses are dictated by budgetary constraints and curricular needs. Within these requirements, Faculty members are offered summer teaching assignments. For additional information on summer teaching assignments, individual investigations, thesis and dissertation advisement, refer to the applicable *Collective Bargaining Agreement* for compensation guidelines.

#### **K. Other Faculty Duties**

All Faculty members are expected to schedule and be physically present or available electronically for at least five (5) office hours per week (See University Policy Register 6-18.101; <https://www.kent.edu/policyreg/operational-procedures-and-regulations-regarding-faculty-office-hours>). The principal goal of office hours is to allow students access to Faculty members. The office hours shall be posted and communicated to the School office, as well as to the Faculty member's students. If a student, for a legitimate reason or reasons, is unable to meet during the Faculty member's scheduled office hours, the Faculty member is expected to make an appointment to meet with the student at another mutually agreed upon time.

In order to assist in student advising, Faculty members should maintain current knowledge of University, College, and School programs and requirements.

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

#### **L. Sanctions**

A sanction is a documented corrective action in response to a Faculty member's unsatisfactory performance of their duties and responsibilities as a member of the Faculty. (See "Sanctions for Cause" in the *Collective Bargaining Agreement*)

#### **M. Faculty Information**

All tenured Faculty members are required to prepare and submit an annual workload summary report for the previous academic year. It will include the following items:

1. An updated curriculum vitae
2. SSI course evaluations and syllabi for each course taught.
3. A brief summary of professional activities related to the 24 credit hour workload (e.g., if a Faculty member has a three (3) hour assignment for program coordination, a brief summary of activities related to their work as a Program Coordinator should be provided; if a Faculty member has a three (3) hour assignment for research, a brief summary of research activities should be provided). FAC typically provides a suggested template for documenting accomplishment.

## **N. Faculty Leaves**

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

University leaves include but are not limited to:

1. Research leaves.
2. Leaves of absence without pay.
3. Faculty professional improvement leaves.
4. Research/Creative Activity appointments.
5. Family and Medical Leave.

## **O. Faculty Absence and Travel Policy**

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

Attendance at professional meetings is encouraged, and approved travel expenses incurred in attending such meetings will be reimbursed when approved prior to travel, according to the University's travel policies and availability of School funds. In general, support will only be granted to meeting participants (i.e. those presenting a paper); it is unlikely Faculty members who simply attend professional meetings will be granted financial support.

## **P. Faculty Sick Leave**

The Director is responsible for keeping complete records of Faculty sick leave; however, Faculty members are also required to record their sick leave on the University's online system. Sick leave should be reported online within forty-eight (48) hours after an absence whenever possible. Employees are charged for sick leave only for days which they had been scheduled to perform service to the university. (See University Policy Register 6.11.1; <https://www.kent.edu/policyreg/administrative-policy-and-procedures-regarding-sick-leave-salaried-unclassified-and>). In addition, see applicable *Collective Bargaining Agreement* for additional information on sick leave accrual and banking.

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

Faculty members may engage in professional activities outside the university provided the activities do not interfere with the Faculty member's teaching, research, or service responsibilities to the School, Campus, College or University (See University Policy Register 6-24; <https://www.kent.edu/policyreg/university-policy-regarding-outside-enterprises-including-employment-faculty-and-academic>). These activities must not compete with University activity or the Faculty member's employment with the University and must be approved in advance by the Director and the Dean. Each academic year, each Faculty member must disclose and seek approval for all outside employment or other outside activities on the form provided by the

University; Faculty must also complete the form stating that they do not anticipate any activity outside the university. Any outside employment or other outside activities are subject to the Faculty Code of Ethics and the University's conflict of interest policies. (See University Policy Register 6-17 and 6-23; <https://www.kent.edu/policyreg/university-policy-regarding-faculty-code-professional-ethics> and <https://www.kent.edu/policyreg/university-policy-regarding-conflict-interest-university-employees>).

#### **R. Copyright Restrictions**

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

#### **S. Academic Misconduct**

The University policy regarding misconduct in research and scholarship and the Administrative policy and procedures regarding allegations and instances of misconduct in research and scholarship are included in the University Policy Register. (See University Policy Register 10-07 and 10-07.1; <https://www.kent.edu/policyreg/university-policy-regarding-misconduct-research-and-scholarship-0> and <https://www.kent.edu/policyreg/administrative-policy-and-procedures-regarding-allegations-and-instances-misconduct-0>)

#### **T. Faculty Supports**

Upon starting work in the school all new Faculty members will be assigned a Faculty mentor in consultation with the director. This mentor will serve as a source of support through the promotion process for both TT and FTNTT Faculty. The new Faculty member can request a change of mentor at any time in this process. Furthermore, Faculty at any point in their career may request additional mentorship. Mentorship will be guided by the TLC Mentoring Handbook. In addition to the TLC mentoring program, new Faculty can seek support from the University Research Council (<https://www.kent.edu/research/university-research-council>), the Center for Teaching and Learning (<https://www.kent.edu/ctl>) and the University Teaching Council (<https://www.kent.edu/utc>).

### **SECTION III**

## **REAPPOINTMENT, TENURE AND PROMOTION CRITERIA AND PROCESSES RELATING TO OTHER FACULTY PERSONNEL ACTIONS**

### **Reappointment, Tenure and Promotion**

The School consists of educators in a variety of disciplines. Across all of these disciplines, high quality, dedicated teaching at the undergraduate and graduate levels is valued. This includes, but is not limited to, sound pedagogy, effective and developmental clinical supervision, timely and effective advising, responsiveness to student questions and concerns, and an invigorating curriculum with high expectations for student success.

At the University, Faculty scholarship supports and informs teaching, as well as contributes to the disciplines and profession. Faculty scholarship advances individual careers but also attracts prestige, funding, and enrollment to the institution. Moreover, Faculty members serve the local, national, and global society in their epistemological function by creating new knowledge, advancing inquiry and thinking, and protecting intellectual thought and freedom—all towards nurturing a more just world.

The processes of hiring, reappointing, tenuring, and promoting Faculty enable the goals and objectives of the university community to be achieved. The balance of teaching, scholarship, and service are all components of tenure track academic positions. Hires are made to meet program needs, as well as develop and/or sustain high quality scholarship.

Please note these issues should be considered throughout this section:

- In recognition of the serious academic and personal challenges posed by the COVID-19 pandemic and increased course load for Faculty, effective Spring Semester 2020, expectations for scholarship, teaching and service should be adjusted for reappointment, tenure and promotion decisions.
- In absence of SSIs in Faculty files (response to the impact of COVID-19), reviewers should focus on other measures of teaching such as peer reviews and course materials to assess Faculty members' teaching performance. Likewise, Faculty members should include appropriate materials and self-reflection in the narrative on their teaching performance during the period in which SSIs use is limited.
- Ad Hoc RTP committee members should be aware of the potential for bias as it relates to race, color, religion, gender identity, sexual identity, national origin, disability, age, ancestry, genetic information, or military status. When possible, committee members should participate in anti-bias educational meetings.

The hiring of Faculty is an investment in the individual and institutional future. Because of this, the University has a comprehensive system in place to provide oversight and feedback for Faculty. Untenured Faculty receive information in an initial appointment letter that sets the course for their

academic life at the University. On an annual basis, untenured Faculty undergo review for reappointment according to University policy and procedures.

#### **A. Reappointment**

The policies and procedures for reappointment are included in the University policy and procedures regarding Faculty reappointment (*See* University Policy Register 6-16). Each academic year, reappointment guidelines for Kent and Regional Campus Faculty are distributed by the Office of the Provost. Untenured Faculty members' accomplishments in scholarship, teaching, and service are reviewed by the School's Ad Hoc Reappointment, Tenure and Promotion (RTP) Committee. The file of materials should follow current University policy, with additional consideration given to Appendix C General Advice for TLC Untenured Faculty. Included in the file are a contextual statement and curriculum vitae outlining the Faculty member's accomplishments in scholarship, teaching, and service.

Annually, probationary Faculty (those who have yet to earn tenure) will update their files and present them to the Director who ensures that these materials are available to the Ad Hoc RTP Committee. Each probationary Faculty member's file is discussed by the committee which then votes on the Faculty member's reappointment. The Director independently assesses the accomplishments of each untenured Faculty member and makes available their recommendation and the committee's recommendations to the Dean. The Director informs probationary Faculty of the committee's recommendation and provides a copy of their recommendation to the Dean. Probationary Faculty members who are not to be reappointed must be notified according to the schedule established in the *Collective Bargaining Agreement*. For Faculty members whose appointment is on the Regional Campuses, recommendations on reappointment from the Director are forwarded to the Dean and the appropriate Regional Campus Dean.

For probationary Faculty, reappointment is contingent upon demonstration of adequate progress toward the requirements for tenure. Moreover, the Faculty member must have established and articulated short- and long-term plans for achieving their line(s) of inquiry. Faculty preparing materials for reappointment must provide documentation of quality scholarship, teaching, and service. Advice on preparation specific to the curriculum vitae, contextual statement, teaching documentation and peer reviews can be found in Appendix C of this Handbook.

This annual record should be considered a predictor of future success, meaning that quality and quantity of publications should grow over the probationary years, as should strength in teaching as documented by Student Surveys of Instruction (SSI) evaluations, peer evaluations, and syllabi review; sufficient/expanding service should also be documented.

Faculty should document positive student evaluations of instruction, including summaries of student comments. Evidence of instructional success is expected by documenting patterns of predominantly positive responses—"Almost Always" and "Often," by using the data provided by the SSI. (For evaluation of teaching prior to Fall of 2019, the expectation of positive student evaluations of instruction should include summaries of student comments, as well as patterns of

predominantly positive responses—“Strongly Agree” and “Agree,” by using Question 19 of the SSI.)

Documentation related to graduate student, undergraduate student, and post-doctoral student mentoring should be included in materials provided by a candidate for reappointment, tenure and promotion. Faculty members are expected to mentor graduate students (particularly at the doctoral level) and/or postdoctoral students. Workload expectations across campuses will be considered in evaluation of teaching. Potential variability in SSI scores, based on the group/identity status of the Faculty, as well as sensitive content of the course, also will be considered if levels of teaching achievement are not as anticipated.

Peer reviews and summaries of SSIs, including all student comments, must be submitted as part of a candidate’s file for reappointment, tenure and/or promotion. Probationary Faculty should work with the School Director to invite at least one (1) Faculty member each year to visit their class and evaluate their teaching performance. Copies of representative syllabi, examinations, and other relevant teaching material should also be presented. Peer reviews are required for those Faculty submitting materials for promotion to Associate, as well as those submitting materials for promotion to Full Professor. The committee will use a wholistic approach in reviewing all available data to assess the quality of instruction, and will be looking for the following criteria:

- High quality teaching as evidenced by positive peer reviews.
- Positive student evaluations of instruction, including summaries of student comments, particularly through evidence of success (patterns of predominantly positive responses—“Almost Always” and “Often”) by using the data of the SSI
- Evidence of reflective teaching and intentional revision of areas requiring improvement included within contextual statement.
- Teaching materials such as syllabi and examinations that include disciplinary knowledge representing contemporary theoretical perspectives and relevant research.
- Any other available data to assess the quality of instruction.

The hallmark of a successful candidate for tenure and promotion is evidence of the potential to have an impact upon the discourse of their discipline. This record must be demonstrated through peer-reviewed work, particularly in significant national/international journals, as well as other important scholarly contributions in one or more established lines of inquiry, as well as a clear and focused plan for building on this work.

On an annual basis, the progress of untenured Faculty is reviewed by the Ad Hoc RTP Committee and the Director. If concerns arise, both RTP committee members and the Director shall provide detailed, prescriptive comments to serve as constructive feedback. The Director, in consultation with the Ad Hoc RTP 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 their success in implementing this plan.



Specific concerns expressed by the Ad Hoc RTP Committee and/or the Director during the probationary period should be addressed by the candidate in subsequent reappointment reviews. Finally, the overall evaluation of a candidate for reappointment must include consideration of the Faculty member's personal integrity and professional behavior as recognized by the University community.

It is important to note that while it is the hope that creating a plan will help a candidate realign their goals toward expectations—with support as previously described, RTP committee members may vote not to reappoint. The Director may also vote for non-reappointment. Thus, a candidate who fails to demonstrate adequate progress will be notified according to the guidelines for reappointment issued annually by the Office of the Provost.

From time to time, personal and/or family circumstances arise that require an untenured Faculty member to need 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** is included in the University Policy Register. (See University Policy Register 6-13 <https://www.kent.edu/policyreg/university-policy-and-procedure-governing-modification-faculty-probationary-period>)

## **B. Tenure and Promotion**

The awarding of tenure is a commitment to continuous employment with the University as outlined in the *Collective Bargaining Agreement*. An award of tenure represents significant contributions in scholarship, teaching, and service. Taken as a whole, the awarding of tenure acknowledges not only accomplishments but also the promise of sustained productivity that will lead to promotion to professor at some point in the future. The awarding of tenure must be based on convincing documented evidence that the Faculty member has achieved a body of scholarship that has had an impact on their discipline. The candidate is also expected to continue and sustain, over the long term, a program of high-quality teaching, scholarship and service relevant to the mission of the candidate's academic unit(s) and to the mission of the University. The granting of tenure is a decision that plays a crucial role in determining the quality of University Faculty and the national and international status of the University.

Promotion signifies high quality, thoughtful scholarship that contributes to the discovery of new knowledge; emerging theories; the integration of theory, knowledge, and thinking; and/or to the application of known ideas, theory, and or technologies. Additionally, promotion denotes the Faculty member has been a successful teacher, University citizen and a scholar who has contributed significantly to their relevant disciplines(s).

The policies and procedures for tenure are included in the **University policy and procedures regarding faculty tenure** (University Policy Register 6-14) and the policies and procedures for promotion are included in the **University policy and procedures regarding faculty promotion** (University Policy Register 6-15). Each academic year, tenure and promotion guidelines for Kent

and Regional Campus Faculty are distributed by the Office of the Provost. Tenure and promotion are separate personnel actions.

All candidates for tenure and promotion must submit the names of at least five (5) persons outside the university who are qualified to evaluate their achievements objectively, as well as a paragraph providing a rationale as to the appropriateness of this person as an external reviewer.

Providing these names in March or April is suggested in order to secure a commitment from reviewers who are sometimes overwhelmed with requests. Faculty should give careful consideration to the potential reviewer's status in terms of rank, expertise, and the institution's Carnegie ranking; it should be at least equivalent to KSU's. Individuals with whom the Faculty member has a close professional relationship as evidenced by shared publications or mentorship relationships should be excluded from the list of outside reviewers. Only in rare cases are emeritus or international faculty approved as reviewers.

After the Dean approves the suggested reviewers, the Director will solicit evaluations from at least three (3) of the qualified individuals whose names have been submitted by the candidate. The candidate will be given a copy of the communication to be sent to outside evaluators and have the opportunity to comment before the letter is mailed. In cases involving regional campus Faculty, copies of these letters are placed in both regional and Kent campus files. The Director will make the necessary contacts soon afterward, providing enough time for the receipt of reports from these external reviewers before the Ad Hoc RPT Committee meets early in the Fall semester. The candidate should be in close contact with the School Director in case any additional information is needed, especially in the case of needing additional names of potential reviewers.

### **C. Criteria for Tenure and Promotion**

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

All Faculty of the School are expected to seek excellence in scholarly activity. Indicators of the quality of a Faculty member's research record include the quality and quantity of published work. All Faculty members in the School are expected to produce records of scholarship that reflect their disciplinary focus. The attributes of an individual Faculty member's scholarly activity will vary across disciplines as certain disciplines have opportunities for significant funding, while others may not. Additionally, various forms of scholarly publications and creative work are evaluated within and across professional communities. The contextual statement should provide evidence of how the body of work is valued within the Faculty member's professional community, being sure to explicitly explain how Faculty publications and presentations support stated inquiry strand(s).

## **1. Scholarship and Its Evaluation**

Scholarship is an essential and critical component of University activity. The originality, quality, impact and value of the work must be assessed. The candidate must provide the Ad Hoc RTP Committee with ample descriptive evidence of their scholarly activity. A Faculty member's specific area of specialization may be a factor in the availability of extramural funding and in the scope and time required for research and the resulting publications.

Sustained scholarship which clearly supports a Faculty's line(s) of inquiry is imperative. Further, the merit of scholarship will be evaluated based upon the quality of the publication. Peer reviewed publications in national and international journals are highly regarded although large (more than \$25,000), multi-year, highly competitive (like National Science Foundation) grants are also highly regarded. While solo publications are highly regarded, author leadership is even more important and expected for a significant number of peer-reviewed publications.

Other forms of scholarship such as books, chapters, conference proceedings, book reviews, smaller non-KSU-funded grants, and curricular materials are also valued. Other scholarly activities which provide evidence of an established research agenda by demonstrating influence upon their discipline may include, but are not limited to: writing grant proposals, serving on national grant review bodies, presenting at refereed national/international professional meetings, chairing professional society committees, and presenting papers before learned societies are considered. Faculty members are expected to hold membership in professional societies and encouraged to serve in editorial capacities. Faculty are also expected to attend, participate and organize institutes, seminars, and workshops, insofar as such activities enhance their professional competency.

For Regional Faculty, for whom teaching is a primary responsibility, excellence in teaching weighs more heavily than scholarship. While the expectations of the quality of scholarship is the same as that expected of Faculty on the Kent campus, the same quantity is not as expected for Faculty on the Kent campus.

## **2. Teaching and Its Evaluation**

Teaching in the School is of utmost importance and may be defined as interactions with students including teaching in undergraduate and/or graduate classes, seminars, workshops and institutes; supervision of students in student teaching, practica, field components of methods and other courses, and internships; and advising of students with respect to coursework, programs, theses and dissertations, careers, and so forth.

Peer reviews and summaries of Student Surveys of Instruction (SSI), including all student comments, must be submitted as part of a candidate's file for reappointment, tenure and/or promotion. Probationary Faculty should work with the School Director to invite at least one (1) Faculty member each year to visit their class and evaluate their teaching performance.

Copies of representative syllabi, examinations, and other relevant teaching material should also be presented. Peer reviews are required for those Faculty submitting materials for promotion. For those applying for Associate Professor, one review per year is expected. For those applying for Full Professor, a minimum of three reviews from different academic years since promotion is anticipated. The committee will use all available data to assess the quality of instruction and will be looking for the following criteria:

- High quality teaching as evidenced by positive peer reviews.
- Positive student evaluations of instruction, including summaries of student comments, as well as predominant patterns of attributes of teaching documented in the SSI described as occurring “Almost Always” or “Often.”
- Evidence of reflective teaching and intentional revision of areas requiring improvement included within contextual statement.
- Teaching materials such as syllabi and examinations that include disciplinary knowledge representing contemporary theoretical perspectives and relevant research.
- Any other available data to assess the quality of instruction.

Documentation related to graduate student, undergraduate student, and post-doctoral student mentoring should be included in materials provided by a candidate for reappointment, tenure and promotion. Faculty members are expected to mentor graduate students (particularly at the doctoral level) and/or postdoctoral students.

Development of a course portfolio which includes not only the items previously mentioned but also includes submission of observations and other feedback given to students during field supervision, as well as evidence of the successful completion of doctoral dissertations and master’s theses, may be helpful to reviewers.

As stated before, for Regional Faculty, for whom teaching is a primary responsibility, excellence in teaching weighs more heavily than scholarship. While the expectation of the quality of scholarship is the same as that expected of Faculty on the Kent campus, the same quantity is not as expected for Faculty on the Kent campus.

- NOTE: For documentation of teaching prior to Fall of 2019, the expectation of positive student evaluations of instruction should include summaries of student comments, as well as patterns of predominantly positive responses—“Strongly Agree” and “Agree”—by using Question 19 of the SSI.

### **3. University Service and Its Evaluation**

Service includes activities that make significant positive contributions to the advancement of the educational, scholarly and governance goals and missions of the School, Campus, College, University, the profession, and/or the community.

Being an active and productive citizen of the School, Campus, College and University is

expected for all Faculty; however, service of any magnitude cannot be considered more important than a candidate's research and other scholarly activity and instructional responsibilities. In the School, Faculty members are expected to be involved in public outreach and other forms of professional service. These expectations increase during the Faculty member's career and, therefore, candidates for promotion to Professor will be held to a higher standard.

In the School, service and citizenship frequently take the form of participation at School and program meetings (which may involve extensive program and course development, as well as evaluation) and membership on standing and/or ad hoc committees within the School, College, and University. On-going mentorship of undergraduate and master's students is expected; however, mentoring of doctoral students, especially membership on advisory and dissertation committees is essential. Faculty are also encouraged to take active roles in their professional organizations (on the international, national, regional, state, and local levels) by holding elected or appointed office; serving on advisory boards or other committees; and serving as an elected delegate or representative to a meeting. Professional service includes, but is not limited to, membership on the board of a local school district or non-school agency; consultation with a committee from the State Department of Education or other public agency; membership on public advisory boards related to education and similar committees; and so forth. Similar to other areas of scholarship, it is the candidate's responsibility to document service activities, including, where appropriate, evidence of the quality of performance. Citizenship and service-related commitments should be commensurate with the candidate's role and experience within the unit.

The merits of service activities should be evaluated based upon nature of contribution, and significance to the profession. University service should be evaluated as to (1) nature of the candidate's involvement (e.g. leadership roles and quality of contribution), and (2) the importance of the service to the mission of the unit served. Less tangible components of service include active participation in School events such as faculty and graduate student recruitment, seminars, School meetings, seminars, and such. Again, understanding the difference in roles for Faculty on Regional campuses, service is a significant aspect of reappointment, and therefore of progress for tenure and promotion over the probationary period. Faculty on Regional campuses are expected to be active participants in a variety of service activities.

#### **D. Promotion**

Granting promotion in academic rank is dependent upon demonstrated scholarship and teaching, as well as service to the University and to the profession.

##### **1. Overall consideration for promotion includes:**

- Documented evidence of outstanding scholarship

- Documented evidence of effective teaching is necessary for promotion in rank for those whose assignment includes instruction. (Faculty whose responsibilities do not include teaching may use annual peer and/or administrative evaluation.)
- Documented evidence of service

Faculty whose appointment is at the regional campuses have a primary responsibility for lower-division instruction. Consequently, a major consideration for promotion shall be given to effective teaching and service activities.

## 2. Promotion Criteria Specific to Rank

### a. Assistant Professor to Associate Professor

**Promotion to Associate Professor** requires evidence of sustained scholarship and demonstrated potential for excellence. Promotion to Associate Professor is recognition for establishing a scholarly body of work representing expertise in one or more defined lines of research, which is likely to achieve national/international prominence as appropriate to the Faculty member's respective field.

An Assistant Professor who has completed five years in rank and who possesses a terminal degree may be considered for promotion to the rank of Associate Professor. In extraordinary cases, promotion may be considered for a person with fewer years in rank but "going up early" is not a decision to take lightly. Extended conversations by the Faculty member with members of the School's Ad Hoc RPT committee, the School Director and the Dean are strongly recommended.

In either case, the candidate must have demonstrated consistently high-quality teaching (patterns of predominantly positive responses—"Almost Always" and "Often") of the SSI and have developed a substantial record of scholarship. Although co-authorship of published reports of collaborative inquiry is appropriate, a candidate for promotion to the rank of Associate Professor will generally need to have served as sole or first author in multiple instances. It is generally expected that the candidate will have achieved full membership, at either the F3 or F4 level, on the Graduate Faculty. At the F3 level, Faculty may serve on coursework committees and dissertation committees, as well as co-direct a dissertation committee. Once a Faculty member has been a co-director throughout the dissertation process, they may apply for F4 status, which also includes "D," which means that the Faculty member may be a Graduate Faculty Representative.

It is also expected that the candidate will have served on a number of School, College, and/or University committees, demonstrating evidence of increasing leadership potential, and/or have demonstrated other forms of service within the University. The candidate will also have participated in professional organizations and/or other appropriate professional activities outside the University, demonstrating evidence of contributions to the profession at the international, national, state, and/or regional levels.

## **b. Associate Professor to Professor**

**Promotion to Professor** requires demonstration of sustained excellence and national/international recognition as a scholar. Promotion to Professor recognizes the highest level of University achievement, which must include a record of scholarly work of sufficient quality and quantity necessary to demonstrate increased prominence and significant influence in the Faculty member's respective field.

An Associate Professor who has completed five years in rank and who possesses an earned doctorate may be considered for promotion to the rank of Professor. In extraordinary cases, an associate professor may be considered for promotion to Professor after completion of fewer years in rank. Again, extended conversations by the Faculty member with members of the School's Ad Hoc RPT committee, the School Director and the Dean are strongly recommended before this action is taken.

Demonstrated high quality teaching, as defined above, is a minimum expectation for promotion but alone is not sufficient. The decision to promote a Faculty member to the rank of Professor carries additional considerations. At this rank, colleagues and the institution acknowledge that a Faculty member's contributions since promotion to the rank of Associate Professor are exemplary. At this point, the expectation is that the Faculty member has provided evidence of the accumulated worth of their contributions through publications, grants, awards, peer acknowledgements, editorships, professional demand, or other evidence in one or a variety of academic roles, while simultaneously maintaining high quality teaching and advising as assigned. Reputation, influence, initiative, productivity, and disciplined leadership are all considerations. The rank of Professor carries with it certain prestige and responsibility toward being a model of good citizenship in the academy which necessitates substantial and consistent service to the School, College, and University.

As with promotion to Associate Professor, while the most significant and necessary attribute is peer-reviewed articles in significant scholarly journals, these activities might take the form of, but are not limited to, scholarly books, monographs, articles in state or regional journals, book chapters, conference presentations, and other forms of dissemination. Promotion to the rank of Professor requires sole or first authorship in multiple instances and suggests leadership within collaborative grants or consultations. The candidate is also expected to have demonstrated continued contributions in the area of service to the School, College, and University as previous stated; this is critically important and includes mentoring doctoral students through serving on coursework advisory committees and co-chairing or chairing dissertation committees. Demonstrated, increased scholarly leadership in the profession at the national and/or international level is also an expectation, such as support of specialized professional associations and international teaching and outreach efforts.

## **E. Promotion Considerations for Regional Faculty**

Regional Faculty standing for promotion to Associate Professor should use the criteria for promotion for Kent campus faculty as a basis for creating a scholarly agenda. As with reappointment and tenure, while the expectations of quality remain the same, given the emphasis on teaching and service on the regional campuses, the same quantity is not expected.

For Promotion to Professor, as stated before, the School's expectations of regional campus Faculty standing for Professor, while generally the same in terms of quality, would not be as extensive in terms of quantity. A Professor at the regional campus would have a sustained record of strong teaching, as evidenced by high quality teaching (patterns of predominantly positive responses—"Almost Always" and "Often") on the SSI; consistent service across a variety of committees/projects/initiatives across the regional campus and which has grown since the awarding of tenure, along with some professional leadership roles within the Faculty member's discipline—with again, an increase in responsibility and influence since promotion to Associate; and scholarship which supports disciplinary impact as evidenced by the Faculty member's contextual statement, and documented by both status of publications and external review letters.

#### **F. Annual Review for Faculty**

Per the *Collective Bargaining Agreement*, full-time, tenured Faculty are responsible for documenting their accomplishments for the previous year. Faculty are to follow the timeline and guidelines supplied within the *CBA*.

At the request of either party, the School Director will meet with a Faculty member to review their accomplishments from the past year. When appropriate, the Director can offer guidance for the improvement of performance. Also, this annual review may be linked more formally to merit consideration, when Faculty Excellence Awards are available. See Section IV for more information about these awards.

### **Appointment and Review of FTNTT Faculty**

Please note these issues should be considered throughout this section:

- In recognition of the serious academic and personal challenges posed by the COVID-19 pandemic and increased course load for faculty, effective Spring Semester 2020, expectations for scholarship, teaching and service should be adjusted for reappointment and promotion decisions.
- In absence of SSIs in Faculty personnel files (response to the impact of COVID 19), reviewers should focus on other measures of teaching such as peer reviews and course materials to assess faculty members' teaching performance. Likewise, Faculty members should include appropriate materials and self-reflection in the narrative on their teaching performance during the period in which SSIs use is limited.



- The School Director and review committee should be aware of the potential for bias as it relates to race, color, religion, gender identity, sexual identity, national origin, disability, age, ancestry, genetic information, or military status. The School Director, and when possible, committee members should participate in anti-bias educational meetings.

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

Appointments for FTNTT Faculty members are governed by the applicable *Collective Bargaining Agreement* and are made annually. FTNTT Faculty members are appointed in one (1) of the following tracks: Instructional, Clinical, Practitioner and Research. Renewal of appointment is contingent upon programmatic need, satisfactory performance of previously assigned responsibilities, and budgeted resources to support the position.

#### **B. Full Performance Reviews**

The Full Performance Reviews of FTNTT Faculty members who are in their third or sixth year of consecutive employment are governed by the applicable *Collective Bargaining Agreement*. Each academic year, guidelines for the Full Performance Reviews for FTNTT Faculty are distributed by the Office of the Provost. The Full Performance Review concludes with the College's level of review and determination. The period of performance to be reviewed is the three (3) full academic years of consecutive appointments including that portion of the third appointment which is subject to evaluation and assessment at the time of the review. Each FTNTT candidate who must complete a Full Performance Review will submit a dossier as described in the *Collective Bargaining Agreement*. The file should contain:

- An updated curriculum vitae
- A statement, five pages or fewer, which contextualizes teaching responsibilities and other professional activities
- A teaching evaluation by a tenured Faculty member, at least one per year. To emphasize, it is the responsibility of FTNTT Faculty to invite a tenured Faculty member.
- Syllabi for each course taught; the most current syllabus for each course is fine
- A summary chart of teaching results which includes every course taught, grouped by semester; sections of the same class are not to be combined. All four SSI questions are to be used, including both numbers of students and the percentage within each category.

For example:

Teaching Grid for Dr. \_\_\_\_\_

Semester: Fall 2021

Semester: Fall 2021 Class: xxxx xxxxx Class size: 10	"challenged me"	Almost always 6 75%	Often 2 25%	Sometimes 0 0%	Rarely 0 0%	Almost never 0 0%	Omitted 2
	"explained clearly"	5 63%	1 13%	2 25%	0 0%	0 0%	2
	"mutual respect"	7 88%	1 13%	0 0%	0 0%	0 0%	2
	"helping students learn"	8 100%	0 0%	0 0%	0 0%	0 0%	2

Semester: Fall 2021 Class: xxxx xxxxx Class size: 20	"challenged me"	Almost always 10 67%	Often 5 33%	Sometimes 0 0%	Rarely 0 0%	Almost never 0 0%	Omitted 5
	"explained clearly"	15 100%	0 0%	0 0%	0 0%	0 0%	5
	"mutual respect"	15 100%	0 0%	0 0%	0 0%	0 0%	5
	"helping students learn"	3 20%	12 80%	0 0%	0 0%	0 0%	5

Semester: Fall 2021 Class: xxxx xxxxx Class size: 15	"challenged me"	Almost always 10 67%	Often 5 33%	Sometimes 0 0%	Rarely 0 0%	Almost never 0 0%	Omitted 0
	"explained clearly"	9 60%	6 40%	0 0%	0 0%	0 0%	0
	"mutual respect"	15 100%	0 0%	0 0%	0 0%	0 0%	0
	"helping students learn"	14 93%	1 7%	0 0%	0 0%	0 0%	0

<b>TOTALS FOR SEMESTER 1</b> N= 152	117 77%	33 22%	2 1%	0 0%	0 0%	28
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Dr. \_\_\_\_\_: Summary

	Almost always	Often	Sometimes	Rarely	Almost never	Omitted
<b>TOTALS FOR SEMESTER 1</b> N= 152	117 77%	33 22%	2 1%	0 0%	0 0%	28
<b>TOTALS FOR SEMESTER 2</b> N= 231	179 77%	41 18%	11 5%	0 0%	0 0%	53
<b>TOTALS FOR ALL</b> N= 383	296 77%	74 19%	13 3%	0 0%	0 0%	81

- Evaluation of teaching performance which includes all student comments from each course SSI— including summaries of students' response for each question within each course, individual SSI forms are not to be included.
- Documentation of other aspects of best practice in teaching, such as action research projects, sustained collaboration, peer planning, and descriptive reviews of student work may be included.
- Documentation of other responsibilities, such as program coordination or field coordination which replaces teaching responsibilities, if applicable.

Additional information about the dossier for a Full Performance Review is included in the applicable *Collective Bargaining Agreement*.

### C. "Simplified" Performance Reviews

FTNTT faculty members who are in their ninth year of consecutive employment and any subsequent third year of consecutive employment thereafter (e.g., 12<sup>th</sup>) must successfully

complete a “simplified” performance review as described in the applicable *Collective Bargaining Agreement*. Each academic year, guidelines for the “simplified” performance reviews for FTNTT Faculty are distributed by the Office of the Provost. The “simplified” performance review concludes with the School’s level of review and determination. The period of performance to be reviewed is the three (3) full academic years of consecutive appointments including that portion of the third appointment which is subject to evaluation and assessment at the time of the review. FTNTT Faculty who must complete a “simplified” performance review will submit documentation as described in the applicable *Collective Bargaining Agreement*.

#### **D. Administrative Performance Reviews**

FTNTT Faculty members who are in their 15<sup>th</sup> year of consecutive employment and any subsequent third year of consecutive employment thereafter (e.g. 18<sup>th</sup>, 21<sup>st</sup>, 24<sup>th</sup> et. seq.) must successfully complete an “administrative” performance review as described in the applicable *Collective Bargaining Agreement*. Each academic year, guidelines for the “administrative” performance reviews for FTNTT Faculty are distributed by the Office of the Provost. The “administrative” performance review concludes with the Director’s review and determination. The period of performance to be reviewed is the three (3) full academic years of consecutive appointments including that portion of the third appointment which is subject to evaluation and assessment at the time of the review. FTNTT Faculty who must complete a “administrative” performance review will submit documentation as described in the applicable *Collective Bargaining Agreement*.

#### **E. FTNTT Performance Review Criteria**

FTNTT Faculty are reviewed by the School’s RTP Ad Hoc Committee on the specific criteria outlined in their letter of appointment and as described below, including consideration of the track (Instructional, Clinical, Practitioner or Research) to which the FTNTT Faculty member is assigned. An inherent part of the review process is to provide feedback to the FTNTT Faculty member based on clear and consistent performance criteria. Renewals of appointment and salaries for FTNTT Faculty should be tied to performance within the parameters established in the applicable *CBA*. As with tenured and tenure track Faculty, whether for a Full OR “simplified” review, student assessment of teaching, documented through SSI summaries, along with summaries of student’s comments about each course are used to evaluate the performance of FTNTT Faculty. Peer review of teaching is expected yearly for those undergoing a Full Review; for those under a “simplified” review, a single peer review in the most current teaching year is deemed sufficient. FTNTT Faculty in an Instructional track, these are the most critical data in the reappointment process. However, other documented accomplishments related to workload expectations, including coordination of field experiences, supervision of students in the field, design and/or implementation of new initiatives, student mentoring, among other things, may also be used to assess performance, as necessary. FTNTT Faculty are encouraged to speak with the Director for guidance in identifying one Faculty member each year to visit a class and evaluate their teaching.

For a successful performance review of FTNTT Faculty members hired for teaching, the Ad Hoc RTP Committee will look for the following criteria:

- High quality teaching as evidenced by positive peer review(s).
- High quality teaching (patterns of predominantly positive responses “Almost Always” and “Often”) of the SSI
- Generally positive student evaluations of instruction, documented by summaries of student comments
- Evidence of reflective teaching and intentional revision of areas requiring improvement included within a contextual statement of about five (5) pages or fewer
- For a Full review, teaching materials, such as syllabi that include disciplinary knowledge representing contemporary theoretical perspectives and relevant research
- Any other available data to assess the quality of instruction.
- Should FTNTT Faculty members be hired with a clinical or research emphasis, evaluation criteria will be developed to align with their roles and responsibilities.

Each FTNTT Faculty member is discussed by the committee which votes on a recommendation for renewal of the Faculty member’s appointment. The Director independently assesses the accomplishments of each FTNTT Faculty member and makes available to the Dean their recommendation and the committee’s recommendation. The Director informs the FTNTT Faculty member of the Ad Hoc RTP Committee’s deliberations and ensures that the Faculty member has access to the recommendation that the Director sends to the Dean. FTNTT Faculty members whose appointments will not be renewed must be notified by the timelines established in the applicable *Collective Bargaining Agreement* whether lack of adequate satisfaction with performance or the absence of anticipated continuing programmatic need or budgeted resources to support the position is the reason.

## **F. Promotion**

FTNTT Faculty members who have completed at least six (6) consecutive years of service and at least two (2) successful Full Performance Reviews may apply for promotion at the time of their second Full Performance Review or with any scheduled performance review thereafter. The criteria, guidelines and procedures for FTNTT promotions are included in the applicable *Collective Bargaining Agreement*. As required by the *Collective Bargaining Agreement*, evidence of significant accomplishments in performance and professional development is required. Accomplishments and/or contributions in the area of University service, when they exist, will contribute to the FTNTT Faculty member’s overall record of accomplishment. The College’s Non-Tenure Track Promotion Advisory Board (NPAB) shall be composed of FTNTT Faculty representatives. The NPAB will review the applications for promotion and make a recommendation to the Dean.

## **Faculty Grievance and Appeal Procedures**

### **A. Informal Procedure**

Any Faculty member who believes that they may have a grievance is strongly encouraged, before initiating a formal grievance or appeal, to talk with the Director about any issue(s) of

concern. The Director may seek the advice and recommendation of individual Faculty members or Faculty advisory groups in seeking informal resolution of a dispute or complaint.

#### **B. Formal Procedure**

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

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

## **SECTION IV CRITERIA, PERFORMANCE EXPECTATIONS, AND SCHOOL PROCEDURES RELATING TO FACULTY EXCELLENCE AWARDS**

### **Faculty Excellence Awards Criteria**

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

During years that the University allocates funds for Faculty Excellence Awards [FEA] (or “merit pay” pools), Faculty members shall receive notice from the School Director of the requirements for the documentation of requests for FEAs and the due date for the submission of this documentation if they are eligible to apply for these awards. This notification should take place within several weeks from the time that the Provost informs the School Director of the availability of these awards.

The *Collective Bargaining Agreement* outlines the procedures for Faculty Excellence awards. Generally the FAC is the representative body charged with recommending to the Director the criteria and procedures for FEA evaluations. These evaluations are based on criteria similar to those used for reappointment, tenure, and promotion. All tenured and tenure-track Faculty are eligible to submit documentation; successful applicants will be those whose work is considered to be “beyond” the expectations of their responsibilities within the parameters of their Faculty position.

Faculty who wish to be reviewed for one or more awards are responsible for submitting materials to the School Director by the established due date and time. Submissions failing to meet the established deadline will not be considered for review.

An FEA ad hoc committee composed of the FAC Tenure-Track members and any other Faculty members who are applying for an award and who wish to participate in the evaluation will make an advisory recommendation to the Director concerning the allocation of awards in each of three categories: research/creative activity, teaching and/or service. Documentation for each of the categories for Faculty Excellence will be rated as Not Meritorious/At Expectation, Meritorious, or Outstanding Meritorious, using the current FEA guidelines.

Please note: The *CBA* provides the foundation of our decisions so that the information provided here is subject to change because of potential modifications in the *CBA* and FAC’s review of this process.

#### **A. Scholarship (research/creative activity)**

In order to judge the research/creative activity from one merit period to the next, Faculty are to create a table (see Table 1) to demonstrate specific accomplishments during this merit period. Previous merit submissions will be used during each review process to assist with the assessment of current accomplishments. Scholarly work that is accepted or in press can be included in the evaluation of a Faculty member’s scholarship. In press requires acceptance of the publication from the editor and when possible, recognition of a proposed timeline for publication. Work that

is in progress, being revised, or submitted and under review are not to be included as it will not be considered.

If desired, but within one single-spaced page, information highlighting the significance of one's scholarly endeavors may be included. You may choose to include in this statement how the COVID-19 pandemic impacted your research/creative activity.

For Scholarship and Research, the extent, quality, and impact of one's work (e.g., scholarly publications and presentations) are considered.

Table 1: Summary Table for Scholarship

**Caution:** Do not include any articles/chapters/books/editorial work/other publications listed as "in press" last merit period.

Scholarship	Current Merit period
	Date:
In press articles/ chapters/ books/ editorial work/ other publications	
Articles	
Chapters	
Books	
Editorial work	
Other publications	
Grants (External and Internal [not internal travel support]; also list by Funded/Not funded and role)	
Other Scholarship	
Invited presentations	
Presentations – International* (must occur outside of North America to be considered international)	
Presentations – National	
Presentations – Regional	
Presentations – State or local	
Research Awards	

**Note:** If any publications, grants or presentations are co-authored, percentages of responsibility should be included;

acceptance rates and/or journal impact factors of publications, if known, should also be included.

## B. Teaching

To document teaching, a summary chart (see Table 2), as is requested of untenured Faculty and Faculty who apply for promotion to Professor, is to be submitted. Due to COVID-19 pandemic, SSIs from S20, F20, and S21 should not be included or considered for FEA review. Further, evaluation of teaching performance which includes all student comments from each SSI—summaries of each question by each course are to be submitted; individual SSIs are not to be included.

If desired, but within one single-spaced page, information from other sources of evaluation of teaching, such as mentoring graduate students and comments about efforts at improvement, innovation, and class preparation may supplement the chart and SSI summaries. You may choose to include how the COVID-19 pandemic impacted your teaching.

Table 2: Summary Table for Teaching

A summary chart of teaching scores which includes every course taught, grouped by semester, should be created; sections of the same class are not to be combined. Base the chart on including both numbers of students and the percentage within each category.

**Note:** As appropriate, include a yearly summary, as well as overall summary

Teaching Grid for Dr. \_\_\_\_\_

Semester: Fall 2021

Semester: Fall 2021 Class: xxxx xxxxx Class size: 10	"challenged me"	Almost always 6 75%	Often 2 25%	Sometimes 0 0%	Rarely 0 0%	Almost never 0 0%	Omitted 2
	"explained clearly"	5 63%	1 13%	2 25%	0 0%	0 0%	2
	"mutual respect"	7 88%	1 13%	0 0%	0 0%	0 0%	2
	"helping students learn"	8 100%	0 0%	0 0%	0 0%	0 0%	2
Semester: Fall 2021 Class: xxxx xxxxx Class size: 20	"challenged me"	10 67%	5 33%	0 0%	0 0%	0 0%	5
	"explained clearly"	15 100%	0 0%	0 0%	0 0%	0 0%	5
	"mutual respect"	15 100%	0 0%	0 0%	0 0%	0 0%	5
	"helping students learn"	3 20%	12 80%	0 0%	0 0%	0 0%	5
Semester: Fall 2021 Class: xxxx xxxxx Class size: 15	"challenged me"	10 67%	5 33%	0 0%	0 0%	0 0%	
	"explained clearly"	9 60%	6 40%	0 0%	0 0%	0 0%	
	"mutual respect"	15 100%	0 0%	0 0%	0 0%	0 0%	
	"helping students learn"	14 93%	1 7%	0 0%	0 0%	0 0%	
<b>TOTALS FOR SEMESTER 1</b>							
N= 152		117 77%	33 22%	2 1%	0 0%	0 0%	28



Dr. \_\_\_\_\_: Summary

	Almost always	Often	Sometimes	Rarely	Almost never	Omitted
<b>TOTALS FOR SEMESTER 1</b>						
N= 152	117 77%	33 22%	2 1%	0 0%	0 0%	28
<b>TOTALS FOR SEMESTER 2</b>						
N= 231	179 77%	41 18%	11 5%	0 0%	0 0%	53
<b>TOTALS FOR ALL</b>						
N= 383	296 77%	74 19%	13 3%	0 0%	0 0%	81

Other Teaching Responsibilities	Current Merit period Date:
Substantial Course Revisions and development (e.g., Internationalization of Course; Reworked Delivery Mode to Distance Learning)	
Peer review/evaluation	
Professional development (e.g., Teaching Scholars)	
Teaching Award	
Other	

### C. Service

To document service, a summary chart (see Table 3), is to be submitted, divided into the categories listed below in the Table: School of TLC, College of EHHS, University, Professional, and Community.

As with documentation of teaching, additional information about the extent, quality and significance of service activities may also be included within a one-page, single-spaced commentary. You may choose to include in this statement how the COVID-19 pandemic impacted your service work.

Table 3: Summary Table for Service

Service	Current Merit period
Program area	
School of TLC	
College of EHHS	

University	
Professional	
Community	
General student advising (e.g., course registration)	
Serving on thesis and dissertation committees:  Undergraduate Honors Thesis, Chair  Undergraduate Honors Thesis, Committee Member  Thesis/Masters Projects Committee Chair  Thesis/Masters Projects, Committee Member  Dissertation Committee, Chair  Dissertation, Committee Member	
Other (optional)	

**D. Faculty Excellence Awards Rubric for the School of TLC**

FEA ad hoc committee will review all applicants in all submitted categories, using the following grid to guide their decisions.

	<b>Research/Creative Activity (35%)</b>	<b>Teaching (35%)</b>	<b>Service (30%)</b>
<b>Not meritorious/ At expectations</b>	<ul style="list-style-type: none"> <li>About two refereed publications a year in a national/ international journal</li> <li>About two refereed presentations a year, at least one national</li> <li>If applicable, some grant activity</li> </ul>	<ul style="list-style-type: none"> <li>SSI scores are typically “Almost Always” and “Often,” perhaps with a few “Sometimes” or “Rarely”</li> <li>Student comments are largely positive</li> <li>SSI data for all courses taught during the award period are included*</li> </ul>	<ul style="list-style-type: none"> <li>Some participation in Program area and on School/College and University committees</li> <li>Student advising</li> <li>Membership in state/national professional organizations</li> </ul>
<b>Meritorious/ Beyond expectation</b>	<ul style="list-style-type: none"> <li>About two refereed publications a year in national/ international journals</li> <li>About three refereed presentations a year, at least one national one</li> <li>A book chapter or other professional writing</li> <li>A grant award</li> </ul>	<ul style="list-style-type: none"> <li>SSI scores are typically “Almost Always” and “Often,” perhaps with a few “Sometimes”</li> <li>Student comments are powerfully positive</li> <li>SSI data for all courses taught during the award period are included*</li> </ul>	<ul style="list-style-type: none"> <li>Active participation in Program area and on School/College and University committees</li> <li>Some participation in state/national professional committees</li> <li>Documented advising, especially on doctoral student coursework committees and dissertation committees</li> </ul>
<b>Outstanding meritorious/ Far exceeds expectation</b>	<ul style="list-style-type: none"> <li>About three refereed publications a year in national/ international journals</li> <li>About four refereed presentations a year, at least two national ones, and probably an international one</li> <li>Probably a book and several book chapters OR</li> <li>Probably a book chapter and substantial grant activity</li> </ul>	<ul style="list-style-type: none"> <li>SSI scores are nearly all “Almost Always” and “Often,” across all courses</li> <li>Student comments are overwhelmingly positive</li> <li>Scores for all courses taught during the award period are included*</li> <li>Professional committees</li> </ul>	<ul style="list-style-type: none"> <li>Leadership in Program area and School/College and University committees</li> <li>Leadership on state/national professional committees</li> <li>Active, documented advising, especially on doctoral student coursework committees and dissertation committees</li> </ul>
<b>Mitigating Factors</b>	<ul style="list-style-type: none"> <li>Extensive professional writing which is not refereed but is published, for example, grant reports which include research data</li> <li>Officer in state/ national organizations</li> <li>KSU’s Distinguished Researcher Award or other state or national research award</li> </ul>	<ul style="list-style-type: none"> <li>A wide variety of courses is taught</li> <li>New courses are developed</li> <li>KSU’s Distinguished Teaching Award or other state or national teaching award</li> </ul>	<ul style="list-style-type: none"> <li>Extensive advising</li> <li>KSU’s Kuhn Advising Award or other state or national advising award</li> <li>International work</li> </ul>

\*Do not include SSIs for S20, F20 and S21

Each member of the FEA ad hoc committee will evaluate each faculty according to the three levels of achievement on our rubric: at expectations, beyond expectations, or far beyond expectations. Members of FEA ad hoc committee will *not* vote on their own applications and their requests will be pro-rated by remaining members.

#### **E. Faculty Excellence Award Process**

The Director considers the recommendations made by the FEA ad hoc committee when making their preliminary determinations. If the Director makes a determination for the awarding of an FEA that differs significantly from FEA ad hoc committee, the Director will discuss the differences with the FEA ad hoc committee. All Faculty members will be notified of the preliminary determinations.

Faculty members have the right to request reconsideration of the preliminary determination made by the Director. Such requests will be considered by the FEA ad hoc committee, who will, on the virtues of the request, make a recommendation to the Director. Final determinations will then be made by the Director and transmitted to the Dean of the College. Individual final recommendations will be distributed to the individual Faculty member concerned.

## **SECTION V OTHER SCHOOL GUIDELINES**

### **Students**

Students, both undergraduate and graduate, are of primary concern to all Faculty members, and students' academic needs are of primary importance to the School. Students participate in various School committees. Student appointments to committees are made by the Director in consultation with the FAC and the Faculty members involved in and affected by a specific committee's work.

#### **A. Advising**

Faculty are required to advise and counsel undergraduate and graduate students on academic matters. General advising at the undergraduate level is coordinated by the Director of the Vacca Office of Student Services who serves as the School representative for College and University functions related to undergraduate programs and activities. Individual Faculty members are responsible for providing academic counseling to undergraduate students assigned to them and to other undergraduate students who seek such advice, as needed. Timely response to students, both graduate and undergraduate, is expected. Timely response is generally accepted as within forty-eight (48) hours for Faculty on contract. For times when Faculty are off-contract, an auto-response email is suggested as a form of timely response. Student advising at the graduate level is conducted by the student's "major professor" and the student's dissertation committee members.

#### **B. Student Academic Misconduct**

The University's Administrative policy regarding student cheating and plagiarism is included in the University Policy Register. (*See* University Policy Register 3-01.8)

#### **C. Student Grievances and Academic Complaints**

The University's policies and procedures which govern student grievances and student academic complaints are included in the University Policy Register. (*See* University Policy Register 4-02.102, 02.3 and 8-01.4)

#### **D. Transfer Credit Procedure**

The Vacca Office of Student Services is responsible for the first level of evaluation of undergraduate transfer credit. If the transfer is not automatic, as specified by Transfer Assurance Guides (TAG), a representative of the Office of Student Services consults with the appropriate program coordinator and/or faculty member who teaches the specific course or courses at issue.

Graduate transfer credit is evaluated according to the process described in the current Graduate School Catalog. Both master's and doctoral transfer credit may be accepted if the criteria are met and the student's advisor, the Graduate Studies Committee, and the Graduate Dean approve the transfer credit.

#### **E. Privacy of Student Records**

The Director is responsible for ensuring that all members of the School comply with all laws and University Policies which govern the privacy of student education records, including but not limited to the Family Educational Rights and Privacy Act (FERPA). These regulations require, among other things, that faculty members keep thorough academic records and forbid the posting of grades by name, social security number or any other system which might identify a student with their education record. For further information, contact the University's Office of Legal Affairs.

#### **F. Student Evaluations**

All courses are evaluated each semester, including summer sessions, using the approved Student Survey of Instruction (SSI). A collapsing window of opportunity is available to faculty to compose additional questions to the four items included in the SSI. These additions are viewable only to the instructor of record. As the evaluations are done online, faculty members are informed of the time period for the evaluations. The students will then be provided with access to the online evaluations and instructions for completing the evaluations by a member of the University administration staff. SSIs are not available to individual faculty members until after grades are submitted to the Registrar. SSIs and the results are maintained in the School office and are available for faculty review. SSIs for Regional Campus faculty are administered and maintained by the campus at which the course is taught.

#### **G. Non-Discrimination**

In accordance with University policy, faculty in the School and Kent State University encourage an atmosphere in which the diversity of its members is understood and appreciated, an atmosphere that is free of discrimination and harassment based on the categories subsequently named.

It is the policy of the university that there shall be no unlawful discrimination based on race, color, religion, gender, sexual orientation, national origin, disability, age, ancestry, genetic information, military status, or identity as a disabled veteran or veteran of the Vietnam era, recently separated veteran, or other protected veteran.

#### **H. Course Syllabi**

During the first week of classes, School faculty are expected to provide a written syllabus for each course taught. The syllabus should include the instructor's office hours, the purpose of the course, required readings, a clear statement of major assignments with due dates, and grading criteria and policies (including attendance policies where relevant). The syllabus should provide the instructor's clearly stated expectations for student learning outcomes in the course.

#### **I. Cancellation of Class**

All instructors should meet with their classes on a regular basis. However, anticipated and unanticipated circumstances sometimes occur that necessitate the cancellation of a class. Such cancellation should be viewed as an undesirable alternative to other courses of action that would allow the class to meet (e.g., another instructor covering the class, developing an online module

in lieu of face-to-face class time). If a class meeting cannot be arranged and it is necessary for it to be cancelled, the following actions should be taken:

**1. Anticipated Absences**

Anticipated absences might result from attendance at the meeting of a professional organization or scholarly presentation at a conference. In instances when a class must be cancelled, an Authorization of Absence Form must be submitted to (and approved by) the School Director at least five working days prior to the anticipated absence. The reason for the absence should be clearly stated on this form, as well as information as to how the class will be covered.

**2. Unanticipated Absence**

In rare instances, an unanticipated absence occurs, the result of a personal medical condition, illness or death of a family member, or some other emergency. When provision cannot be made for the class to be covered by another instructor, direct communication about the unanticipated absence should be provided to the School Director or designated representative (e.g., Administrative Assistant). When direct communication with the Director prior to an unanticipated absence is not possible, the faculty member shall submit a written rationale in an email, within 10 working days following the absence. When such an absence does occur and (following notification from the faculty member) a class needs to be cancelled, School staff will make every attempt to contact students in the class prior to the time it meets, as well as post a notice on the classroom door indicating that the class has been cancelled.

## **Curricular Policies and Procedures**

**A. Curricula**

Curricular changes may be proposed by any Faculty member for consideration by their program area colleagues. If accepted, the appropriate curricular forms are completed and forwarded to the School Curriculum Committee (SCC). If approved, the Chair of the CC informs the Director, who then reviews and affirms the decision(s), or if not, discusses and hopefully, resolves issues with the CC and program area. Once approved, the appropriate college curricular body votes on the changes.

**B. Final Exams**

Final examinations in all courses must be offered at the time and date specified in the University's schedule of final examinations. Changes of the time and/or date of a final examination require prior approval of the Director and the Dean, but in any case, the exam must also be offered at the time scheduled and publicized by the University for those students who desire to take the exam at that time.

## **C. Grades**

Faculty members must inform students of their progress throughout the semester. Grades are a faculty member's responsibility and should be assigned fairly and objectively. Submission of final grades must comply with University Policy, including but not limited to the deadline for the timely submission of grades. Failure of Faculty members to provide grades in compliance with University Policy will be taken into consideration in reappointment, promotion, tenure and Faculty Excellence Award decisions.

Materials used in computing grades (e.g., exams, papers, reports, etc.) should be retained by the faculty member for one year after final grades are submitted. Students have a right to inspect the written work performed during a course and discuss the grade with the faculty member.

## **D. Audits**

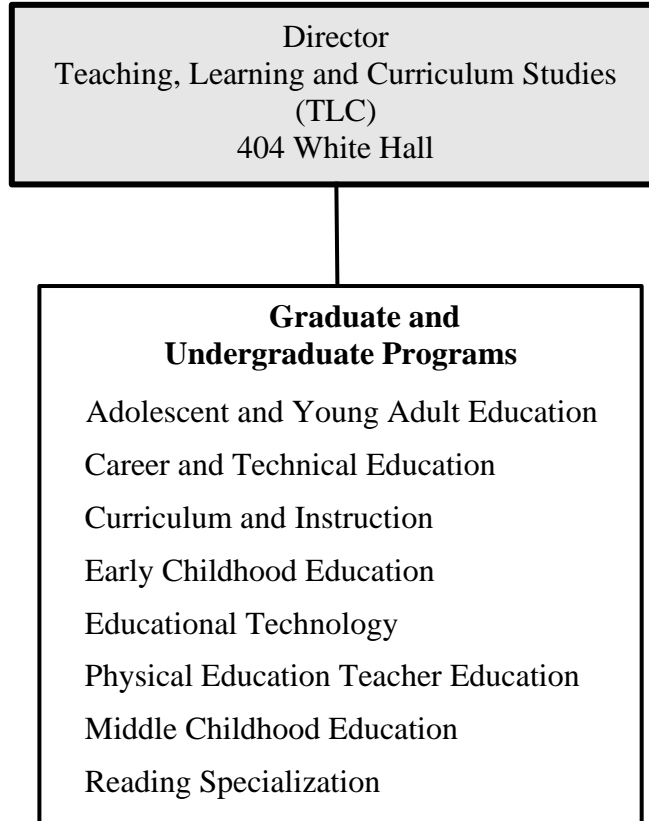
Students may audit any course subject to space availability and approval of the Director. Faculty members have the discretion to determine conditions and requirements for the audit.

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

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



**APPENDIX A**  
**SCHOOL ORGANIZATIONAL CHART**



## APPENDIX B DESCRIPTION OF SCHOOL PROGRAM AREAS

ADED, MCED, ECED A & B, MAT, C&I, PETE, Literacy, EdTech, CTTE

The School of Teaching, Learning and Curriculum Studies is divided into 8 program areas: Adolescent and Young Adult Education (ADED), Career Technical Teacher Education (CTTE), Curriculum and Instruction (C&I), Early Childhood Education (ECED), Educational Technology (EDTN), Physical Education & Sport Performance (PESP), Middle Childhood Education (MCED), and Reading Education. Bachelor (B.S.E.), master's (M.A., M.Ed., M.A.T.), educational specialist (Ed.S.), and doctoral (Ph.D.) degrees are offered, as indicated in the following table:

Degree	ADED	C&I	CTTE	ECED	EDTN	PEP	MCED	Reading
Bachelor	Yes	No	Yes	Yes	No	Yes	Yes	No
Master's	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Ed. Specialist	No	Yes	No	No	No	No	No	Yes
Doctorate	No	Yes	No	No	Yes	No	No	No

### A. Adolescent and Young Adult Education/Secondary Education (ADED/MAT)

The ADED program area offers baccalaureate degrees leading to initial licensure at the secondary school level (grades 7-12). Graduates of the undergraduate ADED program are eligible for Ohio licensure in any of the following areas of secondary school teaching: Earth Science; Integrated Language Arts; Integrated Mathematics; Integrated Science (with specialization in Earth Science, Life Science, Chemistry, or Physics); Integrated Social Studies; Life Science; Life Science/Chemistry; and Physical Science.

PreK-12 Baccalaureate degree holders in areas other than Education may pursue initial teacher licensure grades 7-12 through a graduate program leading to the Master of Arts in Teaching (M.A.T.) degree. In addition to the licensure areas of secondary school teaching listed for the ADED program above, M.A.T. students may seek initial licensure in several PreK-12 specialization areas, including Dance; Family and Consumer Studies; Foreign Language (French, German, Spanish, and Russian); Health; Integrated Business (Comprehensive Business and Marketing Education); Music; Technology; and Visual Arts. For the continuing teacher, master's degrees (M.Ed. and M.A.) are also offered through the Curriculum and Instruction (C&I) program. The ADED teacher education curriculum is accredited through state approved accrediting agencies and professional organizations.

### B. Curriculum and Instruction (C&I)

Within the Curriculum and Instruction program area, there are several degree programs that are intended for those pursuing intensive advanced study in personally relevant curriculum and teaching areas. The C&I master's degree (M.Ed.) contains specializations in: Curriculum and Teaching Studies, English/Language Arts Education, Middle Childhood Education, Mathematics Education, Science Education, Social Studies Education, Secondary Education, and Physical Education. In

addition, the Curriculum and Instruction program offers advanced graduate degree programs (Ed.S. and Ph.D.) for those who wish to become university educators or to hold leadership positions in areas of curriculum, supervision, and teacher education.

### **C. Career Technical Teacher Education (CTTE)**

The Career and Technical Education Program (CTTE) at Kent State University offers comprehensive degrees and educational services for the career-technical education community of Northeast Ohio and is accredited by a state approved accrediting agency. The program is committed to workforce development through leadership in educational programming for youth and adults. This university program area offers bachelor's and master's degrees, as well as specialized endorsements. Bachelor degrees and teacher licensure are available in Career Technical Marketing Education, Career Technical Family & Consumer Sciences, Career Technical Integrated Business, and Trade and Industrial Education. Students may pursue a Master in Career Technical Education in either the Master of Arts program, or the Master of Arts in a teaching program with a concentration in Marketing, Family & Consumer Sciences, or Career Technical Integrated Business.

### **D. Early Childhood Education (ECED)**

The Early Childhood Education program offers Baccalaureate and Master of Arts in Teaching (M.A.T.) degrees leading to initial licensure for early childhood, ages three to grade five. The program is accredited through a state approved organization. The International Baccalaureate (IB) Certificate for Teaching and Learning is embedded in both the B.S. ECE and the MAT ECE. At the graduate level, a program leading to Ohio Preschool Endorsement is available for students who hold an active teaching certificate in special, elementary, early childhood (K-3), or vocational education. In conjunction with Special Education, the program also offers the Early Education of the Handicapped Endorsement at the graduate level. The Generalist (grades 4-5) endorsement can be added to the ECED license. These endorsements may be incorporated within a master's degree program or obtained separately.

Master's (M.Ed. and M.A.) programs are available for those who desire to pursue advanced study in early childhood education and/or develop a specialty. With the guidance of an advisor, the student develops an area of emphasis (e.g., globalization and intercultural competence, STEM, childhood policy and advocacy). The IB Certificate for Teaching and Learning can be earned in the M.Ed. or M.A. programs. All master's degree students are required to complete an exit project, thesis, comprehensive exam, or internship. In addition, a concentration in early childhood education is available as part of the doctoral program in Curriculum and Instruction.

### **E. Educational Technology**

The Educational Technology (EDTN) program offers a Master of Education degree in the field that can include the Computer Technology endorsement to an existing teaching license. Students specialize in one of four areas within EDTN, including Online and Blended Learning and Teaching, Management of Educational Technologies, Designing Instructional and Performance Solutions, and Immersive Technologies for Learning. Others may be added in the future. There is a nine-credit-hour certificate program in Online and Blended Learning and Teaching, as well as the opportunity to add the Computer Technology endorsement to a license by itself to students who already hold a Master

of Education or other related degree. The program offers undergraduate-level courses to students to improve their technology knowledge and skills as they prepare as teachers and other professionals. Finally, the EDTN program is a concentration within the Curriculum & Instruction Ph.D. program for people who want to do research in the field.

#### **F. Physical Education and Sport Performance (PESP)**

The Physical Education Teacher Education (PETE) program offers three concentrations, two of which lead to teacher licensure. The teacher licensure concentration prepares students for careers as physical education teachers for children and youth (PreK through grade 12). Teacher candidates learn to teach within a series of in-depth field experiences at the elementary and secondary levels. The PETE teacher education curriculum is accredited by a state approved organization. The health and physical education dual licensure program prepares candidates to teach both Health and Physical Education. Additionally, the Physical Activity and Sport Performance concentration affords students the opportunity to individualize an area of study through a liberal approach to education. Students select courses related to physical education or sport studies to support their areas of interest, or for preparation for a related profession such as athletic coaching, or physical activity leaders in non-school programs. A minor is required (e.g., athletic coaching, biology, psychology, sports management, sports medicine, sport psychology or others).

#### **G. Middle Childhood Education (MCED)**

This program area offers an undergraduate baccalaureate degree, leading to initial licensure for teaching students in grades four through nine in two concentrations and reading for grades 4 to 9. Concentration areas are: mathematics, language arts, science, and social studies. Baccalaureate degree holders in areas other than education may pursue an initial licensure in middle childhood through a combination of undergraduate and graduate courses that can lead to a master's degree in Curriculum and Instruction. Many undergraduate MCED classes are offered at the graduate level also so that qualified students can combine licensure work with the master's degree option. Certified teachers in areas other than middle childhood can pursue additional licensure in middle childhood education through selected required coursework with or without the master's degree option; those who wish to add MCED licensure to previous licensure can choose to supplement their credentials by only one additional concentration area. Those interested in a master's degree in Curriculum and Instruction should take the following three core courses: Early Adolescence, Curriculum and Instruction in the Middle Grades, and Teaching and Learning in the Middle Grades. By itself, this master's degree does not lead to licensure. Those pursuing a doctoral degree in Curriculum and Instruction who are interested in middle grades theory, research, and practice are also encouraged to take the core middle grades courses. The Association for Middle Level Education and CAEP accredit the MCED teacher education curriculum. Additionally, embedded in the program is certification in the Middle Years Program of the International Baccalaureate.

#### **H. Reading Specialization**

The reading and language arts/literacy education program prepares educators to teach students at all age levels, preK-12, in general education and content area instructional situations. The Master's degree in Reading Specialization is offered, as is a literacy concentration at the Ph.D. level. The

program focuses on both students who progress typically and those who struggle with learning to read. The program meets the requirements of the state approved certification organization.

### **I. Physical Activity, Wellness and Sport (PWS)**

The Physical Activity, Wellness and Sport (PWS) is not a degree program, but it offers a variety of courses related to living an active healthy lifestyle. These courses are designed to support university students' knowledge, skills, and dispositions related to lifelong physical activities that are a fundamental part of the culture and which contribute positively to overall health, satisfying social interaction, and emotional well-being.

## **APPENDIX C**

### **GENERAL ADVICE FOR UNTENURED FACULTY**

Reappointment, tenure, and promotion reviews require that candidates present evidence, in the form of a Candidate File, representing their accomplishments in scholarship, teaching, and service. This file is initiated during a Faculty member's first year and is then updated and refined in ensuing years. The School Director will provide Faculty with deadlines and other information for compiling and submitting required components of the Candidate File, based on current academic year University policies and procedures. For untenured (tenure-track) Faculty members, the Faculty mentor should also play a supportive role in the preparation of the Candidate File.

- Meet with your mentor regularly to discuss how you are planning to make an original contribution to an identifiable disciplinary community.
- Focus on a sustained and clearly articulated line(s) of inquiry; three or fewer is recommended.
- Articles in scholarly peer-reviewed journals are considered more important than any other kind of publication for the purposes of promotion and tenure because of the robust peer review involved; use feedback from reviewers to improve your submissions.
- Focus on publishing articles in peer-reviewed journals with acceptance rates of 20% or less; these will be the most helpful for building a case for tenure and promotion or with high impact factors.
- Try to have scholarly projects in all phases of the research cycle. Identify manuscripts "under review" and "in progress/development" in your contextual statement. This will assist in maintaining a steady publication schedule.
- Joint publications and/or presentations should include percentages of effort of the candidate's relative contribution.
- Show leadership by being the lead author on multiple publications and presentations.
- Try to be a PI or Co-PI on a grant if grants are available in your field.
- Structure your time consistently to account for the many demands of the professorship. Writing time, research, teaching/grading time, committee work, and life demands need to be realistic and habitual to sustain all facets of your academic work. Early habits can set the stage for continued success. Think about forming a writing group to support ongoing writing efforts, a set of writing colleagues to trade work, sustain research goals, and maintain accountability for your scholarship.
- When the time comes, choose outside reviewers strategically (at arm's length and at institutions which are at KSU's Carnegie rating or higher). When applying for promotion to Associate Professor, reviewers must be at that rank or higher; when applying for promotion to Professor, reviewers must be at that rank. Professors emeriti are not typically considered appropriate; only in special cases are faculty outside of the United States considered appropriate.
- If you have a challenging class, find a teaching mentor, someone who can observe your teaching on a consistent basis and be a "thinking partner" about refinements. Discuss these strategies with your mentor.

- Be sure to hyperlink your articles/documents in at least one document: your CV, contextual statement or scholarship grid; consider linking them multiple places.

## 1. Curriculum Vitae (CV)

- Ensure that your CV is in APA format and that ALL information is included, especially page numbers of publications that are already in print.
- Have colleagues and/or mentor read and critique your CV. Some positions may not be clear. Some dates might not make sense. Be sure to be accurate about the nature and extent of what you have done. If you don't know what to call something or where it goes in your file, ask your School director.
- If an article or book is "in press," and the editor has provided an anticipated publication date or issue/volume, provide such information in the form of a letter/email.
- Manuscripts in progress do not yet belong on your curriculum vitae, but manuscripts which are under review may be listed in its own category.
- Sort publications into categories, such as journal articles, books, chapters in books, book reviews, non-refereed journals, conference proceedings, and instructional materials.
- Designate whether a publication is refereed or not. If possible, supply the acceptance rate of the journal or other indicators of quality (e.g. international or national readership; how extensive the readership, i.e. number of subscribers; impact factor, etc.).
- Divide articles not only by whether it is refereed or not, but also whether it is a national/international or regional/state publication.
- Be sure to cite the date (at least the month), along with the city/state or country for each presentation; again, note whether the presentation acceptance was refereed and place it in the appropriate category: international, national, regional, state or local.
- For continuing positions, such as being a manuscript reviewer, state the beginning date and then write the word "present"; providing an ending date, even if it is the current year, suggests to the reader that you are no longer fulfilling that responsibility. For example: Reviewer, *Journal of Literacy Education*, 2005 – present
- Be sure to list all Ph.D. advisees and distinguish whether they are in the advisory phase or dissertation phase; further, be sure to include your role, especially if you are serving as either a co-chair or chair of a dissertation. For completed Ph.D. students, list the title (and year) of their dissertation.

## 2. Contextual Statement

- State your line(s) of inquiry in the opening section of your contextual statement and reference it/them within your discussions of research and teaching, and service, if applicable.
- Be concise; contextualize your work. You don't have to discuss everything. Faculty

in TLC believe five pages—at most—is sufficient to make your case. In the early years, five pages may not even be needed.

- Include the acceptance rate of a journal, if available, as well as any kind of journal ranking data when available. Anything you can do to convince those outside of your discipline that you are publishing in high quality journals will help your case.
- Write out all acronyms the first time; do not make any assumptions about the readers' backgrounds.
- Double check that any information included in your contextual statement is also included on your CV, and that the language matches exactly, especially titles of articles and presentations.

Include a chart that shows your line(s) of inquiry and how your publications, presentations, grants, service activities—whatever, support those line(s) of inquiry.

For example:

### Overview of Work by Inquiry Strands

PLEASE NOTE: While this example does not have complete citations, COMPLETE CITATIONS should be included.	Connecting teachers with texts/ Students with books (Literature)	Reading comprehension strategies	Writing	Social studies / Social justice/ integration
<b>REFEREED ARTICLES:</b>				
Nurturing Thoughtful Revision (2006)			X	
Literature ... Girls to Soar (2006)	X			
Friendship's Effect on Writing (2005)			X	
Standing Tall in Middle School (2005)	X	X	X	X
<b>BOOKS:</b>				
Teaching Reading Strategies (2006)	X	X	X	X
Linking Literature with Life (2002)	X	X	X	X
<b>CHAPTERS:</b>				
Exploring Connections ... (In press)	X	X	X	X
Joyce Hansen (2005)	X			
<b>GRANTS:</b>				
2005-2006 to present in Jamaica	X	X		
2004-2005 to study in Belize		X	X	X
1995-2004 National Writing Project			X	
<b>INTERNATIONAL/ NATIONAL PRESENTATIONS:</b>				
Connection Readers to Text (2006) International Reading Association	X	X		X
What's a schema? (2006) National Council of Teachers of English	X	X	X	
<b>INSTRUCTIONAL MATERIALS:</b>				
Rodman Philbrick (2002)	X	X		
<b>BOOK REVIEWS:</b>				



Toledo <i>Blade</i> (quarterly, since 1997)	X			
<b>CONSULTANT:</b> Social Studies or reading, since 2000	40			

### 3. Teaching

Create a chart with every course taught, grouped by semester; do not combine sections of the same class. Include the most recent semester first and include a summary of scores for each year, as well as summary scores across all years as a “Grand Total.”

Please remember to link syllabi in this Teaching Grid; do consider linking them in other places as well.

Base the chart on Summary Question 19, “Overall, how would you rate your learning experience in this course?” (or its current equivalent). Please include both numbers of students and the percentage of each category, as well as both the individual mean and school mean\* (not included here because this is a fabricated example and so there is no way to know what this might be). For example:

Name of course	Excellent	Very Good	Good	Fair	Poor	Omitted	Course Mean / School Mean
<b>Spring 2015</b>							
<b>MCED 50007</b> Teaching Reading with Literature <b>N= 20</b>	8 / 40%	6 / 30%	4 / 20%	2 / 10%			4.0 / _ *
<b>MCED 40007</b> <b>N= 10</b>	8 / 80%	2 / 20%					
<b>Fall 2014</b>							
<b>MCED 50005</b> Teaching Reading with Phonics <b>N = 20</b>	12 / 60%	6 / 30%	2 / 10%				4.5 / _ *
<b>MCED 50007</b> Teaching Reading with Literature <b>N= 20</b>	16 / 80%	4 / 20%					
<b>TOTALS for year</b> <b>N=70</b>	44/ 63%	18 / 26%	6 / 9%	2 / 3%			4.25 / _ *
<b>Spring 2014</b>							

<b>MCED 50007</b> Teaching Reading with Literature <b>N= 20</b>	6 / 40%	6 / 30%	6 / 20%	2 / 10%			4.0 / _ *
<b>MCED 40007</b> <b>N= 10</b>	6 / 80%	4 / 20%					
<b>Fall 2013</b>							
<b>MCED 50005</b> Teaching Reading with Phonics <b>N = 20</b>	10/ 60%	5 / 30%	5 / 10%				4.5 / _ *
<b>MCED 50007</b> Teaching Reading with Literature <b>N= 20</b>	16 / 80%	4 / 20%					
<b>TOTALS for year</b> <b>N=70</b>	38 / 54%	19 / 27%	11 / 16%	2 / 3%			4.25 / _ *
<b>OVERALL</b> <b>TOTALS</b> <b>N= 140</b>	82 / 59%	37 / 26%	17 / 12%	4 / 3%			

After this grid, attach the two-page summary grid for each course, in the order in which it is listed in the grid. After each two-page summary, include the written compilation of student comments.

For semesters after 2019, use the TLC Teaching Grid spreadsheet. For example:

Teaching Grid for Dr. \_\_\_\_\_

Semester: Fall 2021

Semester: Fall 2021 Class: xxxx xxxxx Class size: 10	"challenged me"	Almost always 6 75%	Often 2 25%	Sometimes 0%	Rarely 0%	Almost never 0%	Omitted 2
	"explained clearly"	5 63%	1 13%	2 25%	0%	0%	2
	"mutual respect"	7 88%	1 13%	0%	0%	0%	2
	"helping students learn"	8 100%	0%	0%	0%	0%	2
Semester: Fall 2021 Class: xxxx xxxxx Class size: 20	"challenged me"	Almost always 10 67%	Often 5 33%	Sometimes 0%	Rarely 0%	Almost never 0%	Omitted 5
	"explained clearly"	15 100%	0%	0%	0%	0%	5
	"mutual respect"	15 100%	0%	0%	0%	0%	5
	"helping students learn"	3 20%	12 80%	0%	0%	0%	5
Semester: Fall 2021 Class: xxxx xxxxx Class size: 15	"challenged me"	Almost always 10 67%	Often 5 33%	Sometimes 0%	Rarely 0%	Almost never 0%	Omitted
	"explained clearly"	9 60%	6 40%	0%	0%	0%	0%
	"mutual respect"	15 100%	0%	0%	0%	0%	0%
	"helping students learn"	14 93%	1 7%	0%	0%	0%	0%
TOTALS FOR SEMESTER 1 N= 152		117 77%	33 22%	2 1%	0 0%	0 0%	28

Dr. \_\_\_\_\_: Summary

	Almost always		Often		Sometimes		Rarely		Almost never		Omitted
TOTALS FOR SEMESTER 1 N= 152	117	77%	33	22%	2	1%	0	0%	0	0%	28
TOTALS FOR SEMESTER 2 N= 231	179	77%	41	18%	11	5%	0	0%	0	0%	53
TOTALS FOR ALL N= 383	296	77%	74	19%	13	3%	0	0%	0	0%	81

#### 4. Peer Reviews

Create a chart which lists each peer review, such as:

Date of Observation	Name of Observer	Class Prefix/ Number	Name of Course
March 12, 2016	Dr. M Mentor	CI XXXXX	Teaching Well
October 25, 2015	Dr. F Mentor	MCED XXXXX	Starting Well

After the chart, include the faculty member's review letter, the most recent one listed and included first.

Be strategic in asking for feedback on your teaching. Across the years, ask both Faculty in your program area, as well as full professors. Be sure to include a variety of perspectives. For untenured Faculty, at least one peer review of teaching is expected each year.

## **APPENDIX D**

### **GENERAL ADVICE FOR FULL-TIME, NON-TENURE TRACK FACULTY (FTNTT)**

- At the beginning of each academic year, FTNTT Faculty will be provided with a list of other FTNTT Faculty, including a list of names and their roles, program(s), campus, and discipline/content area.
- The following internal professional development resources are available for FTNTT Faculty:
  - TLC PD funds for books and travel
  - Professional Development Excellence Pool:  
[https://www.aaupksu.org/images/Resources/News/PrfssnlDvlpmntExcllncePIClIFrPrpsls\\_2018-3-29.pdf](https://www.aaupksu.org/images/Resources/News/PrfssnlDvlpmntExcllncePIClIFrPrpsls_2018-3-29.pdf)
- Teaching resources
  - The Instructional Resource Center (IRC) is on the second floor of White Hall. The IRC provides and maintains digital connectivity for all College of Education, Health and Human Services faculty, staff and students. (<https://www.kent.edu/ehhs/centers/irc>)
  - Library support: <https://www.library.kent.edu/university-libraries/resources-faculty>
  - Center for Teaching and Learning: <https://www.kent.edu/ctl>
  - University Teaching Council for teaching support, curriculum development, and funding possibilities: <https://www.kent.edu/utc>
- Performance Reviews & Promotion Requests
  - The performance review process takes place every three years. You will submit your first set of materials in January of your third year (2.5 years after hire).
  - Promotion requests can be submitted at the same time as a FTNTT faculty member's second three-year review; however, the process is separate.
  - Read the FTNTT Promotion Guide, early and often.
  - Invite other faculty members into your classroom at least once a semester to provide feedback and write peer reviews.
  - Observe other instructors.
  - Familiarize yourself with the format required for SSIs in performance reviews and promotion requests. TLC has a designated chart to complete.
  - Keep all documentation (SSIs, professional development, records of service, publications, unsolicited notes from students, etc.).

- Mentoring
  - During the first semester, a faculty mentor will be identified and connected.
  - Mentors serve as a point of information for teaching, program history, and connection to TLC/EHHS/KSU resources, etc.
  - Ideas on how to balance the teaching load of 5/5 while keeping in mind grading, service, professional development and other scholarly pursuits.
  - Look for organizational tips for teaching, grading, professional and scholarly work, and email correspondence, and think how to streamline for clarity, efficiency and support.
- Other Information
  - Set aside five hours per week for office hours; note office hours on all syllabi.
  - Some courses have course fees attached to them. These fees can be used for course-related activities for enrolled students that semester. The TLC Business Manager oversees the fees and their use.
  - The TLC Business Manager will help with copier/scanner and other office-related needs including keys and forms.

## **APPENDIX E**

### **ACRONYMS**

ADED	Adolescent and Young Adult
CTTE	Career and Technical Education
CAC	College Advisory Committee
CBA	Collective Bargaining Agreement
CC	Curriculum Committee
CCC	College Curriculum Committee
C & I	Curriculum and Instruction
ECED	Early Childhood
EDTN	Educational Technology
EHHS	Education, Health and Human Services
FAC	Faculty Advisory Committee
FEA	Faculty Excellence Award
FERPA	Family Educational Rights and Privacy Act
FMLA	Family and Medical Leave Act
FTNTT	Full-Time Teaching Faculty/Full-Time Non-Tenure Track
GFS	Graduate Faculty Status
MCED	Middle Childhood
PESP	Physical Education and Sport Performance
RTP	Reappointment, Tenure and Promotion
SSI	Student Survey of Instruction
TAG	Transfer Assurance Guide
TLC	Teaching, Learning and Curriculum Studies
TT	Tenure Track