

Department of Biological Sciences
Faculty Handbook

Approved by the Dean of Arts & Sciences



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Date

Department of Biological Sciences

1. Matters of department governance and related procedures

This handbook contains the operational policies and procedures for the Department of Biological Sciences. It has been compiled by the Department Chairperson and an *ad hoc* committee composed of the Faculty Advisory Committee and the Graduate Studies Committee. It is derived from the University Policy Register, the Collective Bargaining Agreement, existing documents and policy statements of the Department, and various unstated but established Department standards and guidelines.

In cases of conflict between this handbook and other policy statements, the policies of the College of Arts and Sciences, the University, and of present or future Collective Bargaining Agreements have precedence over the handbook.

STRUCTURE AND ORGANIZATION OF THE DEPARTMENT:

A. Administrative and Service Positions

1. Department Chairperson

The Department Chairperson is the chief administrative officer of the Department (Appendix I) and is directly accountable to the Dean of the College. The Chairperson is responsible for recording, maintaining, and implementing the policies and procedures stated in this handbook, in regular and thorough consultation with the faculty and its committees. Among the Chairperson's duties are the following:

- a. Enforce University regulations.
- b. With appropriate consultation, develop and carry out administration and educational policies in the Department.
- c. With appropriate consultation, develop Departmental budget.
- d. Recommend new staff appointments to the Dean and recommend the promotion or placement on tenure of members of the Department who are eligible and qualified.
- e. Recommend, with documentation, the severance of individuals deemed not worthy of permanent appointment. (Final official notification to the individual is conveyed in writing by the President after consultation and review through appropriate procedures.)
- f. Appoint and direct the nonacademic staff of the Department.
- g. Recommend leaves of absence.
- h. Supply prompt notification to the office of the Dean of absence or resignation of a faculty member.
- i. Recommend course changes always through the appropriate Dean or Deans if more than one College is intimately involved.
- j. Distribute teaching assignments, schedule class hours and rooms within allocation, and prepare and supervise reports to appropriate University officials.
- k. Maintain custody of University property charged to the Department.
- l. Supervise the academic counseling of student majors in the Department.
- m. Notify the President's Office, through channels of needs of the Department for which gifts or bequests should be sought or are being sought.

- n. Perform other tasks, all of which cannot be cataloged, such as noting the progress of graduates, maintaining relationships with the Regional Campuses, inducting new faculty, developing brochures of course syllabi, etc.
- o. Maintain good communications and morale within the Department with special attention to the several biological disciplines and to the Regional Campuses.
- p. Represent the Department and communicate the general views of its faculty in College and University affairs.
- q. Keep the Department informed of the views and policies of the College and University administrations.
- r. Maintain appropriate balance and emphasis among the various subdisciplines of the Department.

The Department Chairperson is an ex officio, non-voting member of all Department committees, and makes appointments as necessary to the committees and to the various service positions in the Department.

The selection, review, and reappointment of the Department Chairperson are the responsibility of the Dean of the College, who consults with the Department on such matters. The procedures are governed by the University Policy Register (UPC) and the Collective Bargaining Agreement (CBA).

2. Assistant to the Chair

The Assistant to the Chair is appointed by the Department Chairperson after consultation with the Faculty Advisory Committee. The term of service is indefinite and may be terminated by the Assistant to the Chair or the Chairperson. The primary duties of the Assistant to the Chair are:

- a. Chair (votes only to create or break a tie) the Department's Undergraduate Curriculum Committee.
- b. Prepare the schedule of classes.
- c. Assist in developing the Departmental budget.
- d. Advise and counsel students.
- e. Serve as liaison to program counselors in the various colleges and schools.
- f. Approve course substitutions, individual investigation and transfer or transient credit.
- g. Serve as chief administrative officer in the absence of the Chairperson.

3. Graduate Coordinator

The Graduate Coordinator is appointed by the Chairperson after consultation with the Graduate Studies Committee and the Graduate Faculty. The appointment is for a three year term and is renewable. The Coordinator must be a full member of the Graduate Faculty holding the rank of Associate or Full Professor. The Graduate Coordinator chairs (votes only to create or break a tie) the Graduate Studies Committee and oversees the operation and development of the Department's graduate programs. Among the duties of the Graduate Coordinator are:

- a. Supervise and coordinate admissions into the Department's graduate programs.
- b. Recommend to the Chair, with the advice of the Graduate Studies Committee, the awarding of graduate assistantships and teaching fellowships.

- c. Serve as a Departmental representative to the College of Arts & Sciences, Graduate Council and University Graduate Faculty.
- d. Serve as liaison to the School of Biomedical Sciences.
- e. Conduct performance evaluations of graduate student teaching.
- f. Implement the current policies of the Department's graduate programs and of the College of Arts and Sciences.
- g. Maintain and process graduate student records and inform students of their standing and progress toward degrees.
- h. Conduct reviews and make recommendations on Graduate Faculty membership.
- i. Initiate and coordinate changes and improvements in graduate curricula, requirements, and programs.
- j. Chair meetings of the Graduate Faculty.
- k. Act as advisor for the Department's Graduate Student Council.
- l. Approve individual investigations and special topics at the graduate level.

4. Additional Appointive Positions

Appointments to these positions are made by the Chairperson after consultation with the Faculty Advisory Committee. The specific requirements of the position and the qualifications of the individual are of paramount importance in making the appointments.

5. Non-academic Staff

The Department's non-academic staff includes the Administrative Assistant, secretarial staff, the Business Manager, the Scientific Supply Clerk, the Director of Horticultural Facilities, Herbarium Assistant, and the animal complex staff. Each position has specific duties in the ongoing operation of the Department.

B. Committees

All committees are advisory and recommendatory to the Chairperson. The membership, structure, and functions of some of the Department's committees are mandated by the UPR and CBA while others are established and organized by the Chairperson in consultation with the Faculty Advisory Committee. The Chairperson will welcome faculty member's requests for positions on the various committees. The Chairperson, when making appointments to committees, will be mindful of the diversity of disciplines encompassed by the life sciences, and will attend the kinds of expertise and interests necessary for the effective functioning of specific committees.

1. The Faculty Advisory Committee

The FAC is structured and operates according to the mandates of the Collective Bargaining Agreement. The FAC is elected directly by the entire regular full time faculty of the Department; the committee consists of seven members with the following distribution:

- a. Elected from and by the Kent Campus faculty members: five representatives, at least three of whom must be tenured and at least one of whom is a full professor.
- b. Elected from and by the faculty serving on the Regional Campuses: two representatives, at least one of whom must be tenured.

These terms are for one year. The elections are conducted in the Spring Semester and the members assume office at the beginning of the Fall term.

The FAC is convened and chaired at least once per term by the Department Chairperson who sets the agenda for the committee's meetings. Additional meetings of the FAC may be called by the Chairperson as necessary or upon the written request of one-fourth of the Department faculty members. Agenda items may be requested by any member of the FAC. The FAC elects one member, who must be tenured, to act as a representative on the College Advisory Committee.

2. The Graduate Studies Committee

The GSC consists of five members:

- a. Four members elected from and by the graduate faculty. There should be two members for each graduate study concentration within the department (Ecology/ Evolutionary Biology/Systematics and Neurobiology/ Molecular & Cellular/ Physiology).
- b. The President of the Biology Graduate Student Council.
- c. The Graduate Coordinator, who serves as Committee Chair. He/she votes to create or break a tie and on graduate admissions and recommendations for awarding assistantships.

The graduate student member of the committee has voting rights on policy issues, but does not have voting rights on graduate admissions and awarding of assistantships.

This committee assists the Graduate Coordinator with the oversight and development of the graduate program. Evaluating applications for admissions and evaluating and recommending candidates for graduate appointments are the responsibility of this committee. This committee is responsible for monitoring the progress and academic performance of graduate students. Proposals for new graduate courses, changes in course content, and related curricular matters are dealt with by the committee. The GSC serves as the Student Academic Complaint Committee for graduate students (See Section III, B4).

3. The Undergraduate Curriculum Committee

The UGCC consists of five members with the following distribution:

- a. Three members elected from and by the Kent Campus Faculty.
- b. One representative elected from and by Regional Campus Faculty.
- c. The Undergraduate Coordinator, who serves as the Committee Chair and votes only to break a tie.

The UGCC assists the Undergraduate Coordinator in supervising and coordinating the undergraduate program. This committee makes recommendations on any matter affecting the undergraduate program of the Department such as faculty proposals for new courses, changes in course content, major requirements, and similar curricular matters. The committee serves as the appellate unit for student appeals regarding course substitution. The committee elects one member with full graduate faculty status to serve on the College Curriculum Committee. If no member has full graduate faculty status, the candidate with full status having the next highest vote total will serve as an additional UGCC member and as a representative to the College Curriculum Committee. Also, the UGCC serves as the Student Academic Complaint Committee for undergraduate students. (See Section III, B4).

4. Student Academic Complaint Committees

The UGCC serves as the Student Academic Complaint Committee for the undergraduate program. The Assistant to the Chairperson serves as the Committee Chair. A student member is selected as per University policy. In the event a member of the UGCC is the respondent or otherwise may have a direct conflict of interest in the complaint, the UGCC will select a replacement from the full time, tenure-track faculty. If the Assistant to the Chair is the respondent or otherwise may have a direct conflict of interest in the complaint, the Department Chair will appoint a member of the UGCC to serve as Committee Chair and will appoint an additional member to the committee from the full time, tenure-track faculty. This procedure is governed by university policy (UPR 3342-4-16).

The GSC serves as the Student Academic Complaint Committee for the graduate program. The Department Chairperson appoints two additional members to the committee from the graduate faculty membership. The Graduate Coordinator serves as the Committee Chair. In the event a member of the GSC is the respondent or otherwise may have a direct conflict of interest in the complaint, the GSC will select a replacement from the graduate faculty membership. If the Graduate Coordinator is the respondent or otherwise may have a direct conflict of interest in the complaint, the department Chair will appoint a member of the GSC to serve as Committee Chair and will appoint an additional member to the committee from the graduate faculty membership. The procedure is governed by university policy. (See Section V; Appendix II; UPR 3342-4-16; UPR 3342-6-06; UPR 3342-6-08).

5. Reappointment, Tenure, and Promotion Committee

The structure, membership, and procedures of these committees are specified in the Collective Bargaining Agreement and the University Policy Register. Procedural and operational guidelines for these committees are provided by the Provost and Vice President for Academic and Student Affairs each year. The central functions of these committees are to gather and review materials relevant to the professional performance of faculty candidates for reappointment, tenure, or promotion in rank, and to make recommendations to the Chairperson on each of these personnel decisions. The recommendations of these committees and the Chairperson, together with the materials assembled by and for the committee, are forwarded to the Dean of the College. The Chairperson gives each candidate for reappointment, tenure, or promotion a copy of his/her recommendation or a letter summarizing the recommendation, and a summary of the committee's deliberations. Confidentiality and anonymity must be observed in the deliberative processes.

6. Animal Care Committee

This committee consists of those faculty members whose professional activities involve an interest in the operation of the Animal Care Facility. Membership is by request of the faculty member or appointment by the Chairperson. The Director of the Animal Complex chairs this committee, calls meetings when needed, and serves as the Departmental representative on the University Animal Care and Use Committee.

7. Ad Hoc Committees

The Chairperson may establish, charge, and appoint the membership of additional committees as required in Departmental operations; in naming members and designating a committee chairperson, the Department Chairperson should consult with the FAC. The Chairperson may solicit requests and preferences from the faculty before making such appointments.

2. Teaching assignments and workload

A. Faculty Workload and Workload Equivalents

All full time faculty of the Department of Biological Sciences are expected to carry a maximum workload equivalent of 24 semester credit hours of teaching per academic year (UPR 3342-6-52). Credit hour equivalencies may apply to the above semester credit hours (Section 2 D). The load for each individual faculty person is assigned by the Chairperson with the approval of the Dean of the College. The FAC may be consulted regarding specific faculty member workloads. In addition, the Chairperson may, with the concurrence of the Dean, assign other credit hour equivalencies for specific duties which are considered essential to the successful conduct of the academic mission of the faculty. Each faculty member should receive a statement of her/his workload in accordance with the CBA.

Not all faculty members contribute to the Department in the same manner. A faculty member whose primary responsibilities lie with undergraduate teaching and programs may teach and serve in a greater diversity of courses than one who is also a member of the graduate faculty. On the Kent Campus it is expected that most of the faculty will be either a full or associate member of the graduate faculty. These faculty are expected to be involved in significant research activity, serve on graduate student committees, and direct graduate student research.

In the interest of a high standard of teaching and the desirability of faculty involvement in research and service activities, the teaching of extra courses and overloads is strongly discouraged. Overload assignments (that is, classroom teaching assignments which total more than 24 semester credit hours per academic year) will be made only in unusual circumstances. Such assignments require the agreement of the faculty member, and the approval of the Departmental Chairperson and the Dean. A load in excess of the 24 semester credit hours assigned in one academic year may be used to reduce load by an equivalent amount in the following academic year. Noncompensated summer work related to graduate education and adjunct services also may be counted in addition to the credit hour equivalents earned during an academic year toward the workload for the following academic year (section 2 D).

B. Teaching Assignment and Class Scheduling

Faculty are assigned to teach specific courses by the Chairperson. The primary considerations for course assignment are prior teaching experience, subject expertise, and shared responsibility among the faculty for service and introductory courses and associated laboratories. Questions regarding the assignments should be addressed to the Chairperson. 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 Chairperson following the review.

Scheduling of classes is the responsibility of the Assistant Chairperson with approval of the Chairperson. The primary considerations for scheduling of classes are student needs with regard to meeting program or major requirements within a reasonable time frame (normally four years for a full-time student who begins the major in the first semester of the freshman year). In addition, the scheduling of some classes may be determined by the need to serve the nontraditional student.

C. Summer Teaching

The Chairperson solicits requests for summer teaching assignments from all full-time faculty members. Summer teaching cannot be guaranteed to any faculty member and most summer teaching appointments are for a partial load. The size, content, and staffing of the summer program are dictated by budgetary constraints and curricular needs. Within these requirements, faculty are offered summer teaching appointments on an annual rotation system. A faculty member may elect not to accept a summer appointment without prejudice.

D. Statement of workload equivalents

Introduction

The maximum teaching load for faculty the Department of Biological Sciences on the Kent Campus is 24 semester credit hours load per academic year. The semester credit hours load is composed of actual semester credit hours teaching and the semester credit hours equivalents defined herein. In addition, the Chairperson may, with the concurrence of the Dean of the College of Arts and Sciences, assign other credit hour equivalences regarding specific duties within the department that are considered essential to the successful conduct and operation of the academic mission of the faculty and the Department. The work load equivalents are designed to optimize the overall use of faculty time by accounting for variations in teaching and research activities among individuals. It is left to the discretion of the Chairperson to round off semester credit hour equivalents as necessary in final determination of workload.

The load for individual faculty members is assigned by the Chairperson following consultation with the faculty member. The Faculty Advisory Committee may be consulted regarding specific faculty member teaching loads at the request of the Chair or faculty member.

I. Graduate Education and Research

Purpose: It is the stated intent of this workload policy to create an environment that promotes research excellence in concert with excellence in undergraduate and graduate education. The rationale for the following sections is to clearly link individual research productivity, specifically in demonstrated sponsored program activity, to workload equivalents for teaching and service.

Table 1 section 2 D, summarizes the intended relationship between faculty instructional workload and research productivity.

All faculty members will demonstrate each year their accomplishments in Graduate Education and Research by submission of documentation by an agreed upon deadline.

- A. A faculty member, carrying full graduate faculty appointment may earn up to 6 semester credit hour equivalents per academic year.
- B. A faculty member, carrying associate graduate faculty appointment and meeting the criteria for directing master's theses may earn up to 4 semester credit hour equivalents per academic year.
- C. A faculty member, carrying associate graduate faculty appointment without meeting the criteria for directing master's theses may earn up to 2 credit hour equivalents per year.
- D. Probationary faculty who meet the criteria for full graduate faculty appointment may earn up to 6 credit hour equivalents per academic year.

- E. Additional semester credit hour equivalents may be granted for exceptional performance in scholarly productivity (research, publication, grants, et cetera) beyond the requirements for full graduate faculty status. Determination is on a yearly basis and may not exceed 11 semester credit hour equivalents per academic year. Exceptional performance is defined based on:
1. Faculty making contributions beyond those required for full graduate faculty status to mentoring of graduate students (especially doctoral students), undergraduate student research, publications, grant submissions, and professional service (e.g., journal editorship) are eligible for up to 5 semester credit hours per year in addition to those earned under A-D above. Probationary faculty are also eligible for these additional credits regardless of whether they meet the full criteria. Exceptional contributions are required in a majority of the areas listed for a faculty member to be considered for the maximum credit number.
 2. Faculty with a strong history (5 year time span preceding a given year) of grant funding (factoring in the indirect costs generated, variation in funding amount in different disciplines, role of the faculty member in securing the funding, impact of the funding, etc.) pro-rated for the grant time span (for multi-year grants where funds are provided in the first year) are eligible for up to 6 semester credit hours per year (in addition to credits for A-D above). Special consideration will be given in cases where a faculty member with consistent major funding is between grants in a given work load period.
- F. Faculty members with extramural funding may receive additional semester credit hour equivalents equal to the percent release time agreed on by the Chairperson and the faculty member at the time of submission of the grant proposal. This cost share release time must be negotiated prior to proposal submission and will take into account indirect costs generated by the grant. When possible and appropriate, it is highly desirable that funds for purchased release time (accounting for up to 100% of the work load requirement) be included based on consultation with the Chairperson prior to submission and after grant receipt. In such cases, additional cost share release time may be possible based on consultation with the Chairperson and the inclusion of faculty purchased release time. The release time component must be shown on the University transmittal form which requires approval of the Dean.

II. Adjunct Services

- A. Assistant to the Chairperson. Duties include developing course and class schedules with approval of the Chairperson, assist in developing the departmental budget, assist the chair in maintaining the appropriate liaison with other academic units, developing summer course schedules appropriate to student needs, and serving as senior Department Officer in the absence of the Chairperson. Other responsibilities may be assigned by the Chairperson that are essential to the appropriate conduct and function of the Department relative to the academic mission. Up to 8 semester credit hour equivalents per academic year may be earned.
- B. Graduate Coordinator. Duties include all details of admission of students by faculty advisors, chairing the Graduate Studies Committee, selection and award of financial assistance, maintaining appropriate records for evaluation of student progress, work and research performance, arranging and administering teaching evaluations for GA/TF instructors, preparing an annual report, serving as the Departmental Representative on the Graduate Council, College of Arts and Sciences, and the University Graduate Council, and all other matters essential to the proper conduct of the graduate programs including masters and doctoral level degrees. The Graduate Coordinator also is the

primary liaison with the School of Biomedical Sciences and the joint and/or related graduate programs. It is expected that the Graduate Coordinator will confer regularly with the Chairperson regarding the academic operation of the graduate programs. Up to 8 semester credit hour equivalents per academic year may be earned.

C. Undergraduate Coordinator. Duties include chairing the BSCI Undergraduate Curriculum Committee with its usual and typical functions, determining appropriate course substitutions, evaluating transfer credits, approving transient credit, advising and counsel students, conducting performance evaluations of graduating undergraduate students, serving as liaison with the Honors College, working with departmental advisers, and serving as advisor of the department's undergraduate student council and clubs. It is expected that the Undergraduate Coordinator will confer regularly with the Chairperson regarding the academic operation of the undergraduate programs. Up to 8 semester credit hour equivalents per academic year may be earned.

D. Coordinator for____OR (Position title)

1. BSCI majors sequence (BSCI 10110 and 10120). The faculty member is responsible for the instructional team, examination construction, grading scale, lab instructor coordination, lab preparation, ordering of supplies, maintenance of equipment, et cetera. One semester credit hour equivalent per course per term may be earned.
2. LER courses (BSCI 10001 and 10002). The faculty member is responsible for course content (changes must be through appropriate mechanisms), working with new instructors, and maintaining liaison with Regional Campus faculty who teach these courses. One semester credit hour equivalent per course per academic year may be earned.
3. BSN Laboratory courses (BSCI 20020, 20021, and 30030). The faculty member is responsible for course content (changes must be through appropriate mechanisms), working with instructors new to the course, ordering of supplies, maintenance of equipment, and maintaining a liaison with Regional Campus faculty who teach these courses. One semester credit hour equivalent per semester may be earned for each course not to exceed two semester credit hour equivalents per academic year for each course.
4. Undergraduate Advisers. For each undergraduate major in the Department of Biological Sciences, one or more (depending on enrollment) individuals will serve as undergraduate advisers and will be assigned specific students to advise. Duties include conducting drop in advising sessions each semester, providing assistance to students seeking internships or other career experience, providing general advising for undergraduates related to educational and career issues, assisting the Undergraduate Coordinator regarding departmental undergraduate issues, and serving as Departmental representatives for College or University functions related to student recruitment, et cetera. Up to four semester credit hour equivalents per academic year may be earned.
5. Curator, Herbarium and Coordinator, Greenhouse and Arboretum. Duties include maintaining the Herbarium, developing the collection, and other responsibilities peculiar to the Herbarium. As Coordinator, the primary responsibility is to work with, and provide guidance to, the Director of Horticultural Facilities in maintenance and development of the greenhouse and arboretum. Three semester credit hour equivalents per academic year may be earned.

6. Director, Animal Complex. Duties include supervision of the Animal Facility and serving as liaison to the facility supervisor, maintaining appropriate records as required by federal, state and Kent State regulations, serving on the University Animal Care Committee, serving as liaison with the Research and Graduate Studies Office, and providing liaison with facility users. Three semester credit hour equivalents per academic year may be earned.
7. Directors, Laboratory Core Facilities. Duties include maintaining records, providing liaison with faculty and graduate student facility users, developing appropriate protocol and guidelines for facility operation, and other responsibilities peculiar to the facility. Three semester credit hour equivalents per academic year may be earned.
8. Director, Land Management Program. Duties include maintenance of records and use of KSU land and projects that are part of the Land Management Program. The Director has primary responsibility, with the Chair, for determining land use in the designated areas and serves as adviser for the Conservation Club. The Director also is responsible for management of the Herrick Aquatic Ecology Research Facility. Three semester credit hour equivalents per academic year may be earned.
9. MA Non-thesis program. Duties include maintaining correspondence with MA Non-thesis students, preparing brochures and advertising the program, screening admission applications, providing liaison with the Graduate Studies Office, providing linkage between faculty who teach summer courses in the program and the Assistant to the Chair, maintaining student records (with the Graduate Coordinator), and other responsibilities peculiar to the program. Two semester credit hour equivalents per academic year may be earned.
10. Clinical Laboratory Sciences Program. Duties include liaison with the College and the affiliated hospital programs, visiting affiliated hospitals, collecting information and data from affiliated hospital programs, hosting a yearly program for students and directors of affiliated hospital programs, maintaining records and recording grades for the clinical year students, and other responsibilities peculiar to the program. Four semester credit hour equivalents per academic year may be earned.
11. Safety Officer. Duties include maintaining current knowledge of hazardous materials that could be used in the Department, providing information to the Business Manager (who has primary responsibility), working with the Business Manager, faculty and graduate students in maintaining a safe workplace, and other responsibilities peculiar to the position. Two semester credit hour equivalents per academic year may be earned.
12. GA/TF Teaching Assignment. Duties include assigning graduate teaching assistants and teaching fellow instructional responsibilities (non-lecture assignments), establishing equitable GA/TF load assignments, establishing a GA/TF laboratory training program, maintaining GA/TF teaching load records, serving as intermediary for GA/TF teaching problems, and providing other normal responsibilities associated with GA/TF teaching assignments. Two semester credit hour equivalents per year may be earned.
13. Other Services. Consideration for special semester credit hour equivalencies may be given by the Chairperson with the prior approval of the Dean. Normally and typically, these semester credit hour equivalents would be for a semester or for an academic year. The semester credit hour equivalents may not exceed three per academic year. Services include (but are not limited to) new course/program development, grant writing, major curricular revisions, etc. Faculty

members requesting credit for grant writing must submit a written proposal describing their intentions, results from prior requests of this type (including prior grant reviews) and a description of funding and scholarly activity history. Such requests will be considered by the FAC who will forward their recommendation to the Chairperson.

III. Load Hour Equivalencies

- A. Lecture Courses: In lecture only courses, each semester credit hour in the course counts one semester credit hour toward the 24 credit hours load per academic year. Instructors of large classes are eligible for up to 1 additional credit per semester. For classes with a one credit "Writing in Biological Sciences" section, the faculty will receive 1 lecture credit. It is possible, when appropriate, for faculty to bank hours for a certain period of time in cases where an atypical load is necessary in a particular semester.
- B. Lecture/Laboratory Courses: Lecture/Laboratory Courses: In lecture/laboratory courses in which the faculty member has full responsibility for both areas (no G.A. or lab technician), the faculty member will receive full credit for the lecture portion of the course and 1.0 times the contact hours for each laboratory section of the course. Thus, a four semester credit hour course with three credit hours for lecture and one credit hour for a three contact hour laboratory will receive a total semester credit hour equivalency of six for teaching both lecture and lab portions of the course. An additional 1 credit hour equivalency may be earned for laboratory preparation that is performed solely by the faculty member when there is no GA or other technical assistance.
- C. Lecture/Laboratory Courses: In lecture/laboratory courses in which the faculty member has full responsibility for the lecture and only partial responsibility for the laboratory portion, the faculty member will receive full credit for the lecture portion. In cases where the faculty member has responsibility for instructing graduate assistants in proper teaching technique, in proper use of instrumentation and equipment, and other related laboratory activities the faculty member may receive one semester hour equivalent for the course. In such cases, the faculty member is expected to schedule weekly meetings with lab instructors.
- D. Laboratory Instruction: In lecture/laboratory courses, a faculty member who does not teach in the lecture portion of the course will receive semester credit hour equivalents for teaching laboratory sections of the course. The semester credit hour equivalency is based on the formula of 0.75 times the contact hours for the laboratory. Thus, a faculty member in this case would receive 0.75 times three contact hours for teaching a laboratory section in a multiple laboratory section course (i.e., 0.75 times 3 contact hours = 2.25 semester credit hour equivalents). For each laboratory section taught by a faculty member, an additional office hour per week is required.

TABLE 1
Instruction Load Gradient for Tenured Faculty
Kent Campus

Approximate workload equivalents for instruction per AY¹	Grad Faculty Status	Expectations
3-5	Full	Major extramural research funding and extremely active research program.
6-8	Full	Extramural research funding and/or strong recent funding history, and active research program.
9-11	Full or associate with privileges to direct master's theses	Active research program, reasonable funding history, actively and consistently seeking funding with a demonstrable chance of success.
12-14	Full or Associate with privileges to direct master's theses	Research program with some activity but no significant grant activity (long lag in funding, relatively few submissions of major proposals, etc.).
15 and higher	Associate	Minimal research activity, if any

¹These credits include credits from lecture and credits for laboratory teaching for faculty teaching entire laboratory sections.

Note: Credits for PRT (purchased release time) and adjunct service hours (e.g., undergraduate coordinator) may be taken from the lecture totals when appropriate and necessary.

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3. RTP and processes relating to personnel matters

A. Reappointment, Tenure and Promotion

The Department's role in matters of reappointment, the granting of indefinite tenure, and promotion in rank is defined by the policies stated in the University Promotion and Tenure Policy (see University Policy Register [3342-6-14](#)) and Promotion (see University Policy Register [3342-6-15](#)). The following is supplemental and specific to the Department. This section includes instructions and expectations for reappointment, tenure, and promotion.

The overall evaluation of a candidate for reappointment, tenure, and promotion must include consideration of the individual's integrity and professional behavior as recognized by the University community. A sound, ethical approach to all aspects of research, teaching, and service is required of all who seek promotion and tenure in the Department.

The policies and procedures for reappointment are included in the University policy and procedures regarding faculty reappointment University Policy Register [3342-6-16](#). Each academic year, a set of reappointment guidelines for Kent and Regional Campus faculty are distributed by the Office of the Provost. The Department's *ad hoc* Reappointment, Tenure, and Promotion (RTP) Committee reviews probationary tenure-track faculty members. Candidates will prepare a file supporting their reappointment request to detail progress made since the last review towards achieving excellence in research and teaching and meeting service requirements. Candidates should also describe short- and long-term plans that will meet the requirements of tenure and promotion. The Chairperson, in consultation with the FAC and the candidate, will assign two faculty members to evaluate the teaching performance of the candidate. The reviewers will submit a report of their evaluations, and these reviews will be included in the reappointment file. Using the candidate's submitted files, the record of each probationary faculty member is discussed by the *ad hoc* RTP Committee, which then votes on a recommendation for reappointment. The Chairperson independently assesses the accomplishments of each probationary faculty member and forwards the Chairperson's recommendation and *ad hoc* RTP Committee's recommendation to the Dean. The Chairperson's recommendation is also made available to the probationary faculty member and *ad hoc* RTP Committee. According to the schedule established by the "Notification of Non-reappointment" in the CBA, probationary faculty members who are not to be reappointed must be notified. For faculty members at Regional campuses, reappointment recommendations from the Chairperson are forwarded to the Dean of the College, the Vice President for Regional Campuses, and the appropriate Regional Campus Dean.

For probationary faculty, annual reappointment is not automatic. Positive decisions for reappointment are contingent upon demonstrable progress toward the requirements for tenure and promotion. Fundamental to this demonstration is a clear statement by the probationary faculty of their research and teaching goals, short- and long-term plans for achieving these goals, and their progress towards meeting these goals. Faculty should consider the reappointment review feedback each year as an indicator of their progress towards successfully meeting the criteria for a positive tenure and promotion decision, as detailed in Tables 1-3. For each review, the onus is on the faculty member to provide evidence supporting their reappointment, including the impact of their research and improvement of teaching, as appropriate. Faculty must reflect on the reappointment evaluation feedback to modify their plans, as appropriate, and address any concerns raised during the review process in subsequent years.

Personal and/or family circumstances and other situations beyond the faculty member's control may arise during the probationary period. These circumstances may require an untenured faculty member to request an extension of their probationary period. Upon request, a faculty member may be granted an extension of the probationary period; this is traditionally called "tolling" or "stopping the tenure clock." The University policy and procedures governing modification of the faculty probationary period are included in the University Policy Register (See, University Policy Register [3342-6-13](#)).

TENURE AND PROMOTION

The policies and procedures for tenure are included in the University policy and procedures regarding faculty tenure (See, University Policy Register [3342-6-14](#)) and the policies and procedures for promotion are included in the University policy and procedures regarding faculty promotion (See, University Policy Register [3342-6-15](#)). Tenure and promotion are separate decisions. Promotion recognizes accomplishments completed during the review period while tenure is based on the projected potential career development. In contrast to promotion, the tenure decision is based on all evidence available to determine the candidate's potential to develop a successful career likely to result in eventual promotion to Full Professor. Consideration for promotion to Full Professor differs from consideration for promotion to Associate Professor. Promotion to Associate Professor is a reward for establishing a career likely to achieve national/international prominence while promotion to Full Professor is a reward to an individual for bringing their career to national/international prominence.

It is recognized that there are many factors and criteria, both subjective and objective, to be considered in recommending an individual for academic advancement. The criteria are related to the individual's performance

in the areas of Research, Teaching, and Service. It is also recognized that faculty differ in the nature of their appointments and that those that have administrative assignments devote a significant amount of time to those duties. For faculty who have administrative appointments, qualifications for tenure and promotion from Assistant to Associate Professor will be evaluated in light of the time assigned for administrative duties.

Each academic year, tenure and promotion guidelines for Kent and Regional Campus faculty are distributed by the Office of the Provost. Faculty members applying for tenure and promotion are reviewed by the *ad hoc* RTP Committee. Areas of evaluation, as well as criteria for evaluation, are outlined below (Tables 1-3). Candidates will prepare a file in support of tenure and promotion that details accomplishments during the probationary period that demonstrates that they have met the targets in research, teaching, and service outlined below. In consultation with the candidate for tenure and promotion, the Chairperson will solicit external letters of review to be included in the tenure and/or promotion file. The record of each probationary faculty member is discussed by the *ad hoc* RTP Committee using files submitted by the candidate and the external letters. The *ad hoc* RTP Committee then votes on a recommendation for tenure and promotion. The Chairperson independently assesses the accomplishments of each probationary faculty member and forwards his/her/their recommendation and that of the *ad hoc* RTP Committee to the Dean. The Chairperson's recommendations are also made available to the candidate. According to the schedule established by the "Notification of Non-reappointment" in the CBA, probationary faculty members who are not granted tenure or promoted must be notified. For faculty members at Regional campuses, the Chairperson's tenure and promotion recommendations are forwarded to the Dean of the College, the Vice President for Regional Campuses, and the appropriate Regional Campus Dean as described in Section IX.

AREAS OF EVALUATION FOR REAPPOINTMENT, TENURE, AND PROMOTION

In making their recommendations, the *ad hoc* RTP Committee and the Chairperson consider these areas of performance (see University Policy Register [334206-16](#), [3342-6-14](#), and [3342-6-15](#)). The tables and text below are designed to facilitate assessment of performance. During reappointment evaluations, these tools are to be used for developmental assistance and projection of future success in tenure and promotion.

Tables provide guidelines for the assessment of faculty member performance in research (Tables 1A and 1B), teaching (Table 2), and service (Table 3) and a rating scale for use in evaluation of candidates. For promotion from Assistant to Associate Professor it is required that the individual meets the criteria of an "Excellent" rating in either Research or Teaching and at least a "Very Good" rating in the other. Service must at least meet the minimal departmental obligations as outlined in Table 3. These same categories and assessment tools apply for tenure. However, since tenure is based on the projected potential career development, considerations can include evaluation of accomplishments prior to arrival at Kent State as well as grant proposals submitted but not funded, proposals pending, papers "in review" or "in press", graduate students currently advised, and any other materials that may reflect on the candidate's potential for a long-term successful career.

Consideration for promotion to Professor differs from consideration for promotion to Associate Professor. As described above, Promotion to Professor is an acknowledgment of a faculty member's career path that results in international prominence. Promotion to Professor does not involve an assessment of productivity within a set number of years. Rather, it recognizes success in meeting the criteria for research, teaching, and service commensurate with the rank of Professor, irrespective of the number of years in the rank of Associate Professor. For Kent campus faculty, evidence for this international prominence includes extramural funding from competitive funding sources during the review period and a record of impact in the field (see Table 1A). For Regional campus faculty, promotion to Professor requires demonstrated excellence in teaching and service to the campus and university, including assuming leadership responsibilities typical of senior faculty, and documented activity in the individual's field of research. A candidate for promotion to Professor must meet the criteria of an "Excellent" rating in Research or Teaching and at least a "Very Good" rating in the other. For service, candidates must meet minimal obligations at the appropriate rank (see Table 3).

Evaluation of Research

It is the stated expectation of the Department that all faculty seek excellence in Research activities. The assessment of Research activities is based upon the criteria summarized in Tables 1A (Kent campus faculty) and 1B (Regional campus faculty).

Kent campus faculty

It is expected that faculty will produce and document a record of scholarship that reflects their disciplinary or interdisciplinary focus, the attributes of which may vary among research areas. To achieve “Very Good” or “Excellent” in the category of Research at the time of a tenure or promotion decision, they will have established a research program that has demonstrated an impact upon their discipline, is represented by a strong record of publications, and is successful in securing extramural funding of sufficient magnitude to support a productive research program. A rating of “Excellent” requires evidence of a fully funded research program and national/international recognition (see Table 1A). The Department recognizes that the number of publications and amount of extramural funding awarded to faculty who qualify for a rating of “Very Good” in Research will vary based upon different research areas.

Extramural funding refers to funding for research received from awards and/or competitive programs (typically federal agencies) and administered by the University where the role of the faculty member in securing the funding during the review period is clearly demonstrated. Funding of sufficient magnitude to fully support a research program at a level and duration appropriate for the discipline (i.e., able to support students and/or other research personnel as well as direct costs) would be considered “Excellent.” Funding that partially but substantively supports a research program would be considered “Very Good.” For faculty seeking NIH funding, examples of extramural funding include, but are not limited to R01 and R15 grants. For faculty seeking NSF funding, examples of extramural funding include, but are not limited to, grants from the Biological Sciences research areas and interdisciplinary programs. These examples are not comprehensive, and a diversity of funding sources are available that can support a research program. Extramural funding should be commensurate with the field of research, acknowledging that award size varies among fields. Extramural funding can be documented in the file with details of total funding requested (e.g., proposals submitted as PI or co-PI), percent effort, and total funding awarded relative to the funding needed for their research program. Proposal reviews can also be provided, if available.

Publications include papers in reputable peer-reviewed journals, books, and book chapters. Evaluation of the candidate’s publication record will include an assessment of its contributions to the field based on quantity as well as quality. Typically, an average of two papers per year over the review period would be evidence of a strong record of publication. Publication quality can be supported in the file by providing qualitative statements about authorship role and effort, novelty or transformative aspects, and/or quantitative information (e.g., journal and citation statistics). For Kent campus faculty, publications related to pedagogical research are included in the evaluation of teaching.

There are multiple sources of evidence that can be used to support the establishment of a research program with **national/international recognition**. For promotion to Professor, the candidate must demonstrate that their research program has achieved national/international recognition to qualify for a rating of “Very Good” or “Excellent.” For promotion to Associate Professor, evidence in support of national/international recognition provides support for a rating of “Excellent”. Evidence of national/international recognition can include invited seminars and oral or poster presentations at regional, national, and international meetings. As applicable, faculty are encouraged to identify presentations with student and/or post-doctoral co-authors in the file. Recognition from a scientific society (e.g., an award, elected office, or editorial position) demonstrates that the candidate is a disciplinary expert. Service to a professional scientific society should be used by the candidate for evaluation of research rather than evaluation of service. Extramural funding and/or publications of outstanding impact can be highlighted as evidence of national/international recognition. A candidate’s research program may also be recognized and used by scientists and practitioners outside of academia (e.g., appointment to a federal, state, or private scientific advisory board). Other research products that demonstrate national/international recognition include but are not limited to patents, technical reports, preprints, software, or other research application materials that contribute substantially to the candidate’s field.

Table 1A. Evaluation components for assessment of Research for promotion and tenure for Kent campus faculty.

Research Assessment	Criteria for promotion to Associate Professor	Criteria for promotion to Professor
Excellent	<ul style="list-style-type: none"> • Receipt of extramural funding sufficient to fully support research program • Publications commensurate with the expectations of the discipline • Established an emerging nationally/internationally recognized research program 	<ul style="list-style-type: none"> • Receipt of extramural funding sufficient to fully support research program after promotion to Associate Professor • Publications commensurate with the expectations of the discipline • Established a nationally/internationally recognized research program
Very Good	<ul style="list-style-type: none"> • Receipt of extramural funding sufficient to partially but substantively support research program • Publications commensurate with the expectations of the discipline • Presentation of research at national/international meetings 	<ul style="list-style-type: none"> • Receipt of extramural funding sufficient to partially but substantively support research program after promotion to Associate Professor • Publications commensurate with the expectations of the discipline • Established a nationally/internationally recognized research program
Needs improvement	<ul style="list-style-type: none"> • Only partially meets criteria for a rating of Very Good 	<ul style="list-style-type: none"> • Only partially meets criteria for a rating of Very Good

Regional campus faculty

Teaching is the primary mission of Regional campus faculty and the goal for a successful candidate for tenure and promotion is to demonstrate excellence in teaching. Because active engagement with the discipline is necessary to remain current in teaching, a successful candidate for tenure and promotion must demonstrate research appropriate to the discipline and venue, which could include pedagogical research, and which is disseminated for peer review. It is expected that faculty will produce and document a record of scholarship that reflects his/her/their disciplinary or interdisciplinary focus. The scale and scope of research for Regional campus faculty is not expected to be as in-depth as for Kent campus faculty.

To achieve “Excellent” in the category of Research at the time of a tenure or promotion decision, the candidate will have established a research program that demonstrates an impact upon their discipline and is represented by a strong record of **publications** and success in securing **extramural and/or intramural funding**. A rating of “Excellent” requires evidence of research impact, which includes **presentations** at local, regional, or national meetings and/or applied work on **community projects**. Meaningful applied work on community projects indicates that a faculty member provides professional expertise and contributions to public and/or private entities beyond the University (e.g., appointment to a federal, state, or private scientific advisory board). The Department recognizes that the number of publications and amount of extramural funding awarded to faculty who qualify for a rating of “Excellent” in Research will vary among disciplines. Candidates who meet four of the five criteria for “Excellent” satisfy the requirements for “Very Good” in Research. This must include publications and submission of extramural and/or intramural funding commensurate with the expectations of the discipline considering regional faculty time and resource constraints. Candidates who meet three of the five criteria for “Excellent” satisfy the requirements for “Satisfactory.” This must include publications and submission of extramural and/or

intramural funding commensurate with expectations in the discipline and considering regional faculty time and resource constraints. Although a “Satisfactory” rating shows evidence of a clear line of inquiry and established research program with some scholarly productivity, this classification is only acceptable for reappointment. A rating of “Very Good” or “Excellent” is needed to meet tenure and promotion expectations. Candidates assessed as “Needs Improvement/Unsatisfactory” meet fewer than three of the five criteria for “Excellent” but may partially meet other criteria. Candidates assessed at this level will not achieve tenure or promotion. Repeated classification at this level may result in the candidate not being reappointed. Whether a candidate meets the standards of any level of Research impact is determined via evaluation by the *ad hoc* RTP Committee and Chairperson.

Table 1B. Evaluation components for assessment of Research for promotion and tenure for

Regional campus faculty

Research Assessment	Criteria for promotion to Associate Professor	Criteria for promotion to Professor
Excellent	<p>Must meet the criteria for Satisfactory AND <i>all of the following</i></p> <ul style="list-style-type: none"> • Presentation of research at state/regional/national/international meetings • Meaningful applied work on community projects • Receipt of research funding commensurate with expectations in the discipline considering regional faculty time and resource constraints (can be extramural, intramural or a combination) 	<p>Must meet the criteria for Satisfactory AND <i>all of the following</i></p> <ul style="list-style-type: none"> • Presentation of research at state/regional/national/international meetings • Meaningful applied work on community projects • Receipt of research funding commensurate with expectations in the discipline considering regional faculty time and resource constraints (can be extramural, intramural or a combination) after promotion to Associate Professor
Very Good/ Significant	<ul style="list-style-type: none"> • Meets all criteria for Satisfactory AND one additional criterion in the Excellent category 	<ul style="list-style-type: none"> • Meets all criteria for Satisfactory AND one additional criterion in the Excellent category
Satisfactory	<ul style="list-style-type: none"> • Publications commensurate with the expectations of the discipline considering regional faculty time and resource constraints • Submission of research funding proposal(s) commensurate with expectations in the discipline considering regional faculty time and resource constraints (can be extramural, intramural or a combination) • One of the criteria in the Excellent category 	<ul style="list-style-type: none"> • Publications commensurate with the expectations of the discipline considering regional faculty time and resource constraints • Submission of research funding proposal(s) commensurate with expectations in the discipline considering regional faculty time and resource constraints (can be extramural, intramural or a combination) after promotion to Associate Professor • One of the criteria in the Excellent category

Needs improvement/ Unsatisfactory / Deficient	<ul style="list-style-type: none"> Meets fewer than 3 of criteria but partially meets others¹ 	<ul style="list-style-type: none"> Meets fewer than 3 of criteria but partially meets others¹
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¹ “Partially meets criteria” denotes that there was productivity in the scholarly area, but the effort was not commensurate with expectations in the discipline. Additional efforts, either in quantity and/or impact are required to fully meet criteria.

Evaluation of teaching and student mentoring

It is expected that faculty will produce and document a record of teaching that demonstrates how they support the teaching mission of the University and Department and serve as an effective mentor to undergraduate and graduate students. To achieve “Very Good” or “Excellent” in Teaching at the time of a tenure or promotion decision, the candidate will have established themselves as an effective instructor, demonstrated a willingness to develop and revise courses, and demonstrated support for student researchers. A rating of “Excellent” requires evidence of excellent teaching or mentoring, as described in Table 2. Evaluation of the scholarship of teaching will account for differences in missions and expectations across campuses.

Documentation of teaching excellence is provided by the candidate in their file for reappointment, tenure, and promotion. The candidate must be an *effective teacher* as demonstrated through peer reviews arranged by the Chairperson, student evaluations, metrics of student success, or other evidence of effectiveness. Candidates are encouraged to summarize student evaluations in the narrative and include student comments and qualitative context for evaluations. The Department recognizes that student evaluations are just one source of information about teaching effectiveness and that student perceptions may vary based on factors beyond a candidate's control, including but not limited to the nature of the course (e.g., required, non-major, high enrollment) and the instructor's identity (e.g., gender, race, ethnicity, national origin). Candidates are encouraged to contextualize the courses they teach in their narrative. Candidates are encouraged to work towards improving their teaching effectiveness. Meaningful changes made in a course (e.g., a shift in instructional style, assignments, or assessment) based on self-reflection, or in response to peer reviews or student evaluations should be documented in the narrative. Candidates are expected to *revise and/or develop courses* to provide up-to-date content and to use highly effective teaching approaches. A candidate’s narrative statement should describe course development and revision and describe how these efforts support curricular development. Copies of representative syllabi, examinations, activities, assignments, and other relevant material should be included in the file to evaluate accomplishments in course design/development. Candidates for Professor are expected to contribute to *curricular development* through discussion, evaluation, or revision at the departmental level. Faculty are expected to *successfully mentor graduate and/or undergraduate students* as part of their research program. The file should include quantification of undergraduate, graduate, and post-doctoral student training and qualitative description of research opportunities, projects, and student progress. Faculty on the Kent Campus are expected to mentor graduate students (particularly at the doctoral level) and/or postdoctoral scholars. Evidence of successful mentoring by Kent Campus faculty includes but is not limited to graduation from the program, student presentations at conferences, student-authored publications, subsequent employment, etc. Faculty on Regional campuses are expected to offer opportunities for hands-on research experiences to undergraduate students. As applicable, faculty members are encouraged to identify publications with student and/or post-doctoral co-authors.

There are multiple *Pathways to “Excellent” Teaching*, and each candidate should describe their accomplishments in meeting the criteria in Table 2. A record of sustained, positive peer and student evaluations is evidence of an excellent teacher. Although all faculty are required to revise and develop their courses, an Excellent rating in Teaching can be earned through revisions that are particularly creative, innovative, and effective. Additionally, broader efforts to revise curriculum at the Department level are evidence of teaching excellence for Associate Professor candidates. For example, peer-reviewed articles about pedagogy and writing or reviewing textbook material demonstrate a commitment to further development and dissemination of best practices in teaching. Professional development in teaching effectiveness, such as completing or conducting workshops at conferences, participating in faculty learning communities or earning teaching development awards is further evidence of a commitment to excellence in teaching. Evidence for teaching or mentoring excellence can include the number of students mentored or recognition of the quality of mentoring (e.g., placement of mentees into prestigious graduate programs or careers, awards for teaching or mentoring).

Table 2. Evaluation components for assessment of Teaching for promotion and tenure for Kent and Regional campus faculty.

Teaching Assessment	Criteria for promotion to Associate Professor	Criteria for promotion to Professor
Excellent	<p>Meets all criteria for Very Good AND provides additional evidence that distinguishes the record as excellent, such as:</p> <ul style="list-style-type: none"> • Effectively implementing instructional creativity, innovation, and evidence-based instructional practices • Engaging in activities showing commitment to professional development and excellence in teaching and mentoring • Receiving recognitions for teaching or mentoring excellence • Providing excellent mentorship of undergraduate and/or graduate researchers • Actively participating in departmental curricular discussion, evaluation, and revision 	<p>Meets all criteria for Very Good AND provides additional evidence that distinguishes the record as excellent, such as:</p> <ul style="list-style-type: none"> • Effectively implementing instructional creativity, innovation, and evidence-based instructional practices • Engaging in activities showing commitment to professional development and excellence in teaching and mentoring • Receiving recognitions for teaching or mentoring excellence • Providing excellent mentorship of undergraduate and/or graduate researchers
Very Good	<ul style="list-style-type: none"> • Is an effective teacher as demonstrated by peer evaluations, student evaluations, or other evidence • Successfully mentors undergraduate and/or graduate students in research • Develops and/or revises courses 	<ul style="list-style-type: none"> • Develops and/or revises courses and/or actively participates in curricular discussion, evaluation, and/or revision
Needs improvement	<ul style="list-style-type: none"> • Only partially meets criteria for a rating of Very Good 	<ul style="list-style-type: none"> • Only partially meets criteria for a rating of Very Good

Evaluation of Service

Faculty contributions to Service include service to the Department/Campus, College, and University as outlined in Table 3. All other service contributions, including, but not limited to public outreach/service and professional service to the field and associated societies, should be considered in tenure and promotion decisions as evidence for Research and/or Teaching achievements.

Active departmental service is expected for all faculty (regardless of academic rank) on Kent and Regional campuses. For the service component, it is strongly recommended that candidates consult with and seek clear guidance from the Chairperson and their faculty mentor. Service expectations for successful promotion to Professor are higher relative to faculty seeking tenure and promotion to Associate Professor. Further, service expectations for Regional and Kent campus faculty may differ; details on Regional campus faculty expectations can be found in each Regional campus faculty handbook.

Ultimately, it is the candidate's responsibility to make the case that they have met the Service requirements in their narrative statement, clearly laying out what they have accomplished in this category. The Department recognizes that situations may arise where it is not possible for a faculty member to meet the service obligations due to extensive time commitments for teaching and/or research. In that case, the candidate must discuss and define other service opportunities with the Chairperson and their faculty mentors and clearly describe their efforts towards meeting the service obligation in their narrative statement. The Department recognizes that a candidate who exceeds the service expectations with their contributions to Department/Campus, College, and University Service may do so at the expense of research and teaching. However, it is the candidate's responsibility to make the case in their narrative statement that they have met all criteria for tenure and promotion.

Considerations for Reappointment, Tenure, and Promotion to Associate Professor

Department/Campus-level service is a requirement for reappointment, tenure, and promotion to Associate Professor. The minimum expected service component (translating into "Meets Obligations" in Table 3) during the probationary period for Assistant Professors includes activities in two broad categories of service. Obligations can be met with a combination of the following activities:

1. Active departmental/campus representation includes representing the Department's mission at Department, Campus, and/or University events that either occur once or more frequently during a given review period. It is expected that probationary faculty will represent the Department in a minimum of two events per AY (e.g., one event per semester or two in one semester). This would include representation at events that support the missions of the Department, Campus, and University (e.g., participation in a BSCI Recruitment or Promotion Event for Kent campus faculty, student recruitment event on Regional campuses).

AND

2. Committee Service includes sustained service during a given review period on standing and/or *ad hoc* committees. It is expected that probationary faculty will serve as a member of a standing and/or *ad hoc* committee that supports the missions of the Department, Campus, and University as part of their service component. However, these expectations will increase over time for probationary faculty, with individuals serving on a single committee during at least one AY in years 1 through 3, or other service equivalents. During years 4 through 6, individuals are expected to serve on a committee (or other sustained service equivalents) each AY. The choice of a specific committee is up to individual faculty, but consultation with the chair and faculty mentors is strongly encouraged.

When it is not possible for a probationary faculty member to participate or contribute as outlined above, equivalent Department/Campus/University service can be substituted. For example, the candidate may not be elected or selected to serve on a departmental committee (standing or *ad hoc*) and/or cannot participate in departmental events due to the teaching schedule or other extenuating circumstances. If that is the case, the candidate must discuss and define other equivalent service opportunities with the Chairperson and their faculty mentor(s). Ultimately, it is the responsibility of the candidate to make the case that they have met the Service requirements in their narrative statement.

Consideration for Promotion to Professor

Service to the Department, College, Campus, and University are required for promotion to Professor. The Department recognizes that some opportunities listed below are not available consistently year-to-year and is committed to helping faculty identify and participate in required service.

The minimum expected service (translating into “Meets Obligations” per Table 3) over the course of evaluation for promotion to Professor can be met with a combination of the following activities:

1. *Active departmental/campus representation* includes representing the Department’s mission at Department, Campus, and/or University events that either occur once or more frequently during a given review period. It is expected that faculty will represent the Department in a minimum of two events per AY (e.g., one event per semester or two in one semester). This would include representation at events that support the missions of the Department, Campus, and University (e.g., participation in a BSCI Recruitment or Promotion Event for Kent campus faculty or equivalent on Regional campuses).

AND

2. *Departmental/Campus/College/University Service*

One term of service in a Department Administrative Position, in a leadership role in BSCI or BMS programs, as a chair of campus-level committees, or as a Regional campus program administrator

OR

Service on one standing or *ad hoc* committee (or equivalent sustained service) per AY in BSCI or BMS

OR

One term of service on a College, Campus, or University standing committee (or equivalent sustained service, e.g., appointment to special projects relating to the University mission). This includes participation in faculty governance structures (e.g., faculty senate or subcommittees).

OR

One-time service on a College-, Campus-, or University-level committee (or equivalent sustained service, e.g., appointment to special projects relating to the University mission) that requires BSCI faculty participation.

Table 3. Assessment of Department, College, Campus, and University Service for promotion and tenure for Kent campus and Regional campus faculty.

Service Assessment	Criteria for promotion to Associate Professor	Criteria for promotion to Professor
Exceeds obligation	<ul style="list-style-type: none"> Engages in service beyond the minimum criteria described below 	<ul style="list-style-type: none"> Engages in service beyond the minimum criteria described below
Meets obligation	<ul style="list-style-type: none"> Represents the Department/Campus at two events per academic year Serves on one departmental, college, campus, or university committee in Year 1-3 and annually thereafter 	<ol style="list-style-type: none"> Represents the Department/Campus at two events per academic year Departmental/campus/college/university service <ol style="list-style-type: none"> Serves one term as a departmental administrator, committee chair, program administrator, or similar or Serves on one departmental, college, campus, or university committee annually or Serves on a college, campus, or university standing committee or faculty governance or Serves as a BSCI representative for special projects related to the university mission.
Does not meet obligation	<ul style="list-style-type: none"> Does not meet the service obligations described above 	<ul style="list-style-type: none"> Does not meet the service obligations described above

B. REAPPOINTMENT AND THIRD-YEAR FULL PERFORMANCE REVIEW OF FULL-TIME NON-TENURE TRACK FACULTY

The Department's role in matters of reappointment of full-time non-tenure track (FT-NTT) faculty, is defined by the policies stated in the Principles for the Evaluation and Reward of Full-Time Non-Tenure Track Faculty (Appendix IIIB). The following is supplemental and specific to the Department.

A. Reappointment

Appointments for full-time non-tenure track faculty are made annually and the terms of each appointment is limited to a single academic year. Reappointment is contingent upon programmatic need, satisfactory performance of previously assigned responsibilities, and budgeted resources to support the position.

B. Third-Year Full Performance Review

The third-year full performance review will follow the procedures and timetable established by the University for reappointment reviews of tenure-track faculty in the first probationary year of tenure track appointment concluding with the college or, if applicable, the division of the regional campuses' level of review and determination. The period of performance to be reviewed is the three years of appointments including that portion of the third appointment which is subject to evaluation and assessment at the time of the review.

Each fall these guidelines are distributed by the Office of the Provost. Full-time non-tenure track faculty are reviewed by the Reappointment Committee (defined in Section III). The Chairperson, in consultation with the FAC, assigns two faculty to visit the classes of probationary faculty, interview students in the classes, and generally evaluate the teaching performance. One of the assigned faculty must be a member of the Reappointment Committee. A written report is submitted to the Chairperson for placement in the candidate's file. Full-time non-tenure track faculty will also create an updated file that is presented to the Chairperson who will make these materials available to the Reappointment Committee (Appendix VII). Each FT-NTT faculty member is discussed by the Reappointment Committee which votes on a recommendation for a fourth annual appointment. The Chairperson independently assesses the accomplishments of each FT-NTT faculty member and forwards to the Dean a Chairperson's recommendation and the committee's recommendation. The Chairperson informs FT-NTT faculty of the committee's deliberations and provides a copy of the recommendation made to the Dean of the College. The Chairperson's recommendations are also available to the committee. Full-time non-tenure track faculty members who are not to be reappointed must be notified 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.

The overall evaluation of a candidate for review must include consideration of the individual's personal integrity and professional behavior as recognized by the University community. A sound ethical approach to all aspects of teaching, research, publication, and the academic profession are expected of all who seek reappointment in the Department

Approved by BSCI FAC 4/10/97.

Approved by BSCI full faculty 4/25/97.

C. CRITERIA FOR THE EVALUATION OF TECHNICAL DEGREE PROGRAM FACULTY

Reappointment, Tenure and Promotion

The general criteria for reappointment, tenure and promotion embrace three areas. The first area includes the Scholarship of Teaching, advising (which is a part of the Scholarship of Application), and University Citizenship. The Scholarship of Teaching will be assessed through student evaluations, peer reviews, and administrative review. Advising (including curriculum, career, and placement advising) will be assessed based on the quantity and/or quality of time spent advising students in the related associate degree program. Assessment of University Citizenship will be based on contributions to the Campus, the Department, the College, the University, the local community, and industry, primarily through committee service and action.

If applicable, the second area is the administrative component of the position in the associate degree program. This includes all components of administration of the program such as student recruitment, student placement, articulation of the program to different constituencies, development of scholarship funds, maintenance of community and industry involvement, and activity in professional trade organizations and educational organizations related to the program.

The third area is scholarly activity and professional development. Scholarly activity refers to activities included in the Scholarship of Discovery, Integration and/or Application (excluding advising). Scholarly activity will be evaluated by: (1) publication in the accepted trade journals or magazines (normally nonrefereed articles) and (2) publication in peer-reviewed journals either in original research or in pedagogy. In consideration of the administrative responsibilities, publication in research or pedagogical journals would be less than the normal expectation for a probationary tenure track faculty member. The scholarly activity requirement may be met by publication of peer-reviewed articles alone, or in combination with publication in trade journals or magazines. The critical consideration is that there must be some publication in peer-reviewed journals. Professional development includes, but is not limited to, activity in professional trade organizations, attending professional trade meetings, presenting workshops, and presenting papers at professional trade meetings, symposiums, educational meetings, or workshops.

Approved BSCI FAC, 4/15/98.

Approved BSCI full faculty 5/14/98.

D. CRITERIA FOR GRADUATE FACULTY MEMBERSHIP

(UPR 3342-6-42)

I. Overview

Graduate faculty membership is a privilege granted to individuals who have the qualifications and desire to contribute to the education and mentorship of graduate students. Membership privileges can include the ability to teach graduate level courses, serve on guidance committees, direct research projects of master's and/or doctoral students, and vote on graduate

program curriculum and professional development proposals. In most cases, individuals must possess a terminal degree in the discipline, but in some instances other qualifications may serve in lieu of the terminal degree (e.g. experience in teaching or research relevant to providing training in a specific area). Associate and Full membership is determined by the majority vote of Full Graduate Faculty members and approved by the Chairperson of the Department and the Dean of the College of Arts and Sciences. Graduate faculty status is reevaluated every five years, although individuals may request a change in their membership status at any time.

Graduate faculty membership comes with the expectation that members take an active role in the graduate program that is appropriate for their membership status such as attendance at graduate faculty meetings, participation in recruitment events, willingness to serve on the graduate studies committee and student guidance committees, and contributing to professional development activities for graduate students. Members who teach graduate courses should exhibit good teaching as evidenced by a history of positive student and peer perceptions of teaching, timely grading of assignments/examinations, and constructive feedback on professional development skills. Members who direct theses/dissertations should exhibit good mentorship. Evidence of this may include, but is not limited to, a history of guiding master's/doctoral students to a timely and successful graduation, awards and publication by mentees, and successful employment of mentees in the field after graduation. Special consideration should be given to Assistant Professors who may not have a long history of teaching and mentorship at the graduate level but may have other teaching and mentorship experience to justify full membership until the time a history is acquired at the graduate level.

II. Associate Membership

A. Membership Criteria and Privileges

Associate membership on the Graduate Faculty requires a primary faculty appointment in the Biological Sciences Department at Kent State University and possession of a terminal degree (or other qualifications) in the discipline. Associate membership also requires a strong potential for the training of graduate students as demonstrated by a history of scholarly research of sufficient quality to merit publication in refereed journals.

B. Membership Duties and Privileges

1. Eligibility to teach graduate level courses in the Department.
2. Eligibility to serve on master's and doctoral guidance and examination committees.
3. Eligibility to co-direct master's theses and doctoral dissertations with a full member of the graduate faculty.
4. Eligibility to direct master's theses if research productivity is demonstrated within the last review period, as evidenced by the publication of at least two articles in peer-reviewed journals and submission of at least one grant proposal of sufficient magnitude to support graduate student research projects.

5. Eligibility to vote on graduate program curriculum proposals.
6. Eligibility to serve on graduate studies committee and other graduate faculty committees.

III. Full Membership

A. Membership Criteria

Full membership on the Graduate Faculty requires a primary faculty appointment in the Biological Sciences Department at Kent State University and possession of a terminal degree (or other qualifications) in the discipline. Full membership also requires a strong record of current scholarly research activity, as evidenced by at least three research publications in peer-reviewed journals and at least one funded extramural research grant (or three submitted) of sufficient magnitude to support graduate student research projects during the review period.

B. Membership Duties and Privileges

1. Eligibility to teach graduate level courses in the Department.
2. Eligibility to serve on master's and doctoral guidance and examination committees.
3. Eligibility to direct and co-direct master's theses and doctoral dissertations.
4. Eligibility to vote on graduate faculty membership & graduate program curriculum proposals.
5. Eligibility to serve on graduate studies committee and other graduate faculty committees.

IV. Temporary Graduate Faculty Membership

Temporary membership is designed for persons who serve temporarily as instructors of graduate level courses or as members of a graduate advisory committee, or in rare instances, as a co-adviser of a student. Membership requires academic and professional credentials at least equal to those of Associate Graduate Faculty Membership. Permission is granted ad hoc and is limited to the specific task requested. This category may include faculty at Kent State University as well as other professional persons outside the University who are recognized as having unique capabilities of benefit to the graduate program. Approval for Temporary Graduate Faculty Membership is granted with the approval of the Chairperson of the Department and the Dean.

E. REAPPOINTMENT, TENURE, PROMOTION FILES

The candidate file for reappointment, tenure, or promotion is the primary means for conveying the activity and productivity of the candidate to the Review Committee. A file structure has evolved in Biological Sciences which provides the Review Committee with specifically requested information and allows the candidate a degree of flexibility in providing supplementary information to the Review Committee. A primary purpose underlying a well-structured candidate file from the first reappointment review through the ultimate review is to provide a cumulative continuum of development throughout all review periods. From the first reappointment review through the probationary period to tenure and/or promotion review, the structured file also makes it easier for the candidate to assemble the file each year. The candidate need only to update the prior year review file for the current review

period. A candidate is to maintain a documented record of each and every accomplishment or service during the year which can then be added easily to the prior year file. Each first year probationary faculty member is given a copy of a faculty member's candidate file which was considered excellent as a model. The format, style, and content is discussed with the Chairperson.

The file should be maintained in a three-ring, loose-leaf notebook which has pockets in the front and back. Information placed in the file by the Chair (Student Evaluations of Teaching and letters of reference) is placed in the front and/or back pockets. Supporting documentation should be identified clearly and referenced to the curriculum vitae in the notebook. Supplementary materials should be identified clearly and referenced to the curriculum vitae and may be in the notebook, in a separate notebook, or in a separate file. The completed file should be in a form so that a reviewer can find documentation referenced in the curriculum vitae.

FILE CONTENTS

I. Statement of Accomplishments

A candidate shall provide a detailed statement describing specific accomplishments in Scholarly activity in the context of guidelines presented in Section V of the Handbook. For reappointment, this should highlight the particular academic year under review whereas for promotion and/or tenure the entire review period should be discussed.

II. Curriculum Vitae

This must follow the specified format and is the second item in the file.

III. Supporting Documentation

This portion of the file contains documentation of specific portions of the curriculum vitae and must be specifically referenced to the curriculum vitae. Folders with pockets placed in the three-ring notebook are excellent for these materials.

A. Research

Publications (reprints, reviews of manuscripts under revision), presentations (abstracts, dates, letter of acceptance, et cetera), manuscripts in press (copy of editorial acceptance with pagination, et cetera, as available), grant proposals (transmittal form with budget and abstract), and any other specific documentation as necessary. It is incumbent upon the candidate to provide information on research quality such as peer reviews of papers/proposals, record of paper citations and impact, etc. Additionally, any specific documentation relative to graduate program activities may be included (service on student committees, advisees, et cetera).

B. Instruction

Student Evaluations of Teaching, representative copies of course syllabi, copies of representative examinations for each course taught, peer reviews of teaching (copies of the written evaluations by the peer reviewers placed in the file by the Chair), any grant proposals directly related to teaching, teaching development, curriculum development (transmittal form with budget, title page, and abstract), and any other documentation related to instruction as necessary. All student comments from evaluations must be made available to the ad hoc committee.

C. Service

Service contributions (appointment notices to committees, task forces, et cetera) and any other documentation for specific other services noted in the curriculum vitae.

IV. Supplementary Materials

The candidate may add any documentation or evidence of additional activities which he/she may want the Review Committee to view.

V. Letters of Reference

Outside letters of reference are required only for tenure and promotion reviews. The specific means for acquiring these letters are detailed in the Tenure and Promotions Guidelines as well as in the University Policy Register. The Chair is responsible for meeting this specific requirement and for placing these letters in the candidate file.

The candidate file should meet several specifics: 1) it should be in a format which is easy for the reviewer to follow; 2) it should be complete; 3) it should be placed in a three ring notebook with front and back pockets for adding materials if necessary; 4) it should be in a form where updating for the next review period is simple and relatively easy; 5) if possible, an indexing scheme of the various sections should be developed (e.g., a color-coded index system is extremely helpful for the reviewers); and, 6) it should be "reviewer friendly" (this is especially important as the file moves through the different review levels further removed from the Department and/or Regional Campus).

According to policy, the candidate file is reviewed with the Chairperson for completeness and accuracy prior to acceptance for review.

F. Promotion Files

The candidate file for promotion is the primary means for conveying the activity and productivity of the candidate to the Review Committee. A file structure has evolved in Biological Sciences which provides the Review Committee with specifically requested information and allows the candidate a degree of flexibility in providing supplementary information to the Review Committee. A primary purpose underlying a well-structured candidate file from the first reappointment review through the ultimate review is to provide a continuum of development throughout all review periods. From the first reappointment review through tenure to promotion review, the structured file also makes it easier for the candidate to assemble the file each year. The candidate need only update the prior year review file for the current review period. A candidate is urged to maintain a record of each and every accomplishment or service during the year which can then be added easily to the prior year file. Each faculty member standing for promotion may request a faculty member's candidate file to use as a model. The format, style, and content is discussed with the Chairperson.

The file should be maintained in a three-ring, loose-leaf notebook which has pockets in the front and back. Information placed in the file by the Chair (Student Evaluations of Teaching and letters of reference) is placed in the front and/or back pockets. Supporting documentation should be identified clearly and referenced to the curriculum vitae in the notebook. Supplementary materials should be identified clearly and referenced to the curriculum vitae and may be in the notebook, in a separate notebook, or in a separate file. The completed file should be in a form so that a reviewer can find documentation referenced in the curriculum vitae.

FILE CONTENTS

I. Statement of Accomplishments (optional)

A candidate may provide a one or two page statement describing specific accomplishments in scholarship and/or University Citizenship for the review period. If presented, this is the first item in the file.

II. Curriculum Vitae

This must follow the specified format and is the second item in the file.

III. Supporting Documentation This portion of the file contains documentation of specific portions of the curriculum vitae and must be specifically referenced to the curriculum vitae

A. Scholarship of Discovery, Integration, and Application

Publications (reprints), presentations (abstracts with dates, announcements, et cetera), grant proposals (transmittal form with budget and abstract, evidence of submission such as signature page), and any other specific documentation as necessary should be provided. Additionally, any specific documentation relative to graduate theses and dissertations directed may be included.

B. Scholarship of Teaching

Student Evaluations of Teaching (placed in the file by the Chair or the Dean of the Regional Campus along with the norming group for each course), copies of each course syllabus, copies of representative examinations for each course taught, peer reviews of teaching (copies of the written evaluations by the peer reviewers placed in the file by the Chair), evidence of service on student committees, advisees, et cetera, and any other documentation related to instruction as necessary should be provided.

C. University Citizenship

Service contributions (appointment notices to committees, task forces, et cetera) and any other documentation for specific other services noted in the curriculum vitae should be provided.

IV. Supplementary Materials

The candidate may add any documentation or evidence of additional activities which he/she may want the Review Committee to view.

V. Letters of Reference

Outside letters of reference are required for promotion reviews. The specific means for acquiring these letters are detailed in the Promotions Guidelines as well as in the University Policy Register. The Chair is responsible for meeting this specific requirement and for placing these letters in the candidate's file.

The candidate's file should meet several specifics: 1) it should be in a format which is easy for the reviewer to follow; 2) it should be complete; 3) it should be placed in a three ring notebook with front and back pockets for adding materials if necessary; 4) it should be in a form where updating for the next review period is simple and relatively easy; 5) if possible, an indexing scheme of the various sections should be developed (e.g., a color-coded index system is extremely helpful for the reviewers); and, 6) it should be "reviewer friendly" (this is especially important as the file moves through the different review levels further removed from the Department and/or Regional Campus). The candidate's file is reviewed with the Chairperson for completeness and accuracy prior to acceptance for review.

4. Performance expectations and faculty excellence

A. MERIT EVALUATION CRITERIA AND PROCESSES

As stated in the Principles for the Evaluation and Reward of Faculty Scholarship, the Department of Biological Sciences criteria for the evaluation and reward of faculty scholarship have as their foundation the scholarship of research, teaching and service. The procedure used by the Department in evaluating faculty merit involves close interaction between the Chair and the FAC in arriving at a single merit recommendation for each faculty member. The goal of this procedure is for the Chair and the FAC to reach agreement on the Department's merit recommendations which are then forwarded to the College. The procedure used in this evaluation is given below.

Areas of merit consideration are research, teaching, and service. Faculty may apply in one or more categories. Each faculty member who applies must provide documentation for consideration. Student Evaluations of Teaching results are provided by the department for the merit review period.

Members of the FAC review the files independently and rank candidates following the Principles for the Evaluation and Reward of Faculty Scholarship document. Each FAC member's ranking is collated into a matrix showing average ranking for each candidate in each category. This matrix is returned to FAC members for review. The Chair of the FAC convenes the FAC to develop a final composite ranking for the candidates in each category. The FAC is to reach agreement on the final composite ranking. Concurrently, the Chair reviews the files and ranks the candidates in each category.

The Chair and FAC meet to share the respective rankings. A full and open discussion of the two rankings (FAC composite and Chair) follows and a final Departmental composite ranking is developed. The FAC and the Chair must agree on the Departmental ranking.

The Chair and the FAC proceed to separate the rankings for each category into three or more groupings for candidates with like records. The Chair and the FAC develop minimal merit amounts for each group within the merit pool available. The amount for each category is dependent on the total merit funds available. As a general guideline, the Departmental merit pool is divided equally between research and teaching/advising/service when these are the two merit categories. When there are three categories (research, teaching and service) the pool will be divided independently with these categories accounting for 50:30:20 percent, respectively. The Chair and the FAC discuss the amount to be requested from the College for each individual within each grouping. The FAC may give the Chair the right to adjust requested amounts within each category group to match the total Departmental merit pool allocations. Any unanticipated funds provided by the College merit pool after rankings have been submitted will be dispersed at the discretion of the Chair.

The Chair forwards the Departmental recommendation to the College.

B. CRITERIA FOR MERIT EVALUATION

- (1) Teaching
 - i. Effective performance of teaching duties
 - (a) Outstanding student evaluations
 - (b) Outstanding peer reviews and comments.
 - ii. Meritorious recognized teaching performance
 - (a) Teaching awards
 - (b) Extramural funds for teaching improvement
 - (c) Publishing in a pedagogical journal
 - (d) Publishing texts, lab manuals, etc.
 - iii. Special teaching efforts
 - (a) Professional Development (teaching workshops, courses, etc.)
 - (b) Grant applications
 - (c) Initiation of new courses (approved to meet demonstrated needs for program improvement)
 - (d) directed individual investigations and honors theses
 - (e) Documented or verifiable unusual efforts in coordination of laboratories, seminars, etc.
 - (f) Other
- (2) Advising and Department, College and University service
 - i. Undergraduate Advising
 - (a) Large numbers of student advisees
 - (b) Large numbers of student recommendations
 - (c) Special efforts
 - ii. Department, College and University Service
 - (a) Exceptional involvement, contributions or efforts in committees and administrative duties (department, college, university)
 - a. Committees chaired
 - b. Time consuming committees
 - c. Numerous committees
 - iii. Service not associated with workload, committee membership, etc.
 - (a) Departmental
 - a. Participation in recruitment and retention events
 - b. Organization and running of events for students
 - c. Advising student organizations
 - (b) Collegial and university
 - a. Active role in college and university events (e.g., poster judge, interviewer, etc.)
 - iv. Other
- (3) Research
 - i. Grants obtained (and high number of grant applications)
 - ii. Publications
 - (a) Refereed books, monographs, chapters, review articles, etc.
 - (b) Refereed journal publications
 - (c) Large number of non-refereed publications
 - iii. Presentations, particularly those invited or presented at prestigious professional meetings or institutes
 - iv. Advisor of graduate students completing advanced degrees
 - v. Professional Engagement
 - (a) Significant activities with professional organizations
 - (b) efforts in reviewing grants and manuscripts
 - (c) grant panels
 - (d) Positions, committee membership, or similar activities within scientific societies

- (e) editorial positions at journals
- vi. Other

Approved by BSCI FAC on 2/7/18

5. Other

A. GOALS AND MISSION OF THE DEPARTMENT

The primary objectives of the Department of Biological Sciences are to:

1. Create an academic environment conducive to the intellectual and professional development of students and faculty;
2. Develop and maintain a commitment to scholarly activity in research and graduate education commensurate with the goals and mission of a major university;
3. Provide programs for undergraduate majors which meet the educational and technological demands of the profession;
4. Present courses for majors in cognate academic and professional fields which provide the necessary base for career goals and for other majors which provide an understanding of the philosophy and role of science in society; and,
5. Provide the various publics with the services commensurate with a University.

Implicit in these objectives are our responsibilities as teachers, educating the professional biologist at the undergraduate and graduate levels, providing training in the health sciences, and promoting and clarifying the role and philosophy of science in liberal education.

A strong commitment to research is recognized by the Department as a significant means of creating a stimulating intellectual environment and achieving our broader commitments to the advancement of knowledge and service to the public. Graduate education is an integral and valued component within the Department contributing to the overall intellectual and learning environment. The Department views the development of nationally recognized programs in research and graduate education, especially at the doctoral level, as primary aims within this decade. Reflecting this emphasis, the Department has enlarged its core doctoral and master's programs in botany, ecology, and physiology. Faculty from the Department participate in the School of Biomedical Sciences graduate programs.

At the undergraduate level, baccalaureate degree programs offered through the Department provide educational opportunity for two distinct groups of students with different career goals. The Bachelor of Arts degree is designed for the student interested in the biological sciences but not committed to a career therein. This degree provides a basic background in the biological sciences while providing the opportunity to develop a breadth in the liberal arts. The Bachelor of Science degree is designed for the student interested in a career in one of the biological sciences. This degree provides a greater depth of educational experience in the biological sciences as well as in the supporting fields of chemistry and mathematics. This program is selected typically by the pre-professional school student, the student preparing for graduate study, and the student preparing for entry into some biological sciences career.

Within the two degree programs, the Department offers a total of seven majors. Biology, botany and zoology majors are available in both programs. Conservation and medical technology majors are available within the Bachelor of Science degree. The variety of majors provides a diverse student population with the educational needs and requirements in specialized biological sciences subdisciplines at a state-of-the-art level. A primary objective within the Department is to provide students with the opportunity to develop the technical,

experimental, and intellectual skills involved with modern instrumentation, field and laboratory experiences, and the scientific method necessary to compete in the scientific community.

For the student who is not a major, the Department envisions its role in a two-fold nature. The Department presents courses which meet specific educational goals and form the life sciences basis for the School of Nursing, the College of Education, the School of Family and Consumer Studies, the School of Exercise, Leisure, and Sport, and the Northeastern Ohio Universities College of Medicine. For other nonmajors, the Department presents courses which meet the concept of general education in clarifying the role and philosophy of science in the liberal education. The role of the Department in providing these types of courses for the University community is recognized as a most important and significant component in our being.

Service to the University and the general public is recognized as a contributing role for the faculty. Service, both professional and personal, aids in unifying and clarifying the role of the University in the local community, in the State of Ohio, in the nation, and is a valued component within our Department.

B. APPOINTMENT AND EMPLOYMENT PROCEDURES AND REGULATIONS

1. Faculty Appointments

Possession of a doctoral degree in a biological sciences discipline is required for all faculty appointments in a tenure track position in the Department of Biological Sciences, with the exception of the technical associate degree program faculty. Postdoctoral experience is preferred. Reappointment, tenure, and promotion review criteria will include instruction, service, and scholarly activity involving the principles of teaching, discovery, integration, and application. (Appendix II and Appendix III)

For appointment in a tenure track position in the Regional Campuses in a technical associate degree program, the possession of the doctoral degree in a biological sciences discipline is preferred. A research-based masters degree in a biological sciences discipline with appropriate evidence of scholarly activity and applicable experience in the specific areas of the technical program is acceptable. This specifically precludes the non-thesis type masters degree from consideration. Reappointment, tenure, and promotion review criteria will include instruction, service, and scholarly activity involving the principles of teaching, discovery, integration, and application (Appendix III). The level of scholarly activity will be commensurate with the normal and typical expectations for any Regional Campus faculty regardless of the degree held (Appendix IV).

C. Faculty Ranks

The basic definitions of faculty ranks are given in the UPR and the CBA; the following is supplementary and specific to the Department.

1. Instructor

This rank is intended for persons initially hired with a master's degree. The Department does not hire at the rank of instructor except for temporary positions (UPR 3342-6-03) or faculty in technical associate degree programs.

2. Assistant Professor

This rank is the normal entry level position for faculty holding the doctorate in biological sciences. Unless the Department is authorized by the Dean to hire at a higher rank, new faculty

are recruited for assistant professor rank. An individual with a research-based masters degree may be hired for technical associate degree programs.

3. Associate Professor

Promotion to this rank presumes prior service as an assistant professor, significant academic achievements, and possession of the doctorate in biological sciences. All individuals with a research-based Masters degree may be hired for technical associate degree programs.

4. Full 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. An individual with a research-based masters degree may be promoted to this rank in the technical associate degree program.

5. Research Associate and Research Assistant

These ranks are reserved for individuals who are engaged in research and do not have teaching responsibilities. Such positions are typically supported by extramural grant funds and are not tenure track appointments. Faculty holding these ranks do not vote in Departmental matters.

D Adjunct appointments

This rank is held primarily by faculty from other institutions or persons on the staffs of area hospitals involved in training students in the Clinical Laboratory Sciences program. For faculty, adjunct appointments are made at the rank of the home institution. Hospital staff holding a Masters degree are appointed at the rank of Full professor. Other adjunct appointment ranks are made at the discretion of the Chairperson. Continuation of adjunct appointments in the Clinical Laboratory Sciences program is dependent upon the continuation of the contractual arrangements between the specific hospital and the University. Adjunct faculty are not involved in Departmental governance.

E. Visiting Appointments

Visiting Appointments at an appropriate faculty rank may be made when leaves of absence occur and funds are available. Usually appointments are made to meet specific curricular needs.

F. Temporary and Term Faculty Appointments

When the Department cannot meet its teaching needs from the ranks of its regular faculty and graduate students temporary appointments will be made from an established pool of qualified applicants not currently on regular appointment at the University. Usually these are part-time appointments. A term appointment is a full time appointment for a specific salary and period of time. This is a non-tenure track appointment (UPR 3342-6-03).

G. Graduate Faculty Ranks

The Department of Biological Sciences is a doctoral degree granting Department, and requires that all faculty hired for tenure track positions on the Kent Campus be qualified for appointment to the graduate faculty as associate or full members. The criteria for appointment to the graduate faculty are described in Section 3D: **CRITERIA FOR GRADUATE FACULTY MEMBERSHIP** and UPR 3342-6-42.

H. Recruiting of Faculty

The Department supports the goals of equal opportunity and affirmative action in recruiting and in making appointments to the faculty. Permanent tenure track faculty positions are advertised on a national basis and in the University's Job Opp following the recruiting practices established by the Office of Human Resources. A Search Committee, appointed by the Chairperson after consultation with the FAC and the faculty in the specific area or discipline involved, conducts the search for candidates. Search committees include a student member selected by the faculty members serving on the committee. Following the search, the committee recommends to the Chairperson that two or three candidates be brought to campus for an interview. Each interviewed candidate presents a seminar before the Department. The Search Committee may recommend its choice of candidates in rank order to the faculty for discussion and a recommendatory vote. These recommendations then are presented to the Chairperson. Recommendations are advisory to the Chairperson who makes a recommendation to the Dean of the College. If the Dean concurs with the Chairperson, a recommendation is forwarded to the University central administration. If the Chairperson's recommendation is not in agreement with those of the Search Committee and the faculty, the Chairperson shall inform the Dean of all recommendations and the reasons for the disagreement (UPR 3342-6-02 and UPR 3342-6-03).

I. Role and Responsibility of the Faculty

Each faculty member is expected to contribute to the Department and the University according to the terms of appointment. Some faculty members make their primary contribution in teaching while others emphasize research. High quality teaching and scholarly activity are expected of all faculty and are recognized by the Department as being of equal importance. Service to the Department, the College, and the University is expected of each faculty member.

Faculty members are expected to provide students with a syllabus or outline of 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. For Kent Campus faculty, a Student Evaluation of Teaching is required in each semester and will be conducted under the auspices of the Chair. For Regional Campus faculty, Student Evaluation of Teaching will be conducted according to the dictates of the appropriate Regional Campus Dean. Peer review of teaching is encouraged. Probationary faculty undergo peer review each year of the probationary period. Supervision and direction of undergraduate research projects and theses are part of the teaching function.

Scholarly activity is expected of all faculty, although the extent and/or type of activity may vary with specific faculty member assignment and campus location. Those faculty on the Kent Campus involved in research and the graduate program are expected to present evidence of their endeavors as witnessed by publication, presentation of papers, seeking of extramural funding, activity in professional organizations, and the training of graduate students. Those Kent Campus faculty whose primary contribution is in teaching are encouraged to participate in research and are expected to present evidence of scholarly activity, either as noted above or in the area of pedagogical research and instructional development. Regional Campus faculty are encouraged to participate in research and are expected to present evidence of scholarly activity, either as noted above or in the area of pedagogical research and instructional development. Evidence of research and scholarship is essential for reappointment, tenure, and promotion (Section V, Appendix II and Appendix III).

Service to the University is a responsibility of each faculty member. Departmental, Collegial, and University committee or task force membership is expected as a normal portion of the workload. Special or outstanding service above and beyond that which is typical may be considered during review of a faculty member, but service alone will not abrogate the expectations for quality teaching and

scholarly activity. Public service is encouraged and recognized as a part of the appointment of each faculty member, although contributions in this area can be expected to vary widely due to the nature of individual subdisciplines within the biological sciences.

J. **Faculty Code of Ethics**

All members of the Biological Sciences faculty are expected to maintain the highest of standards as teachers, scholars, and colleagues. The Department subscribes to the Faculty Code of Ethics (UPR 2342-6-05 and UPR 3342-6-55).

K **Faculty Duties**

Faculty members are expected to maintain at least five office hours per week while on teaching appointment (UPR 3342-6-53). The office hours are to be posted on the faculty member's office door and communicated to the Department Office as well as to the faculty member's students. If a student, for a legitimate reason or reasons, is unable to meet at the stated hours, the faculty member should be willing to make appointments to meet the student's needs.

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

Faculty members are expected to participate in recruitment programs, graduation ceremonies, and Integrated Life Sciences functions or other appropriate activities.

L. **Faculty Sanctions**

A sanction is a documented corrective action in response to a faculty member's unsatisfactory performance of his/her duties and responsibilities as a member of the faculty. (See "Sanctions for Cause" in the CBA, UPR 3342-3-22 and UPR 3342-3-23.)

M. **Faculty Profile**

It is a faculty member's responsibility to maintain a current curriculum vitae to be kept on file in the Departmental Office. The CV should be updated annually.

N. **Leaves of Absence**

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

There are several types of University leaves. These include:

1. Research leaves (UPR 3342-6-34)
2. Leaves of absence without pay (UPR 3342-6-35)
3. Faculty professional improvement leaves (UPR 3342-6-351 and UPR 3342-6-352)
4. Research/Creative Activities appointments (UPR 3342-6-39)

O. **Authorization of Absences and Travel Policy**

Faculty members who will be absent from campus for professional or personal reasons must file a Request for Absence Form with the Chairperson. The request should be made at least one month prior to the planned absence and is subject to the approval of the Chairperson and the Dean of the College.

Arrangements for any classes to be missed during the absence must be satisfactory before approval can be granted.

Attendance at professional meetings is encouraged and travel expenses incurred in attending such meetings will be reimbursed according to the University's travel regulations and subject to the availability of Departmental funds. In general, greater amounts of support will be granted to participants (i.e., those presenting a paper or chairing a session) than to faculty members simply attending professional meetings. Faculty members may also apply for travel support to Research and Graduate Studies and the College of Arts and Sciences (UPR 3342-7-13).

P. Faculty Sick Leave

The Chairperson is responsible for keeping complete records of faculty sick leave. However, it is the responsibility of the faculty member to file the appropriate sick leave forms with the Chair (UPR 3342-6-31).

Q. Professional Consulting Activities

Faculty members are permitted to engage in professional consulting activities providing that they do not interfere with the faculty member's teaching, research, or service duties to the Department or University. Such activities must be approved in advance by the Chairperson and the Dean of the College. Faculty members are bound by the Faculty Code of Ethics (UPR 3342-6-05, UPR 3342-6-33, UPR 3342-6-43, and UPR 3342-6-55).

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 Office of Legal Affairs.

S. FACULTY GRIEVANCE AND APPEAL PROCEDURES

A. Informational Procedure

Any faculty member with a grievance is strongly encouraged, before initiating formal grievance or appeal procedures, to communicate with the Department Chairperson. The Chairperson may ask for the advice and recommendation of individual faculty members or faculty groups in seeking a solution to complaints and problems.

B. Formal Procedures

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

Faculty grievances that are not directly related to terms or conditions of employment and are not academic appeals are appropriately addressed within the Department. The Chairperson and/or faculty members will initiate an informal dialogue with the parties involved and strive to provide a solution amenable to all.

T. STUDENTS

Students, both undergraduate and graduate, are of primary concern to all faculty members, and students' academic needs are of primary importance to the Department of Biological Sciences. General participate in various Departmental committees including the Undergraduate Curriculum Committee, Graduate Studies Committee, and those ad hoc committees where students' viewpoints are useful and desirable to know. Student appointments to committees are made by the Chairperson after seeking the advice of the Faculty Advisory Committee and the faculty involved and affected by the committee's work.

1.. Advising

Faculty should be willing to advise and counsel undergraduate and graduate students on academic matters. General advising at the undergraduate level is coordinated by the Undergraduate Advisor who serves as the Departmental representative for College and University functions related to undergraduate 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. Student advising at the graduate level is conducted by the student's "major professor" and their dissertation committee members.

2. Cheating and Plagiarism

The Department follows the definitions and policies in the UPR (UPR 3342-3-07).

3. Student Grievance Procedure

The Department follows the definitions and policies of the UPR (UPR 3342-4-16).

4 Transfer Credit Procedure

Evaluation of undergraduate transfer credit in the Department of Biological Sciences is done by the Assistant to the Chairperson. The Assistant to the Chairperson may consult with a faculty member who teaches the specific course or courses at issue. Questions of transfer credit for other subject areas should be referred to the College Office.

Evaluation of graduate transfer credit in the Department of Biological Sciences is done according to the process described in the current Graduate Schools Catalog. Both masters and doctoral transfer credit may be accepted if the criteria are met and the student's adviser, the BSCI Graduate Studies Committee, and the graduate dean approve.

U. Privacy of Faculty and Student Records

The Chairperson is responsible for ensuring that the members of the Department of Biological Sciences shall at all times adhere to the legal guidelines regarding dissemination of records and other information regarding members of the faculty as well as students. These guidelines require, among other things, that faculty members keep thorough academic records. They also forbid the posting of grades by name, social security number or any other system which might potentially reveal a student's academic record or portion thereof (UPR 3342-5-08, UPR 3342-5-09, UPR 3342-5-16).

V. Student Evaluations

All courses are evaluated each term, including summer sessions, using the approved Student Evaluation of Teaching form. Faculty are informed of the day and time for the evaluation. Graduate students administer the evaluation under the direction of a Departmental secretary. The student evaluations are returned in a sealed envelope to the Department Office. The Administrative Assistant arranges for appropriate scoring of the evaluations according to the approved norm grouping for the

Department. The evaluations are not available to individual faculty until after grades are submitted to the Registrar. Student Evaluations of Teaching and the results are maintained in permanent file in the Department Office. These are available for faculty review of his/her course(s), and a copy of these may be obtained by that individual. Regional Campus faculty Student Evaluation of Teaching falls under the aegis of the specific campus at which the course is taught.

W. REGIONAL CAMPUS FACULTY

1. Regional Campus Faculty

Regional Campus faculty have full voting rights in the Department of Biological Sciences and serve on appropriate Departmental committees, including the UGCC, the FAC, and the Reappointment, Tenure, and Promotion Committees. Graduate faculty membership is open to Regional Campus faculty who meet the criteria.

2. Workloads, Reappointment, Tenure

Workloads, course assignments, and salary recommendations for Regional Campus faculty are determined by the individual Regional Campus Deans. Reappointment, tenure, and promotion recommendations for Regional Campus faculty are made by the Chairperson with the advice of the Department's Reappointment, Tenure, and Promotion Committees. Recommendations from the Chairperson and those from the committee are forwarded to the Dean of the College, to the Vice president for Regional Campuses, and the appropriate Regional Campus Dean. The guidelines for reappointment, tenure, and promotion given in Section V (Appendix II and Appendix III) are used for Regional Campus faculty. Instructional expertise and continued professional growth must also be evident if a faculty member is to be recommended for reappointment, tenure, and/or promotion. Promotion to the rank of Full Professor, in particular, requires that a faculty member be accomplished in teaching, research, and scholarship. In this context, it should be noted explicitly that published research on the teaching process and other similar scholarship may be considered as acceptable evidence of continued professional growth.

X. CURRICULAR POLICIES AND PROCEDURES

A. Curricula

Curricular changes may be proposed by any faculty member for consideration by the UGCC and the GSC. Either of these committees may initiate curriculum changes. The proposal must be submitted to the faculty at least five working days prior to the voting by the entire faculty. If the recommendation from either committee is not unanimous, a minority report may be submitted at the same time. If recommended by a majority, the proposal is forwarded to the Department Chairperson whose recommendation is sent to the College for consideration.

B. Final Exams

Final examinations in all courses must be offered at the time and date specified in the schedule of final examinations. Changes of time and/or date of the final examination require prior approval of the Chairperson and Dean, but in any case the exam must also be offered at the originally assigned time for those students who desire to take the exam at the specified hour.

C. Grades

It is essential to inform students of their progress throughout the term. Grades are a faculty member's responsibility and should be assigned fairly and objectively. Submission of final grades should comply with University policy. The grade sheets (two copies) are submitted to the Main Office of the Department of Biological Sciences for forwarding to the Registrar.

Materials used in computing grades (e.g., exams, papers, reports, etc.) should be retained by the instructor for five years after final grades are filed. Students have a right to inspect and discuss with the instructor the written work performed during a course.

D. Audits

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

Y. AMENDMENT AND REVISION

Suggestions for amendments or alterations to the handbook may be initiated at any time by the Chairperson or by any faculty member. Proposed changes are subject to discussion, revision, and recommendation by the FAC. When a proposed alteration constitutes a major change in Departmental policy or practice the Chairperson may seek the recommendations of the entire faculty. If the Chairperson concurs with a proposed alteration or amendment, he or she recommends the change to the Dean of the College. All changes to the handbook are subject to the approval of the Dean of the College. The Dean may direct that the handbook be amended or revised to reflect changes in College or University policy.

Z. PRINCIPLES FOR THE EVALUATION AND REWARD OF FACULTY SCHOLARSHIP

The Department of Biological Sciences criteria for the evaluation and reward of faculty scholarship have as their foundation the scholarship of discovery, integration, application, and teaching as endorsed by the Faculty Senate of Kent State University, October 1992. Section V of the handbook describes how these criteria are applied during evaluation of candidates for reappointment, tenure, and promotion.

- I. **Role and responsibility of the faculty.** Faculty in the Department of Biological Sciences are expected to contribute to the Department, the Campus, the College, and the University according to the terms of their appointment. Generally, faculty contribute inclusively to education, service, and research. In each case, high quality scholarship is expected. Furthermore, each faculty member is expected to advise students as well as to provide service to the Department, the Campus, the College, and the University.
- II. **Principles of evaluation.** The Department of Biological Sciences at Kent State University is a multidisciplinary unit. Hence, many factors, both objective and subjective, must be considered when evaluating faculty performance in scholarship and service. The primary criteria for review must include the faculty member's contributions in the areas of scholarship of discovery, integration, application, and teaching (summarized below and in Table 1) as well as professional integrity and University citizenship.

The Scholarship of Discovery involves the generation of new knowledge, disciplinary and pedagogical, as outlined in Table 1.

The **Scholarship of Integration** interprets and brings new insight to what has been discovered, examining it in a broad and, in some cases, a multidisciplinary context, as outlined in Table 1.

The **Scholarship of Application** involves the use of existing knowledge to solve important problems, as outlined in Table 1.

The **Scholarship of Teaching** involves actions associated with education in the undergraduate and/or graduate degree program, as outlined in Table 1.

University Citizenship includes service activities not necessarily tied to one's special field of knowledge which make significant positive contributions to the advancement of the educational, scholarly, and governance goals and missions of the Department, the Campus, the College, or the University.

Although the standards for evaluating scholarly activity and productivity, such as publications and other scholarly pursuits may be stated easily, the originality, quality, and value of the work may be difficult to assess. Application of such standards in reappointment, tenure and promotion proceedings are described in Section V of this handbook, while applications of such standards in merit considerations are described in Section VI.

- A. **Scholarship of Discovery, Integration, Application.** All faculty members in Biological Sciences are expected to sustain a strong record in the areas of scholarship of discovery, integration and/or application.

Pedagogical discovery, integration, and application, resulting in publications and presentations, will be considered in the review process and can be considered under the Scholarship of Discover, Integration, and Application and/or the Scholarship of Teaching. Attempts to secure extramural funding for instructional development will be considered during review.

- B. Scholarship of Teaching. All faculty members in Biological Sciences are expected to sustain a strong record in undergraduate and/or graduate education. Faculty must stimulate active learning and critical thinking by providing an honest and intelligible account of subject content and process.

It is recognized that these criteria are difficult to evaluate quantitatively. However, certain evidences are obtainable and, when considered together, can provide a means to assess instructional quality. Written comments from students, colleagues within and outside the Department, Departmental Chairs, and the candidate will be considered if available to the Advisory Committee. Student evaluations may provide useful information when considered in light of the student's level and background. Student evaluations of faculty teaching must be a part of the submitted record of candidates for promotion.

- C. University Citizenship. Being an active and contributing citizen of the Department, the Campus, the College, and the University is required of all faculty members. However, service cannot outweigh a faculty member's performance in his or her primary responsibilities in scholarship. Significant public service, related to one's own profession, may be considered as part of the review process for reappointment, tenure and promotion, although such activity is not requisite for the granting of such. Such endeavors might include, as examples, forming and leading groups, and presenting talks and speeches.
- D. Outside of the standard Boyer Categories significant **public service**, related to one's own research area, may be considered as part of the review process for reappointment, tenure and promotion, although such activity is not requisite for the granting of such. Such endeavors might include, as examples, forming and leading groups, and presenting talks and speeches.

Approved by BSCI FAC .

Approved BSCI full faculty

Approved by Dean, Arts and Sciences, Feb. 26, 2021.

TABLE 1. Categorical examples of scholarly activity within the Department of Biological Sciences.

Scholarship of Discovery, Integration, Application, and Teaching, as well as University Citizenship constitute avenues of professional activity expected of faculty members of the Department of Biological Sciences. Within these categories, we recognize a variety of activities to be characteristic of each of the four themes of scholarship. While activities emphasized will vary considerably among individuals, the scholarly activity of all faculty and the merits provided for these activities, should be evaluated within the framework of each scholarship theme.

The following table provides examples characteristic of our discipline which should be considered in evaluating performance of BSCI faculty. These lists are not all-inclusive and the activities may fit more than one category. Rather, they are intended to illustrate broad categorical examples of scholarly activities for biological scientists.

Scholarship of Discovery

- peer-reviewed publications
- extramural funding of disciplinary and pedagogical research
- presentations of research
- theses and dissertations directed to completion

Scholarship of Integration

- review papers, books & book chapters
- serving on professional advisory boards outside the University community
- symposium presentations
- writing textbooks
- writing laboratory methods manuals
- books edited or review
- participatory memberships in professional organizations

Scholarship of Application

- experimental methods manuals
- museum specimen production
- research patents
- student advising
- published study guides or instructors manuals
- holding instructional workshops
- manuscript & grant reviews
- consulting within/outside University community
- journal editorship and editorial board membership
- serving as officer in a professional society
- organizing a professional conference, symposium, or invited session

Scholarship of Teaching

- graduate student research training
- undergraduate research training
- evaluations of undergraduate and graduate student instruction
- mentoring, tutoring
- developing and restructuring courses

University Citizenship

- advising student organizations
- public presentations of University activities
- serving on committees and advisory boards in the Department, the Campus, the College, and the University