COLLEGE OF COMMUNICATION + INFORMATION
TENTH ANNIVERSARY

College Handbook

Approved by CAC: September 17, 2002
Revised: May 2010; July 2012

KENT STATE
UNIVERSITY

College Handbook

The handbook shall be ratified by a majority vote (50% plus 1) of the College Advisory Committee (CAC). It is subject to approval by the Dean of the College and the Provost. The handbook may be revised or amended at any time by a three-fifths vote of the CAC and approval of the Dean and the Provost.

Approved _____ _____
Stanley T. Wearden, Dean Date

Approved _____ _____
Todd Diacon, Provost Date

College Handbook

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Preamble
The College is governed by the University Policy Register, the Collective Bargaining Agreement, and other approved University policies and guidelines. The reader is referred to those documents as the primary source of governance policies. Similarly, individual School Handbooks should be consulted for the procedures and governance issues more properly in their purview.

I. Mission of the College

The mission of the College of Communication and Information is to educate students to meet their specific goals as well as the needs of society. Education at the undergraduate and graduate levels promotes the development and application of theoretical foundations and creative experiences through interaction with a dedicated faculty of scholars and professionals. Within the disciplines represented in the College, students are served by course offerings and other instructional and scholarly opportunities that provide broad educational perspectives and intensive training in professional areas.

II. Goal of the College

The goal of the College of Communication and Information (CCI) is to promote and facilitate the teaching, study, and criticism of the principles and practices of communication and information, as defined by the four Schools that comprise the College. The College aims:

To provide the highest quality education for students in a liberal arts setting through faculty excellence in teaching, research, creative and professional activity;

To provide opportunities for faculty and students to serve the state of Ohio and the global community through a variety of professional outreach programs;

To prepare students for entry into a profession or for specialized graduate education;

To provide continuing education for practitioners and the public;

To conduct research and to support the continuing development of research skills among faculty and students;

To advance knowledge and to enhance the quality of life through faculty and student research, creative and professional activity, and service;

To promote interdisciplinary approaches to teaching, scholarship, creative and professional activity, and university and community service.

III. Statement on Diversity

The faculty and staff of CCI understand that diversity enriches the understanding, analysis, and use of communication and information. Further, the faculty and staff acknowledge that communication and information can be understood and effectively practiced only to the extent that ideas from all spokespersons and perspectives are voiced and valued. Scholarship and learning within CCI therefore demand an appreciation of diversity within and among cultures. CCI therefore commits itself to being an academic unit in which all persons will have the opportunity to participate.

IV. Structure and Organization

Divisions of the College

The College consists of four Schools: the School of Communication Studies, the School of Journalism and Mass Communication, the School of Library and Information Science and the School of Visual Communication Design.

Faculty of the College

For the purposes of voting, the faculty shall consist of those individuals holding full-time tenured or tenure-track appointments in the College. Administrators with faculty rank are excluded.

Administration

The College is administered by the Dean with the support of Associate and/or Assistant Deans and other administrative staff. See the organizational chart in the Appendix. The Dean acts in consultation with the College Advisory Committee as specified by University Policy and the Collective Bargaining Agreement.

Administrative Positions

Dean

The Dean reports to the Provost and is responsible for the overall administration of the College and its subordinate units. This includes the College's compliance with all University policies and procedures. General administrative duties include personnel actions, budgets, curriculum, student academic affairs, development, and representation of the College to the University Administration and other internal and external constituents.

Associate/Assistant Dean(s)

The Associate/Assistant Dean(s) report to the Dean. The responsibilities of these individuals are assigned on the basis of the abilities and interests of the person serving in this role as well as the particular needs of the College. These needs change as the College evolves. In general, the Associate/Assistant Dean(s) administer undergraduate and graduate student affairs and curricular actions. These individuals oversee personnel procedures, budget transactions, research and development activities, and various outreach responsibilities. The Associate/Assistant Dean(s) represent the College on University committees including the Graduate Studies Administrative Advisory Committee, Graduate Council, the Associate and Assistant Deans Committee and the University Requirements Curriculum Committee. The Associate/Assistant Dean(s) may chair College standing committees and ad hoc committees. An Associate/Assistant Dean serves as electronic records Security Administrator for the College.

Constituent Development Director

The College Constituent Development Director reports to the Dean of the College and the Vice President for University Relations and Development. The Director coordinates all development activity in the College.

Director of Advising Administration and Graduate Services

The Director of Advising Administration and Graduate Services reports to the Associate Dean responsible for student advising and for administrative functions related to the graduate programs of the College. This Director is responsible for supervising the College's regular advising staff; directing the operation and administration of the college's advising and graduate program support services; planning training/professional development activities for advising staff; coordinating College participation in University-wide advising and retention activities; developing and/or revising policies, procedures and forms related to support of graduate programs; and serving as liaison to relevant University and College committees and organizations and representing the College at their meetings.

Director of Undergraduate Advising and Curriculum Services

The Director of Undergraduate Advising and Curriculum Services reports to the Associate Dean responsible for student advising and for administrative functions related to the academic programs of the College. This Director is responsible for supervising the College's temporary advising staff for summer advising and registration programs; planning advising programs for undergraduate students; providing curriculum development support for the Associate Dean and curriculum updates for advising staff; coordinating College participation in University-wide recruitment activities; developing and/or revising policies, procedures and forms related to undergraduate advising; and serving as a liaison to relevant University and College committees and organizations and representing the College at their meetings.

Senior Business Manager

The Senior Business Manager reports to the Dean of the College. This manager is responsible for planning, developing and managing the business and financial operations of the College. These activities include: developing and maintaining budgeting systems, auditing accounts, preparing financial reports, developing an operating budget, directing purchasing activities, analyzing financial information, and providing advice to all administrators in the College.

Director of Public Relations and Marketing Communications

The Director of Public Relations and Marketing Communications reports to the Dean of the College. The Director of PR and Marketing Communications is responsible for the College's strategic marketing plan, marketing campaigns on general themes and for specific events, promotional materials and activities, market research and the College's marketing budget, and for overseeing student marketing employees.

Business Development Manager of One Roof (tentative name)

The Managing Director of the student-run communication agency, One Roof, reports to the Dean and is advised by an Academic Advisory Board, composed of faculty members appointed by School Directors, and by a Professional Advisory Board appointed by the Managing Director in consultation with the Dean and the School Directors. The Managing Director is responsible for overseeing the operations of the agency, including supervision of professional and student staff, publicity, recruiting, hiring, business development and outreach, liaison with the Advisory Boards and financial operations.

CCI Commons Program Director

The CCI Commons Program Director reports to the Associate Dean of the College with responsibilities for undergraduate advising. The Director is responsible for directing the activities of the CCI Commons living/learning community, including planning academic, professional development and social activities; serving as liaison between the College and Residence Services; selecting, training and supervising CCI Commons staff; maintaining regular communication with CCI Commons members; preparing the Learning Community Annual Report; establishing policies and procedures for CCI Commons activities and equipment use; and program evaluation.

Director of Technology and TeleProductions (DRAFT)

The Director of Technology and TeleProductions reports to the Dean. The Director provides leadership, professional services and consultative services to CCI in all areas relating to technology. The Director is responsible for directing the services, personnel and operations of TeleProductions and the other technical areas of CCI. The Director provides strategic planning for successful administration and implementation of a variety of initiatives, programs and projects involving technical activities. Responsibilities include production, coordination, consultation, planning, implementation and budgeting.

Coordinator, Doctoral Education and Interdisciplinary Research

The Coordinator of Doctoral Education and Interdisciplinary Research reports to the Dean and works closely with the Associate Dean for Graduate Studies. The Coordinator administers the CCI doctoral program and serves as a facilitator and liaison for collaborative interdisciplinary research. The Coordinator leads the Doctoral Studies Committee in all matters related to doctoral program admissions, doctoral assistantships, curriculum, mission, marketing, etc.; responds to all doctoral inquiries and processes doctoral admissions; serves as the point person on graduate program reviews as they pertain to doctoral studies; identifies, cultivates and coordinates instructors for the core courses in the doctoral program; and attends and participates in CCI Graduate Coordinators Council meetings. The Coordinator serves as a clearinghouse and coordinator for collaborative research projects across the college and between this college and other colleges on campus; is the CCI liaison to the Vice President for Research and Sponsored Programs; and engages in tenure-track hiring discussions in all four schools, to the extent that they pertain to doctoral studies.

Senior Instructional Designer

The Senior Instructional Designer reports to the Dean. The Senior Instructional Designer collaborates with faculty, administration, staff and students to research, design and develop learner-centered educational solutions. This position has the responsibility for the creation, oversight and implementation of a strategic plan (in collaboration with administration and faculty) for the college's online learning programs.

Appointment and Review Process

The Dean is appointed by the Provost in consultation with the faculty and according to approved University guidelines. The Dean is reviewed annually by the Provost and according to the periodic review of Academic Administrative Officers contained in the University Policy Register.

Administrative staff of the College, including the Associate/Assistant Dean(s), are appointed by the Dean in consultation with the College Advisory Committee and are subject to approval by the Provost. Performance reviews of those administrative staff members who report to the Dean are conducted annually by the Dean and submitted to the Provost. Performance reviews of those administrative staff members who report to the Associate/Assistant Dean(s) are conducted by the appropriate Associate/Assistant Dean.

The Constituent Development Director is appointed by the Vice President for University Relations and Development in consultation with the Dean. Performance reviews are conducted annually by the Vice President in consultation with the Dean.

College Programs and Initiatives

Advising and Academic Services

The CCI Director of Advising Administration and Graduate Services and the CCI Director of Undergraduate Advising and Curriculum Services, assisted by a staff of Academic Advisors and Advisor Coordinator(s), are responsible for academic advising and for the administration of student academic records and curriculum records. Support for these activities is provided by secretarial staff in the College office and in the School offices.

CCI Commons

The CCI Commons is a living/learning community, housed in Olson Hall, open to all majors and pre-majors in the School of Communication Studies, the School of Journalism and Mass Communication, the School of Library and Information Science, and the School of Visual Communication Design. The goal of this living/learning community is to build social connections and bonds beyond the classroom. The experience of living together, attending CCI Commons programming and working together in specialized spaces within the residence hall, such as computer labs, is intended to create a seamless learning environment and to improve retention in the CCI majors, in the residence hall and at Kent State University.

Doctoral Program

Effective Fall 2009, administration of the doctoral program formerly housed in the School of Communication Studies was moved to the College of Communication and Information. The intention of this change was to broaden an already successful program, to expand participation in the Ph.D. program to faculty and students in all of the CCI schools, and to be a catalyst for new curriculum and research initiatives within CCI.

Student Full-Service Marketing Communication and Design Agency: One Roof (tentative name)

One Roof is intended to be a profitable and nationally recognized model for academic/private sector collaboration in the fields of advertising, visual design and marketing communications, and is expected to be a tool for College and University recruitment. The purpose of the agency is to prepare CCI students to be competitive in the field of integrated marketing communications; to provide additional resources and support to advertising agencies and associated businesses; to provide excellent service, planning and creativity to its clients; and to generate revenue for all involved parties.

TeleProductions

The TeleProductions unit was placed under the supervision of the Dean of CCI in 2008. This unit provides video production service to both academic and non-academic units at Kent State University. Since the operating budget of TeleProductions and some salaries are part of the Responsibility Center Management budget, TeleProductions will charge other Kent State University units appropriate fees, as negotiated, to cover costs (student wages, supplies, equipment depreciation, etc.). TeleProductions also seeks video production clients external to the University.

Kent State Sports Network (KSSN)

This organization, which falls under the auspices of TeleProductions, produces and distributes live and taped video coverage of Kent State University, Mid-American Conference and other sporting events. The senior program producers and distribution managers are professional staff members, while the production staff consists of Kent State students. KSSN serves several purposes. It provides: professional training and an engagement experience for Kent State students; involvement for Kent State alumni, including potential donors; and recruitment, marketing and promotion opportunities for CCI and its Schools, the Kent State athletic program, Kent State University as a whole, and the Mid-American (athletic) Conference.

V. Committees

College Advisory Committee (CAC)

Duties: The CAC is the recommendatory body to the Dean. Its purview includes but is not limited to the topics found in the Collective Bargaining Agreement. Other issues as deemed appropriate by members of the CAC or College faculty may be presented for discussion at any time.

Membership: The CAC is constituted according to the policy contained in the Collective Bargaining Agreement. Each School is represented by one CAC member. The Regional Campuses are represented by one CAC member. Schools in the College may occasionally find it necessary to appoint alternate representatives when a duly elected member is unable to attend for reasons such as leaves or illness. CAC members shall be tenured faculty in the College. The CAC is chaired by the Dean or his/her designate who also shall be an ex officio non-voting member of the CAC.

Terms: Representatives are elected for two-year terms.

Meetings: Meetings are normally held at least once each month during the fall semester and as needed during the spring and summer terms. An agenda is prepared and provided to the membership in advance. Minutes of the meetings are kept and submitted for approval to the CAC. Approved minutes are subsequently distributed to the CAC and School Directors for circulation as appropriate.

Non-Tenure Track Promotion Advisory Board (NPAB)

Duties: The NPAB is recommendatory to the Dean on the matter of promotion for Non-Tenure Track faculty members.

Membership: The NPAB is constituted according to the policy contained in the NTT Collective Bargaining Agreement. The NPAB is composed of three full-time non-tenure track faculty members from the Kent Campus who, when possible, hold the rank of associate professor or associate lecturer and two full-time non-tenure track faculty members from the Regional Campuses who, when possible, hold the rank of associate professor or associate lecturer. The NPAB is chaired by the Dean.

Meetings:

Meetings are held as needed during the spring semester in any year when non-tenure track faculty in the college stand for promotion. Minutes of the meetings are kept and are distributed as appropriate.

College Curriculum Committee (CCC)

Duties: The CCC is an advisory and recommendatory faculty body to the Dean. The CCC advises the Dean on all matters of curriculum and course offerings in which the School Curriculum Committees are involved.

Membership: The CCC is constituted according to the policy contained in the Collective Bargaining Agreement. The faculty representatives should have knowledge of curricular issues and instruction. Schools in the College occasionally may find it necessary to appoint alternate representatives when a duly elected member is unable to attend for reasons such as leaves or illness. The CCC is chaired by the Dean or his/her designate who also shall be an ex officio non-voting member of the CCC.

Terms: Representatives are elected for one-year terms that are effective at the beginning of each fall semester.

Meetings: Meetings are normally held once each month during the fall and spring semesters and as needed during the summer. An agenda is prepared and provided to the membership in advance. Minutes of the meetings are kept and submitted for approval to the CCC. Approved minutes are subsequently distributed to the CCC and School Directors for circulation as appropriate.

Graduate Coordinators Council (GCC)

Duties: The GCC is the advisory and recommendatory faculty body to the Dean on those policy matters relating to the conduct of graduate programs within the College. The GCC is charged specifically with coordinating graduate recruitment activities across the College and with ensuring that CCI graduate students complete their programs in a timely manner. Issues relating to general University graduate or academic policy also may need to be considered by the appropriate University bodies (e.g., College Curriculum Committee, College Advisory Committee, Educational Policy Council, Graduate Studies Administrative Advisory Committee, University Graduate Council, and Faculty Senate).

Membership: The membership of the GCC consists of each School's duly elected or appointed Coordinator of Graduate Studies and the Coordinator, Doctoral Education and Interdisciplinary Research. Each School is represented by one GCC member. Schools in the College occasionally may find it necessary to appoint alternate representatives when a duly elected or appointed member is unable to attend for reasons such as leaves or illness. The GCC is chaired by the Dean or his/her designate who also shall be an ex officio non-voting member of the GCC. In accordance with the KSU Policy on Role and Status of Graduate Student Appointees, a CCI graduate assistant shall be appointed by the Associate Dean for Graduate Studies to serve as a non-voting member of the Graduate Coordinators Council. The student member may attend all portions of GCC meetings except those that deal with personnel matters.

Terms: Representatives are appointed or elected for their term of appointment as Coordinators of Graduate Studies within their respective Schools.

Meetings: Meetings are normally held once each month during the fall and spring semesters and as needed during the summer. An agenda is prepared and provided to the membership in advance. Minutes of the meetings are maintained and submitted for approval to the GCC. Approved minutes are circulated to members of the GCC and School Directors for dissemination as deemed appropriate. The content of meetings should be shared with graduate faculty members within each School.

Undergraduate Coordinators Council (UCC)

Duties: The UCC is the advisory and recommendatory faculty body to the Dean on those policy matters relating to the conduct of undergraduate programs within the College. The UCC is charged specifically with planning and executing undergraduate retention activities and with integrating undergraduate curriculum across the College. Issues relating to general University undergraduate or academic policy also may need to be considered by the appropriate University bodies (e.g., College Curriculum Committee, College Advisory Committee, Educational Policy Council, University Requirements Curriculum Committee and Faculty Senate).

Membership: The membership of the UCC consists of each School's duly elected or appointed Undergraduate Coordinator or, when appropriate, another faculty member designated by the Director. Each School is represented by one UCC member. Schools in the College occasionally may find it necessary to appoint alternate representatives when a duly elected or appointed member is unable to attend for reasons such as leaves or illness. The UCC is chaired by the Dean or his/her designate who also shall be an ex officio non-voting member of the UCC. One or more members of the College advising staff will attend UCC meetings as ex officio non-voting members to participate in discussions of retention, curriculum and other matters.

Terms: Representatives are appointed or elected for their term of appointment as Undergraduate Coordinators within their respective Schools. Faculty members who are appointed to this committee by their School Directors, and who are not serving as Undergraduate Coordinators in their Schools, will serve one-year terms that are effective at the beginning of each fall semester.

Meetings: Meetings are held a minimum of once each semester during the fall and spring semesters and as needed during the summer. An agenda is prepared and provided to the membership in advance. Minutes of the meetings are maintained and submitted for approval to the UCC. Approved minutes are circulated to members of the UCC and School Directors for dissemination as deemed appropriate. The content of meetings should be shared with undergraduate faculty members within each School and with the College advising staff.

Doctoral Studies Committee (DSC)

Duties: The Doctoral Studies Committee administers the CCI doctoral program. Its duties include: reviewing and approving admission applications and dismissal decisions, graduate appointments and programs of study; proposing curriculum, policy and procedures for the CCI doctoral program.

Membership: The voting members of this committee are the Graduate Coordinator or the director's designee from each of the four CCI schools. Each school may, at its discretion, send one additional voting representative. Members of this committee, where possible, should hold the Ph.D. degree. The DSC is chaired by the Coordinator, Doctoral Education and Interdisciplinary Research, or other designate of the Dean. The chair shall be an ex officio non-voting member of the DSC but may vote when necessary to break a tie. In accordance with the KSU Policy on Role and Status of Graduate Student Appointees, a CCI doctoral graduate assistant shall be appointed by the Associate Dean for Graduate Studies to serve as a non-voting member of the DSC. The student member may attend all portions of DSC meetings except those that deal with consideration of applications for admission and for graduate assistantships and other personnel matters.

Terms: Members of the DSC are appointed or elected by their schools for one-year terms.

Meetings: Meetings are normally held at least once each month during the fall and spring semesters and as needed during the summer. An agenda is prepared and provided to the membership in advance. Minutes of the meetings are maintained and submitted for approval to the DSC. Approved minutes are circulated to members of the DSC for dissemination as deemed appropriate. The content of meetings should be shared with graduate faculty members within each School.

College Recruitment Committee (CRC)

Duties: The CRC is the advisory and recommendatory faculty/staff body to the Dean on matters related to the recruitment of undergraduate students in CCI programs. The CRC responds to university-wide initiatives in this area as well as developing and executing its own recruitment plans.

Membership: The membership of the CRC consists of one faculty member from each School who is appointed by the respective School Director, at least one Associate or Assistant Dean, the Director of Public Relations and Marketing, the CCI Commons Program Director and at least one member of the College advising staff. The CRC is chaired by the Director of Public Relations and Marketing, with the Director of Undergraduate Advising and Curriculum Services serving as vice chair. The Dean or his/her designate attends the meetings.

Terms: Faculty committee members are appointed for one-year terms. College advising staff committee members are recommended to the Dean by the Advising Directors.

Meetings: Meetings are normally held once each month during the fall and spring semesters and as needed during the summer. An agenda is prepared and provided to the membership in advance.

College Diversity Committee

The duties of the College Diversity Committee will be fulfilled by the College Advisory Committee until a separate College Diversity Committee is established and charged.

Ad Hoc Committees

The Dean shall appoint and charge ad hoc committees as needed. Those committees whose deliberations have the potential to affect the College as whole shall be constituted in consultation with the College Advisory Committee.

Directors Meetings

While they do not constitute an official College committee, the School Directors provide an important consultative function to the Dean on all matters of interest to the College and its constituent Schools. The Directors normally meet with the Dean a minimum of once each month throughout the calendar year. The Directors' meetings are chaired by the Dean or his/her designate. Other members of the College administrative staff attend and give reports as appropriate.

VI. College Faculty Meetings

Meetings of the faculty of the College may be called (a) as needed by the Dean, (b) upon written request by a majority of the College Advisory Committee, or (c) by petition of one-third of the voting faculty of the College. The Dean, or his/her designated representative, will chair such meetings.

VII. Grievance and Appeals Procedures

Grievances concerning terms and conditions of faculty employment are governed by the Collective Bargaining Agreement. Disputes involving academic judgments affecting a faculty member's employment status in the areas of granting or denial of tenure, promotion, academic freedom, professional ethics, or sanctions for cause may be appealed through the appropriate articles in the CBA. See also the University policies on promotion, tenure, ethics, etc.

For non-teaching, classified and unclassified personnel, the grievance procedure is contained in the University Policy Register.

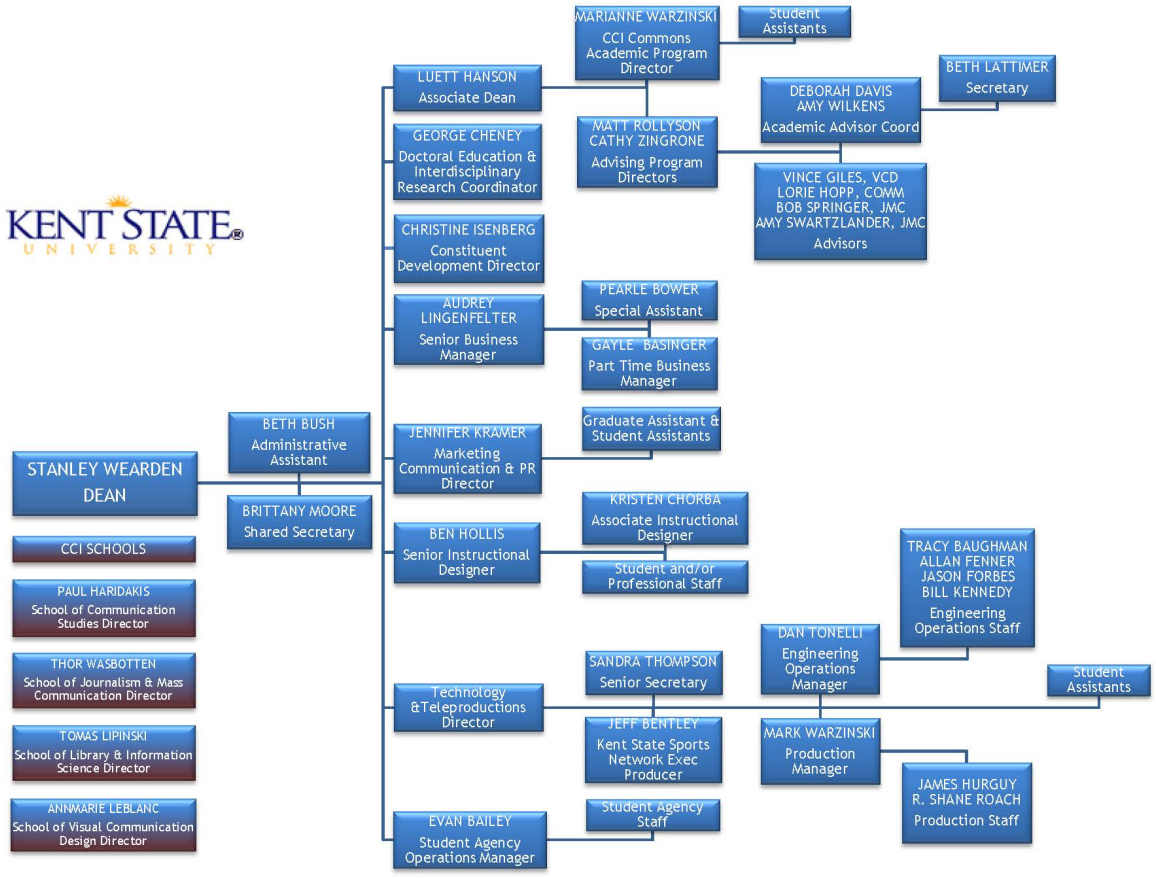
For appeals relating to students, please consult the University Policy Register section entitled Student Academic Complaints. A copy of this procedure also may be found on the University's website.

VIII. Approval and Revision of the Handbook

The handbook shall be ratified by a majority vote (50% plus 1) of the College Advisory Committee (CAC). It is subject to approval by the Dean of the College and the Provost. The handbook may be revised or amended at any time by a three-fifths vote of the CAC and approval of the Dean and the Provost.

Appendix 1

CCI Organizational Structure



College of Communication & Information
FY 2012-2013 Organization Structure

Appendix 2

Statement on Reappointment, Tenure and Promotion – Tenure Track Faculty

Candidates for Reappointment, Tenure and Promotion should consult most closely with their initial letters of appointment, their letters of reappointment, their School Handbooks, their School Directors and their senior faculty colleagues for guidance on specific requirements and expectations. The following section is intentionally broad. Not all the examples provided below apply universally to all faculty members in the College. Some faculty will receive appointments in which the scholarly expectations involve primarily traditional academic publications, while others will receive appointments in which the scholarly expectations involve primarily professional and/or creative activities. Also, grant-writing expectations will vary depending on the availability of extramural funding in faculty members' areas of specialization. For all candidates for reappointment, tenure and promotion, the College of Communication and Information considers three broad categories of work: scholarship, teaching and service, but definitions, particularly of scholarship, will vary some from discipline to discipline. Initial letters of appointment, letters of reappointment and School handbooks always take precedence over the College handbook for purposes of Reappointment, Tenure and Promotion decisions.

Scholarship

This category encompasses a wide array of activity, including but not limited to academic research disseminated through refereed outlets such as journals, monographs and conferences; professional work disseminated through media such as newspapers, magazines, broadcast outlets and the Internet; and creative work disseminated through shows, exhibits and commissions. Although the college defines scholarship broadly, a specific standard of excellence is applied in this category: Candidates seeking reappointment, tenure, or promotion in rank must be able to establish a sustained scholarly effort that makes a demonstrable impact on the discourse in their fields at the national or international level and that has permanence in the scholarly or professional record. A sustained effort is one that unfolds steadily over time, that is programmatic in nature, and that reflects professional, creative, and/or intellectual growth. Impact can be demonstrated in two ways: First, dissemination of scholarship in national or international venues generally signifies greater impact that dissemination in regional, state, or local venues. Second, impact can best be demonstrated by how a scholar's peers evaluate his or her work. Consequently, all scholarly work in CCI should be subject to some process of peer review. This may include traditional blind review of academic work or other forms of peer review conducted by judges, editors, producers or other professional peers. The candidate for reappointment, tenure, or promotion must explain how peer review was conducted. Another indication of peer evaluation is how frequently and how positively a scholar's work is cited or referenced by professional peers. A third, and required, form of peer review is invited peer review as specified in the university policy on reappointment, tenure and promotion. In all cases, peer review is more credible and carries greater weight if it is performed in a detached and dispassionate manner. Reviews by peers who have worked closely with the candidate for reappointment, tenure or promotion, or who have a friendship with the candidate are discouraged. Permanence typically is demonstrated through publication in print on online or airing on radio, television or online of a scholar's work.

Following are the standards for determining quality scholarship across the college:

1. Good scholarship can be traditional academic research, but in CCI it also can and should include work that advances the frontiers of professional and/or creative activity. This is intended as a general statement affirming the value of a wide range of scholarship in CCI. Individual faculty members should consult their initial letters of appointment, their letters of reappointment, their School Handbooks, their School Directors and their senior faculty colleagues to determine specific scholarly requirements for themselves.

2. Good scholarship has the quality of permanence. It is more that a conference paper or a stimulating panel discussion. Good scholars engage in those two activities, but they also contribute something more lasting – a published article (whether in print or online), a video that airs on television, a piece of design collateral, a displayed or published photo essay, a book, etc. That is how CCI scholars make lasting contributions to their disciplines.

3. Good scholarship has a demonstrable impact on the discourse among peers in the discipline across the nation. Impact means that peers in the field, at the national level, are talking about one's scholarship (as manifest in citations and references to a scholar's work in the work of other professionals in the discipline) and changing their approaches because of it. That means, in turn, that good scholarship appears in highly reputable national venues.

4. Good scholarship is peer reviewed. That occurs in traditional refereed journals, but it also occurs with submissions to book publishers, professional publications, exhibitions, television programs, commissions, etc. Candidates for reappointment, tenure, and promotion need to clarify how peer review takes place and how competitive a given venue is.

5. Good scholarship is rigorous. It builds demonstrably upon previous scholarship in systematic and deeply reflective ways.

6. Good scholarship is programmatic. It evidences a clear research agenda that unfolds over the course of a career. It need not be confined to a single narrow area, but it must coherently contribute to the building of a corpus of knowledge for which the scholar becomes known.

7. Good scholarship informs a faculty member's teaching.

8. Where feasible, good scholarship attracts extramural funding in the form of grants and contracts.

Teaching

Candidates for reappointment, tenure or promotion are expected to demonstrate a high level of competence and effectiveness in teaching. Evidence of this should be provided in the form of student evaluations of teaching using the appropriate university and school measurement instruments, peer reviews of teaching, sample syllabi, sample assignments and sample learning assessment instruments (tests, quizzes, etc.). Other evidence of the commitment to competence and effectiveness in teaching could include such things as development of a broad teaching repertoire, course revisions, new courses developed, innovative use of instructional technology, attending conferences and workshops on teaching, seeking peer mentoring, etc. Candidates for reappointment will be expected to demonstrate strong commitment to and growth in their teaching skill through the duration of their probationary years. Candidates for tenure and promotion will be expected to demonstrate a mature level of competence and effectiveness in teaching.

Following are the standards for determining quality teaching across the college:

1. Good teaching is engaging. The good teacher is deeply engaged is his or her subject matter and uses a variety of teaching techniques and technologies to engage students in learning.

2. Good teaching is current. The good teacher makes a demonstrable effort to remain current in his or her discipline by remaining abreast of the literature in his or her discipline, attending appropriate professional conferences, and conducting original scholarship.

3. Good teaching is ethical. The good teacher respects his or her students. This respect extends to learning the students already have achieved, to students' continued ability to learn and to where students are now in the learning process. It also extends to a mindfulness of challenges students face, whether these are physical, mental or economic. The good teacher also is fair and impartial in his or her evaluation of students, is inclusive of all students, is humble about the fact that he or she also is a learner, and shows empathy for his or her students.

4. Good teaching is experiential. The good teacher recognizes the value of and incorporates experiential learning opportunities that permit students to either witness, analyze or apply the knowledge gained in the classroom.

5. Good teaching is marked by a high degree of professionalism. At minimum, this means arriving at classes on time and well-prepared, making the best possible use of class time, and canceling classes only rarely for either emergency purposes or for course assignments with clear pedagogical value.

6. Good teaching is student-centered. It recognizes the student as an active partner in and contributor to the learning process and makes full use of this partnership.

Service

All faculty members in the College of Communication and Information are expected to perform needed service on behalf of their schools, the college, the university, and their professional disciplines, in recognition of the fact that higher education involves a shared obligation to preserving the integrity, smooth functioning, and economic viability of the entire educational enterprise. Service may include performing various administrative functions, serving on committees, chairing committees, and other similar activities. Candidates for reappointment will be expected to demonstrate commitment to and growth in their service through the duration of their probationary years. Candidates for tenure and promotion will be expected to demonstrate a high level of service both within the university and within their disciplines.

Following are the standards for determining quality service across the college:

1. Good service involves a commitment to the shared obligation of administering the school, the college, the university and the discipline.

2. Good service involves meaningful engagement with both internal and external constituencies.

3. Good service is performed with integrity. It involves more than nominal membership on committees but a duty-conscious performance of activities that improve and advance the university, the discipline or the larger community.

4. Good service normally is connected in meaningful ways to a faculty member's research and/or teaching.

5. Good service involves a commitment to the responsibilities of shared governance and a willingness to serve in various roles related to shared governance. Often, appointment to a committee at the school or college level involves the opportunity to serve on a related committee at a higher level (e.g., a school-level curriculum committee appoints a representative to the College Curriculum Committee, which, in turn, appoints a representative to the university Educational Policies Council.

Appendix 3

Statement on Reappointment and Promotion – Non-Tenure-Track Faculty

Candidates for NTT Reappointment and Promotion should consult most closely with their initial letters of appointment, their letters of reappointment, their School Handbooks, their School Directors and their senior faculty colleagues for guidance on specific requirements and expectations. The following section is intentionally broad. Not all the examples provided below apply universally to all NTT faculty members in the College. The NTT Collective Bargaining Agreement specifies four tracks in which an NTT appointment may be made: Instructional, Clinical, Practitioner, and Research. NTT faculty members' expectations for reappointment and promotion will vary depending upon which of the four tracks a faculty member is appointed to. Some faculty will receive appointments in which their duties focus primarily on teaching, teaching-related activities, and service. Others may receive appointments that focus on advising student media or other student organizations and teaching/coaching students within those contexts. Still others may receive research appointments, with a focus on scholarly research and the pursuit of extramural funding. Within this last category, some faculty may receive appointments in which the expectations involve primarily traditional academic publications, while others may receive appointments in which the scholarly expectations involve primarily professional and/or creative activities. Also, grant-writing expectations will vary depending on the availability of extramural funding in faculty members' areas of specialization. In general terms, three broad categories of work will be considered in varying degrees, depending upon the nature of the faculty member's appointment. These are scholarship, teaching and service. Definitions of these categories, particularly of scholarship, will vary some from discipline to discipline within the college. Initial letters of appointment, letters of reappointment and School handbooks always take precedence over the College handbook for purposes of NTT Reappointment and Promotion decisions.

Scholarship

This category encompasses a wide array of activity, including but not limited to academic research disseminated through refereed outlets such as journals, monographs and conferences; professional work disseminated through media such as newspapers, magazines, broadcast outlets and the Internet; and creative work disseminated through shows, exhibits and commissions. Although the college defines scholarship broadly, a specific standard of excellence is applied in this category: NTT candidates for whom scholarship is relevant to their appointments and who are seeking reappointment or promotion in rank must be able to establish a sustained scholarly effort that makes a demonstrable impact on the discourse in their fields at the national or international level and that has permanence in the scholarly or professional record. A sustained effort is one that unfolds steadily over time, that is programmatic in nature, and that reflects professional, creative, and/or intellectual growth. Impact can be demonstrated in two ways: First, dissemination of scholarship in national or international venues generally signifies greater impact that dissemination in regional, state, or local venues. Second, impact can best be demonstrated by how a scholar's peers evaluate his or her work. Consequently, all scholarly work in CCI should be subject to some process of peer review. This may include traditional blind review of academic work or other forms of peer review conducted by judges, editors, producers or other professional peers. The candidate for reappointment or promotion must explain how peer review was conducted. Another indication of peer evaluation is how frequently and how positively a scholar's work is cited or referenced by professional peers. A third, and required, form of peer review is through invited external reviews sought by the school director and performed prior to the faculty

member's application for promotion. In all cases, peer review is more credible and carries greater weight if it is performed in a detached and dispassionate manner. Reviews by peers who have worked closely with the candidate for reappointment or promotion, or who have a friendship with the candidate are discouraged. Permanence typically is demonstrated through publication in print or online or airing on radio, television or online of a scholar's work.

Following are the standards for determining quality scholarship across the college:

9. Good scholarship can be traditional academic research, but in CCI it also can and should include work that advances the frontiers of professional and/or creative activity. This is intended as a general statement affirming the value of a wide range of scholarship in CCI. Individual faculty members should consult their initial letters of appointment, their letters of reappointment, their School Handbooks, their School Directors and their senior faculty colleagues to determine specific scholarly requirements for themselves.

10. Good scholarship has the quality of permanence. It is more than a conference paper or a stimulating panel discussion. Good scholars engage in those two activities, but they also contribute something more lasting – a published article (whether in print or online), a video that airs on television, a piece of design collateral, a displayed or published photo essay, a book, etc. That is how CCI scholars make lasting contributions to their disciplines.

11. Good scholarship has a demonstrable impact on the discourse among peers in the discipline across the nation. Impact means that peers in the field, at the national level, are talking about one's scholarship (as manifest in citations and references to a scholar's work in the work of other professionals in the discipline) and changing their approaches because of it. That means, in turn, that good scholarship appears in highly reputable national venues.

12. Good scholarship is peer reviewed. That occurs in traditional refereed journals, but it also occurs with submissions to book publishers, professional publications, exhibitions, television programs, commissions, etc. Candidates for reappointment and promotion need to clarify how peer review takes place and how competitive a given venue is.

13. Good scholarship is rigorous. It builds demonstrably upon previous scholarship in systematic and deeply reflective ways.

14. Good scholarship is programmatic. It evidences a clear research agenda that unfolds over the course of a career. It need not be confined to a single narrow area, but it must coherently contribute to the building of a corpus of knowledge for which the scholar becomes known.

15. Good scholarship informs a faculty member's teaching.

16. Where feasible, good scholarship attracts extramural funding in the form of grants and contracts.

Teaching

Candidates for NTT reappointment or promotion are expected to demonstrate a high level of competence and effectiveness in teaching. Evidence of this should be provided in the form of student evaluations of teaching using the appropriate university and school measurement instruments, peer reviews of teaching, sample syllabi, sample assignments and sample learning assessment instruments (tests, quizzes, etc.). Other evidence of the commitment to competence and effectiveness in teaching could include such things as development of a broad teaching repertoire, course revisions, new courses developed, innovative use of instructional technology, attending conferences and workshops on teaching, seeking peer mentoring, etc. Candidates for reappointment will be expected to demonstrate strong commitment to and growth in their teaching skill through the duration of their probationary years. Candidates for promotion will be expected to demonstrate a mature level of competence and effectiveness in teaching.

Following are the standards for determining quality teaching across the college:

7. Good teaching is engaging. The good teacher is deeply engaged in his or her subject matter and uses a variety of teaching techniques and technologies to engage students in learning.

8. Good teaching is current. The good teacher makes a demonstrable effort to remain current in his or her discipline by remaining abreast of the literature in his or her discipline, attending appropriate professional conferences, and conducting original scholarship.

9. Good teaching is ethical. The good teacher respects his or her students. This respect extends to learning the students already have achieved, to students' continued ability to learn and to where students are now in the learning process. It also extends to a mindfulness of challenges students face, whether these are physical, mental or economic. The good teacher also is fair and impartial in his or her evaluation of students, is inclusive of all students, is humble about the fact that he or she also is a learner, and shows empathy for his or her students.

10. Good teaching is experiential. The good teacher recognizes the value of and incorporates experiential learning opportunities that permit students to either witness, analyze or apply the knowledge gained in the classroom.

11. Good teaching is marked by a high degree of professionalism. At minimum, this means arriving at classes on time and well-prepared, making the best possible use of class time, and canceling classes only rarely for either emergency purposes or for course assignments with clear pedagogical value.

12. Good teaching is student-centered. It recognizes the student as an active partner in and contributor to the learning process and makes full use of this partnership.

Service

Unless otherwise specified in a faculty member's appointment, all NTT faculty members in the College of Communication and Information are expected to perform needed service on behalf of their schools, the college, the university, and their professional disciplines, in recognition of the fact that higher education involves a shared obligation to preserving the integrity, smooth functioning, and economic viability of the entire educational enterprise. Service may include performing various administrative functions, serving on committees, chairing committees, and other similar activities. Candidates for reappointment will be expected to demonstrate commitment to and growth in their service through the duration of their probationary years. Candidates for promotion will be expected to demonstrate a high level of service both within the university and within their disciplines.

Following are the standards for determining quality service across the college:

6. Good service involves a commitment to the shared obligation of administering the school, the college, the university and the discipline.

7. Good service involves meaningful engagement with both internal and external constituencies.

8. Good service is performed with integrity. It involves more than nominal membership on committees but a duty-conscious performance of activities that improve and advance the university, the discipline or the larger community.

9. Good service normally is connected in meaningful ways to a faculty member's research and/or teaching.

10. Good service involves a commitment to the responsibilities of shared governance and a willingness to serve in various roles related to shared governance. Often, appointment to a committee at the school or college level involves the opportunity to serve on a related committee at a higher level (e.g., a school-level curriculum committee appoints a representative to the College Curriculum Committee, which, in turn, appoints a representative to the university Educational Policies Council.

Appendix 4
CCI Policy on Study Abroad

The purpose of study abroad, whether long-term or short-term, is to provide CCI students with an immersive learning experience in a different culture. To the greatest extent possible, all CCI-approved study-abroad experiences should involve significant and meaningful interaction with the people of the destination countries. This can include instruction from international faculty and guest lecturers, language and culture courses, experiential learning activities, and any other activities that engage students in the local life, the culture, and the community.

CCI Florence Semester

1. Students will be escorted to Florence by advising staff, rather than by faculty. There are two reasons for this. First, the advising staff is on the front line of recruiting students for study abroad, beginning with DKS-AR and running throughout the academic careers of the students. Second, advisers play the critical role of helping students determine how to fit a study-abroad experience into their overall educational plan. Please see the final paragraphs of this section for the CCI policy on the role of the academic advisor serving as an escort for the CCI Florence students.

2. Florence Semester instruction will be provided exclusively by international faculty vetted by CCI and hired by the director of KSU Florence. CCI faculty in Kent will not be asked to teach in the Florence semester program. The purposes of this are first, to provide students with a better immersion experience by exposing them to European faculty and pedagogy rather than having them taught by their familiar Kent faculty; and second, to avoid the prohibitive cost of housing and per diem for a domestic faculty member in Florence.

Faculty-led Short-term Study-abroad Courses

1. Faculty-led short-term study-abroad courses provide a valuable and affordable alternative to semester-long study-abroad experiences.

2. These courses can be excellent experiences for faculty as well, but faculty members should recognize that a great deal of work is required to plan itineraries, budgets, etc. for international travel with students, and that while help and guidance is available, the bulk of the work must be done by faculty members themselves.

3. These course are strongly encouraged and supported, as long as they meet the following criteria:
    a. They are immersive experiences, rather than being tourism experiences.

    b. They have demonstrable academic rigor and learning outcomes in keeping with the academic credit to be awarded.

    c. They are clearly linked to the CCI curriculum.

    d. They have the prior approval of the dean. This includes approval of itinerary, expense budget, instructors and course content.

e. They have met all university requirements for faculty-led short-term study-abroad courses.

f. If the course involves partnering with an academic institution in another country, an institution should be selected with which Kent State University has a previously signed Memorandum of Understanding that is currently valid. The preferred choice of institutional partner is one with which Kent State already has an active, on-going working relationship.

Absences and Substitutions

A study-abroad experience, properly designed, is transformative. It can have an enormous impact on shaping students' perspective and future. Consequently, CCI faculty members are strongly encouraged to cooperate in making these experiences a seamless part of CCI students' education. Two issues that frequently arise are permission for class absences for short-term study-abroad students and permission for course substitutions.

Absences: While it is undoubtedly the case that students miss a lot when they miss a week of class, or even a single class session, in the case of study abroad this is generally outweighed by what students gain from studying and working in a foreign country. In addition, study abroad courses can be equated to "academic field trips," which are, according to university policy, legitimate reasons for absence requiring faculty cooperation described as follows:

> 3342-3-01.2 **Administrative policy regarding class attendance and class absence.**
> (C)… Even though any absence can potentially interfere with the planned development of a course, and the student bears the responsibility for fulfilling all course expectations in a timely and responsible manner, instructors will, without prejudice, provide students returning to class after a legitimate absence with appropriate assistance and counsel about completing missed assignments and class material.

Therefore, CCI faculty members are required to permit students to be absent from class with prior permission and without penalty for purposes of foreign travel in CCI-sanctioned short-term study-abroad courses.

Substitutions: The CCI faculty has put a great deal of thought into curriculum development, and curriculum requirements generally should be respected. However, there are cases in which the only way a study-abroad student can graduate in a timely manner is if course substitutions are permitted. Given the transformative nature of study abroad and the commitment of CCI to providing a study-abroad experience for as many students as possible, the faculty is strongly encouraged to permit appropriate course substitutions. While students may lose a piece of their education by not taking a required course, it is generally the case that this is balanced by what they gain from a well-designed study-abroad experience.

Role of a CCI academic advisor acting as escort for CCI Florence cohort

Pre-departure:

- Attend orientation classes and pre-departure information meetings to the extent possible in order to get to know the cohort and learn as much as possible about CCI Florence.
- Learn pre-departure procedures.

- Prepare yourself for departure, and assist as needed in preparing students for departure.

During the trip:

- Act as second-in-command to CCI coordinator of international programs, providing assistance as needed and helping students through the travel process.
- Make your contact information available to students.

While in Florence:

- Attend as many KSU Florence orientation events as possible.
- Soak up as much of Florence and learn as much about KSU Florence as possible so you can provide first-hand information to potential CCI Florence students when you are back in Kent.
- Provide advising assistance to students as needed.
- Assist in addressing other issues students may face.
- Act as an ambassador for the college and the university.

Returning to Kent:

- Act as an expert resource on CCI Florence, staying up to date on changes that may occur in the program.
- Actively recruit students for CCI Florence, and be prepared to discuss details of the program.
- Assist in CCI Florence marketing efforts as needed.