

The School of Visual Communication Design Handbook
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I. MATTERS OF SCHOOL GOVERNANCE AND RELATED PROCEDURES

This school handbook (hereinafter "Handbook") contains the operational policies and procedures for the School of Visual Communication Design (hereinafter "School") within the College of Communication and Information (hereinafter "College"). The policies and procedures contained in this Handbook shall not conflict with any University, Administrative and Operational Policy of Kent State University, any applicable Collective Bargaining Agreement, or any federal, state and local law.

I.1 Handbook Modification, Amendment and Revision

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

I.2 Structure of the School

The School of Visual Communication Design (hereafter VCD) is structured according to mandates of Kent State University. The term "faculty" used in this handbook refers to faculty who hold full-time tenured or tenure-track (TT) or full-time non-tenure track (FT-NTT) appointments at the University with the School of Visual Communication Design as their home academic unit (tenure home or more than 50% appointment) and who therefore are members of either the TT or FT-NTT bargaining unit as defined in the respective current CBA. The term "faculty" excludes part-time instructors and visiting instructors.

School Director

The School Director (hereinafter "Director") is the chief administrative officer of the School and reports directly to and is accountable to the Dean of the College (hereinafter "Dean"). The Director is responsible for recording, maintaining, and implementing the policies and procedures stated in this Handbook through regular and thorough consultation with the School faculty and the School's various committees. The Director's duties and responsibilities may include but are not limited to the following:

- Ensuring School compliance with University, Administrative and Operational Policies, rules, regulations and any applicable Collective Bargaining Agreement.
- Developing and carrying out administrative and educational policies in the School, with appropriate consultation.
- Developing the School's budget, with appropriate consultation.
- Recommending new staff and faculty appointments to the Dean, with appropriate consultation.

- Recommending the reappointment, non-reappointment, tenure, promotion, sanction and/or dismissal of faculty members in the School.
- Appointing and directing the non-academic staff of the School.
- Recommending leaves of absence for faculty members in the School, including but not limited to Professional Improvement Leaves and other academic leaves and/or non-academic leaves, including but not limited to leaves of absence without pay, sick leave, temporary disability leaves, court leaves and/or military leaves of absence.
- Notifying the Dean of the absence or resignation of a faculty member.
- Recommending course changes through the appropriate Dean(s).
- Assigning workload to faculty members, with appropriate consultation.
- Scheduling classes and rooms through the appropriate University offices.
- Overseeing the preparation of reports to University officials, as required and appropriate.
- Maintaining custody of University property allocated to the School.
- Supervising the academic counseling of student majors in the School.
- Collaborate with the College on philanthropic initiatives for the School.
- Promoting good communications and morale within the School.
- Representing the School and communicating the views of its faculty in College and University affairs.
- Keeping the School informed of the views and policies of the College and University administrations.
- Maintaining appropriate balance and emphasis among the various disciplines of the School.
- Performing other tasks and duties as assigned, all of which cannot be cataloged and may include but not be limited to following the progress of graduates, maintaining relationships with the Regional Campuses, providing orientation to new faculty, developing brochures of course syllabi, etc.

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

Procedures for the selection, review and reappointment of the Director are included in the applicable Collective Bargaining Agreement.

Faculty Service Positions

The following are full-time faculty administrative service positions that typically carry workload equivalency. Annually, the director, in consultation with the faculty, decides which faculty service positions are needed and how much workload these positions receive. The duties and responsibilities of the Faculty Service Positions are at the discretion of the Director. The duties associated with Faculty Service Positions shall be specified in a written letter of appointment and referenced in the description of workload equivalents contained in this handbook. The term of service for a Faculty Service Position is a one-year, renewable appointment and the appointment may be terminated by the Director at their sole discretion.

Associate Director

The Associate Director is a tenured Associate Professor or Professor who is appointed by the School Director, and will receive workload assignment of up to 3 CWLH per semester for the duties carried out in this capacity. The appointment is for a one (1) year term and is renewable. The appointment is typically for the fall and spring semesters, with the option of a summer appointment when agreed upon and deemed necessary by the School Director, in consultation with the faculty. The duties and responsibilities of the Associate Director may include, but are not limited to, the following:

- Serving as chief administrative officer of the School in the absence of the Director.
- Advising the Director in all school matters, including the implementation of established procedures and policies of undergraduate and graduate programs.
- Advising the Director regarding the scheduling of classes and its impact on the curriculum.
- Performing other duties and tasks as assigned or delegated by the Director.
- Collecting, archiving, and distributing relevant instruction resources for courses offered by the School.
- Planning and implementing relevant communication and support initiatives for full-time and part-time instructors.
- Collaborating with the School Director, the Coordinator of Undergraduate Studies, and the Coordinator of Graduate Studies to establish student success initiatives.

Coordinator of Graduate Studies

The Coordinator of Graduate Studies is appointed by the Director after consultation with the Graduate Faculty and will receive workload assignment of up to 3 CWLH per semester for the duties carried out in this capacity. The appointment is for a one (1) year term and is renewable. The Coordinator of Graduate Studies must be a full member of the Graduate Faculty holding the rank of Associate Professor or Professor. As noted above, this is a faculty service position and the duties and responsibilities of the Coordinator of Graduate Studies are at the discretion of the Director, in consultation with the faculty. Typically, the Coordinator of Graduate Studies chairs the Graduate Studies Committee (GSC) and oversees the operation and development of the Department's graduate programs. The Coordinator of Graduate Studies may serve as the School liaison to the Division of Research and Graduate Studies. The duties of the Coordinator of Graduate Studies may include but are not limited to:

- Overseeing and coordinating admissions into the School's graduate programs.
- Recommending to the Director, with the advice of the GSC, the awarding of graduate assistantships and teaching fellowships.
- Serving as School liaison to the College of Communication and Information, the Graduate College Council and the Division of Research and Graduate Studies.
- Reviewing performance evaluations of graduate student teaching.
- Implementing the current policies of the School's graduate programs and the current policies of the College.
- Maintaining and processing graduate student records and informing students of their standing and progress toward degrees.
- In consultation with the GSC and the School Director, facilitating the regular reviews and recommendations of Graduate Faculty Status.
- In consultation with the GSC and the School Director, initiating and coordinating changes and improvements in graduate curricula, requirements, and programs.

- Directing meetings of the GSC.
- Approving individual investigations and special topics courses at the graduate level.

Coordinator of Undergraduate Studies

The Coordinator of Undergraduate Studies is appointed by the Director after consultation with the FAC and will receive workload assignment of up to 3 CWLH per semester for the duties carried out in this capacity. The appointment is for a one (1) year term and is renewable. The Coordinator of Undergraduate Studies must hold the rank of Associate Professor or Professor. As noted above, this is a faculty service position. The duties and responsibilities of the Coordinator of Undergraduate Studies is at the discretion of the Director, in consultation with the faculty. Typically, the Coordinator of Undergraduate Studies chairs the Undergraduate Studies Committee (GSC) and oversees the operation and development of the school's undergraduate programs. The duties of the Coordinator of Undergraduate Studies may include but are not limited to:

- Overseeing and coordinating admissions into the School's undergraduate programs.
- Assisting in the development of the School's undergraduate curriculum with appropriate consultation of the Faculty Advisory Committee (hereinafter "FAC").
- Advising the School Director on approving course substitutions, individual investigations and transfer or transient credit.
- The Coordinator of Undergraduate Studies may serve as school representative on the College Undergraduate Coordinators' Council.

Foundations Coordinator

The Foundations Coordinator is appointed by the Director after consultation with the FAC and will receive workload assignment of up to 3 CWLH per semester for the duties carried out in this capacity. The appointment is for a one (1) year term and is renewable. As noted above, this is a faculty service position. The duties and responsibilities of the Foundations Coordinator is at the discretion of the Director, in consultation with the faculty. The Foundations Coordinator must be a full member of the Faculty Advisory Committee holding the rank of Associate Professor or Professor. The duties of the Foundations Coordinator may include but are not limited to:

- Collecting, archiving, and distributing relevant instruction resources for foundation courses.
- Planning and implementing relevant communication with full-time and part-time instructors involved in foundation courses.
- In consultation with UGCC, FAC, and the School Director, initiating and coordinating changes and improvements in curricula, requirements, and programmatic improvement to foundation courses.
- Generating assessment and insights for foundation courses based on instructor feedback, and information provided by the School Director.
- Report assessment, insights and recommendations for foundation courses to the FAC, UGCC and the School Director.

Additional Faculty Service Appointments in the College

School Representative to College Advisory Committee (CAC)

Per TT CBA, Article VI, Section 3 “Department representatives to the CAC shall include at least one (1) tenured Faculty member.” A tenured member will be elected from and by the School’s FAC no later than the first new Academic Year FAC Meeting to serve as the School of Visual Communication Design representative on the College Advisory Committee (CAC).

School Representative to the College Curriculum Committee (CCC)

The School’s FAC shall elect one (1) member to serve on the College Curriculum Committee no later than the first New Academic Year FAC Meeting to serve as the School of Visual Communication Design representative on the College Curriculum Committee.

Appointments to other administrative positions are made by the Director after consultation with the FAC. Appointments will be dependent upon the needs of the School, specific requirements of the position and an individual's qualifications for the position.

Non-Academic Staff

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

I.3 School Committees

All School committees are advisory and recommendatory to the Director. The membership, structure and function of some of the School's committees is governed by University, Administrative and Operational Policies and the applicable Collective Bargaining Agreement.

The Director may establish ad hoc committees in consultation with the FAC. The Director will welcome requests from faculty members for positions on the School's various committees. The Director, when making appointments to School committees, will be mindful of the diversity of disciplines within the School and will consider the expertise and interests necessary for the effective functioning of specific committees,

The Faculty Advisory Committee (FAC)

The FAC is structured and operates as described in the applicable Collective Bargaining Agreement. The FAC is a committee composed of all full-time faculty of the School who hold tenured or tenure-track appointments.

The FAC is convened and chaired at least once per term by the Director, who in consultation with the FAC, sets the agenda for its meetings. FAC members may request that items be added to the agenda. Additional meetings of the FAC may be called by the Director, as needed, or upon a request by at least one-half of the members of the FAC.

The Graduate Faculty Committee (GFC)

The Graduate Faculty Committee consists of all faculty members holding full graduate status in the School of Visual Communication Design. The function of the Graduate Faculty Committee is to recommend graduate status for eligible faculty to the Director of the School and the Associate Dean of Graduate Studies for the College.

The Graduate Faculty Committee shall accept and review credentials of candidates for membership and upon review shall recommend graduate faculty status to the Director of the School of Visual Communication Design by a simple majority vote. Abstentions shall not be permitted. The Director shall recommend candidates for graduate faculty status to the Associate Dean for Graduate Studies for the College. A negative recommendation by the Graduate Faculty Committee or the Director of the School shall include justifications, which shall be made available to the candidate. The candidate may appeal the Committee's recommendations to the Director, and/or the Director's recommendation to the Associate Dean for Graduate Studies.

The Graduate Studies Committee (GSC)

The Graduate Studies Committee shall include at least one (1) Graduate Faculty member elected from each graduate degree program in the School. The Graduate Coordinator shall serve as the Committee Chairperson.

The function of the Graduate Studies Committee is to periodically review the graduate programs and recommend curricular changes to the FAC and the Director of the School of Visual Communication Design. The duties of the GSC may include:

- Provide oversight and development of the School's graduate program;
- Monitor the progress and academic performance of graduate students in the School;
- Propose new graduate courses, changes in course content and related curricular matters, and conduct periodic reviews of the School's graduate program as a whole;
- Review all graduate student applications and recommend to the Director acceptance or non-acceptance, and
- Recommend the assignment of graduate assistantships.

The Undergraduate Curriculum Committee (UGCC)

The Undergraduate Curriculum Committee shall include faculty members elected by and from the School faculty. The Coordinator of Undergraduate Studies may serve as the Committee Chairperson. The UGCC assists the School Director and the Associate Director in supervising and coordinating the School's undergraduate program. The UGCC makes recommendations to the School Director on any and all matters which affect the undergraduate program of the School. This may include, but is not limited to, faculty proposals for new courses, changes in course content, major requirements, the development of new programs and other curricular matters. The UGCC may review and make recommendations to the School director on student appeals regarding course substitution.

Student Academic Complaint Committee (SACC)

The policy and procedures governing student academic complaints are detailed in the University Policy Register under section 3342-4-02.3.

An "academic complaint" is defined as a formalized complaint regarding those aspects of the educational process involving student performance, evaluation, or grading in courses, and includes an appeal of dismissal from the program of study in which the student is engaged.

The School Director, in consultation with the FAC, will select three to five full-time faculty members to serve as the student academic complaint committee. TT faculty members shall constitute a majority of

its membership. If the student lodging a complaint is a graduate student, a graduate student member will be added to the committee. Similarly, if the student lodging the complaint is an undergraduate, an undergraduate student member will be added to the committee membership. The nomination and selection of student members are governed by the University Policy Register under section 3342-4-02.3.

All members shall participate fully in committee deliberations and shall vote on the recommendation to be forwarded to the Director. If a conflict of interest exists for any committee member, the Director, in consultation with the FAC, shall name a temporary replacement to the SACC (any faculty member involved in the grievance shall not participate in such consultation). If the conflict of interest involves the committee chair, another faculty member shall serve as temporary chair of the committee for that case.

In any given year, the School Director, in consultation with the FAC, may select to combine the Student Affairs Committee with the Student Academic Complaints Committee. In such years, membership of the combined committee should be based on the Student Academic Complaints Committee membership requirements (with exception to student members in the discussion of graduate assistantship, scholarship, and award matters).

The purpose of the committee is to resolve student grievances by hearing any academic complaints lodged by students and making recommendations to the Director concerning the resolution of those complaints.

The procedure is governed by the University Policy Register under section 3342-4-02.3.

Ad Hoc Reappointment, Tenure, and Promotion Committees (RTP)

The Ad Hoc RTP Committees are composed of all tenured faculty members at or above the rank of the faculty member under consideration. The policies and procedures that govern the School's Reappointment, Tenure and Promotion (hereinafter "RTP") Committees are included in University Policy. The Office of the Provost provides procedural and operational guidelines for these committees annually. These committees review materials relevant to the professional performance of faculty who are candidates for reappointment, tenure, or promotion in rank, and to make recommendations to the Director on each of these personnel decisions. The recommendations of this committee and the Director, together with the materials assembled for the committees, are forwarded to the Dean of the College.

Other Ad Hoc Committees

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

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

All full-time tenured and tenure-track faculty of the school are expected to carry a maximum workload of twenty-four (24) credit hours per academic year. Full-time non-tenure track faculty members are expected to carry a maximum workload of thirty (30) credit hours per academic year. (See, University

Policy Register 3342-6-18.) The workload for each individual faculty member is assigned by the Director with the approval of the Dean. The FAC shall advise the Director on issues related to teaching assignments, class schedules and the appropriate application of workload equivalents. In addition, the Director may, in consultation with the FAC and with the concurrence of the Dean, assign workload equivalencies for specific duties that are considered essential to the academic mission of the School. The Director shall provide each faculty member with a statement of her/his workload.

Not all faculty members contribute to the School in the same manner. A faculty member whose primary responsibilities are undergraduate teaching and undergraduate programs may teach and serve in a greater diversity of courses than a faculty member who is also a member of the graduate faculty, serving as advisor to several graduate students and/or teaching a graduate-level course. All tenured or tenure-track faculty members are expected to be involved in creative activity and/or scholarship, and to serve on School committees.

Course credit hours are equal to workload teaching credit hours:

- 3-credit hour course equals 3 CWLH per semester.
- 2-credit hour course equals 2 CWLH per semester.
- 1-credit hour course equals 1 CWLH per semester.

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

Workload equivalents for additional duties or special assignment are negotiable between the faculty member and School Director, with consultation from the FAC. Workload equivalents are subject to the Dean's approval.

II.1 Teaching Assignments and Class Schedules

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

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

II.2 Summer Teaching Assignments

The Director welcomes requests for summer teaching assignments from all full-time faculty members. Summer teaching cannot be guaranteed to any faculty member and most summer teaching assignments are for a partial load. The size, content, and staffing of summer courses are dictated by budgetary constraints and curricular needs. Within these requirements, faculty members are offered summer

teaching assignments based on expertise, availability, and when possible and appropriate, with consideration for rank. Faculty members may elect not to accept a summer assignment.

II.3 Other Faculty Duties

Faculty members are expected to schedule and attend at least five (5) office hours per week (See, University Policy Register 3342-6-18.101). Office Hours shall be posted on the faculty member's LMS site(s), office door, the course syllabi, and communicated to the School office as well as to the faculty member's students. If a student, for a legitimate reason or reasons, is unable to meet during the faculty member's scheduled office hours, the faculty member shall attempt to make appointments to meet with the student at an alternate time.

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

Faculty members are asked to participate in recruitment programs, graduation ceremonies and other activities appropriate to their role as a faculty member in the School. When appropriate, these duties will be shared and rotated among the TT faculty members.

II.4 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 Collective Bargaining Agreement.)

II.5 Faculty Information System

All faculty members are required to provide a current curriculum vitae (CV) to be kept on file in the School office. The faculty member's CV must be updated annually using the electronic system supported by the University.

II.6 Faculty Leaves

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

University leaves include but are not limited to:

- 1. Research leaves.
- 2. Leaves of absence without pay.
- 3. Faculty professional improvement leaves.

Operational Procedures and Policies regarding the FPIL can be found in the Policy Register under Operational Procedures Regarding Faculty Professional Improvement Leaves (sabbatical leaves) 3342-6-12.101

II.7 Faculty Absence and Travel Policy

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

Attendance at professional meetings is encouraged. Approved travel expenses incurred in attending such meetings will be reimbursed when approved prior to travel according to the University's travel policies and are subject to the availability of School funds. In general, greater amounts of support will be granted to meeting participants (i.e. those presenting a paper or chairing a session) than to faculty members who simply attend professional meetings. For additional information regarding School Travel Policies, see Appendix V.

II.8 Faculty Sick Leave

Faculty members are required to submit the appropriate sick leave forms to the Director. Sick leave forms should be completed and submitted to the Director within forty-eight (48) hours after an absence.

II.9 Outside Employment and Other Outside Activities

Faculty members may engage in professional activities outside the university provided the activities do not interfere with the faculty member's teaching, research, or service responsibilities to the School, Campus, College or University (See, University Policy Register 3342-6-24). These activities must not compete with University activity or the faculty member's employment with the University and must be approved in advance by the Director and the Dean. Each academic year, each faculty member must disclose and seek approval for all outside employment or other outside activities on the form provided by the University. Any outside employment or other outside activities are subject to the Faculty Code of Ethics and the University's conflict of interest policies. (See, University Policy Register 3342-6-17 and 33426-23)

II.10 Copyright Restrictions

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

II.11 Academic Misconduct

The University policy regarding misconduct in research and scholarship and the Administrative policy and procedures regarding allegations and instances of misconduct in research and scholarship is included in the University Policy Register. (See, University Policy Register 3342-3-05 and 3342-2-05.01)

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

III.1 Reappointment – Tenured and Tenure-Track Faculty

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, reappointment guidelines for Kent and Regional Campus faculty are distributed by the Office of the Provost, and probationary tenure-track faculty members are reviewed by the School's RTP Committee (See, Section III.B.6. of this Handbook). Documentation appropriate to conduct a thorough review include:

- Letter of Reappointment to the Director;

- Current Curriculum Vitae including information regarding scholarship, teaching (courses taught assignments, curriculum development), and citizenship (School, College, University, community and professional);
- One peer evaluation of teaching each semester or two per year is required (See Appendix III for information regarding the Summative Peer Evaluation of Teaching)
- Supplemental teaching information: student evaluations, syllabi of courses for which the faculty member was responsible; documentation of student work, etc.
- Supplemental research information: a portfolio of the faculty members creative-accomplishments, writings, or research-related activities.

Upon receipt of the above materials, the dossier and performance of each probationary faculty member is discussed by the RTP Committee. The committee then votes on the faculty member's reappointment, and that vote is recorded and communicated to the Director. The Director independently assesses the accomplishments of each probationary faculty member and forwards her/his recommendation and the committee's recommendation to the Dean. The Director informs probationary faculty of the committee's recommendation and provides a copy of her/his recommendation to the Dean. Probationary faculty members who are not to be reappointed must be notified according to the schedule established in the Collective Bargaining Agreement. For faculty members whose appointment is in the Regional Campuses, recommendations on reappointment from the Director are forwarded to the Dean and the appropriate Regional Campus Dean.

For probationary faculty, reappointment is contingent upon demonstration of adequate progress toward the requirements for tenure. Moreover, the faculty member must have established and articulated short- and long-term plans for achieving these goals. For faculty members following the traditional tenure clock for Assistant Professors, the review after completion of three (3) full years in the probationary period at Kent State University is particularly critical. Upon completion of the third year of the probationary period, faculty reviewing a candidate for reappointment should consider the record of the candidate's achievements to date. This record should be considered a predictor of future success.

The hallmark of a successful candidate is a record of compelling evidence of impact upon the discourse of her/his discipline. This record can be demonstrated through careful review of the candidate's body of work from the date of hire and qualifications for success as defined by the School (see Criteria for Tenure and Promotion). Specific concerns expressed by the RTP Committee and/or the Director during this stage of the probationary period should be addressed by the candidate in subsequent reappointment reviews. Finally, the overall evaluation of a candidate for reappointment must include consideration of the faculty member's personal integrity and professional behavior as recognized by the University community. A sound ethical approach to all aspects of teaching, research, creative activity, publication, and the academic profession is expected of all who seek reappointment in the School. A candidate who fails to demonstrate likely success in the tenure process will be notified promptly that she/ he will not be reappointed.

In the event that concerns about a candidate's performance are raised during the reappointment process, the RTP Committee and the Director shall provide detailed, prescriptive comments to serve as constructive feedback. If such concerns arise during a review that occurs after completion of three (3) full years in the probationary period, the Director, in consultation with the FAC, will advise and work

with the candidate on a suitable, positive plan for realignment with the School's tenure and promotion expectations; however, the candidate is solely responsible for her/his success in implementing this plan. Failure to make progress in meeting School and University requirements for tenure, or failure to satisfactorily address concerns expressed by the RTP Committee or the Director may result in a recommendation to deny reappointment.

From time to time, personal and/or family circumstances may arise that require an untenured faculty member to request that her/his probationary period be extended. Upon request, a faculty member may be granted an extension of the probationary period, which has been traditionally called "tolling" or "stopping the tenure clock." The University policy and procedures governing modification of the faculty probationary period is included in the University Policy Register. (See, University Policy Register 3342-6-13)

III.2 Tenure and Promotion

The policies and procedures for tenure are included in the University policy and procedures regarding faculty tenure University Policy Register (See, 3342-6-14) and the policies and procedures for promotion are included in the University policy and procedures regarding faculty promotion (See, 3342-6-15). Each academic year, tenure and promotion guidelines for Kent and Regional Campus faculty are distributed by the Office of the Provost. Tenure and promotion are separate decisions.

The granting of tenure is a decision that plays a crucial role in determining the quality of university faculty and the national and international status of the University. The awarding of tenure must be based on convincing documented evidence that the faculty member has achieved a significant body of scholarship that has had an impact on her/his discipline, excellence as a teacher, and has provided effective service. The candidate is also expected to continue and sustain, over the long term, a program of high-quality teaching, scholarship and service relevant to the mission of the candidate's academic unit and to the mission of the University.

The tenure decision is based on all of the evidence available to determine the candidate's potential to pursue a productive career. This decision is based on the candidate's accomplishments completed during the review period.

Consideration for promotion to Associate Professor is based on recognition for establishing a career likely to achieve national/international prominence as evidenced by the individual faculty members performance as it relates to the School's criteria for Tenure and Promotion. Promotion to Professor recognizes the highest level of university achievement and national/international prominence. Promotion to Professor is evidenced by a record of sustained and highly significant activity as it relates to the School's criteria for Tenure and Promotion.

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

III.3 Criteria for Tenure and Promotion

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

Tables 1 (A and B), 2, and 3 provide guidelines for the assessment of a faculty member's performance and a rating scale for use in the evaluation of candidates. For promotion from Assistant to Associate Professor the faculty member must meet the criteria for an "excellent" rating in either scholarship or teaching with at least a "very good" rating in the other category. University citizenship must at least meet the minimum School criteria as outlined in Table 3. These same categories and assessment tools apply for tenure decisions.

A candidate for promotion to Professor must meet the criteria for an "excellent" rating in scholarship and teaching. University citizenship must exceed the minimum School criteria. A candidate for promotion to Professor need not have equal activity in scholarship, teaching and service as he/she becomes more specialized. Documentation of a faculty member's achievements will be demonstrated in a dossier presented to the School prior to a faculty member's application for tenure or promotion.

For Assistant Professors, this dossier will typically be presented during the faculty member's third full year in this rank. For promotion to Associate Professor and Professor, the seminar should be the year prior to an anticipated promotion application.

A faculty member's specific area of specialization may be a factor in the number and scope of accomplishments and time required for research and the resulting dissemination and review. Some design, illustration and photography work have a lengthy process, and may produce (fewer) individual pieces, but the work has more depth and value. Work such as a collection of images, illustrations, or a typeface design may take the faculty member more than a year to produce, while other works are less time consuming, and are more quickly disseminated. This should be taken into account when evaluating a faculty members accomplishments.

III.4 Creative Activity and Scholarship

Creative Activity and Scholarship is an essential and critical component of University activity. It is expected that the work of the faculty is to make a significant and sustained contribution to the School and it's mission. Regardless of form, creative activity and/or scholarship should have a direct correlation with each faculty member's area of expertise, interest, and teaching assignments. Faculty members are expected to document their work and its resulting impact. The School of Visual Communication Design defines a broad range of creative activity and/or scholarship appropriate for faculty:

Professional Practice

Faculty must be able to document the impact of the work beyond engagement in commercial enterprise. The merit of Scholarship in this area will be determined by a number of factors including:

A: Commission of work

- Weighted according to the stature of the client (local/regional/national/international)
- The process by which the designer/illustrator/photographer was retained (competitive nature of the request for proposal process)
- The role the designer/illustrator/photographer played in the creation of work (project management, consultation, creative direction, art direction, design, production management, etc.)
- The size, scope, and distribution of the project (local/regional/national/international)
- The impact of the work (client testimony, evidence using other success metrics)
- Independent peer evaluation of the work
- Other key indicators that define the merit of the work.

B: Acceptance of work in professional competitions/exhibitions

- Weighted according to the stature of the sponsoring organization (local/regional/national/international)
- The scope and stature of participants (local/regional/national/international)
- Peer reviewed vs. non-peer reviewed
- Professional reputation of the juror(s) and/or curator
- Acceptance rates
- Critical reviews
- Other key indicators to the merit of the work

C: Reproduction and distribution of work by an outside body

- Weighted according to the stature of the organization, publication, publisher, and/or author (local/regional/national/international)
- The distribution of content (local/regional/national/international)
- Peer reviewed vs. non-peer reviewed
- Acceptance rates
- Context of reproduction
- Critical reviews
- Other key indicators that define the merit of the work
-

Publications and Other Authored Works

Faculty must be able to document the impact of the work beyond scholarly writing. The merit of Scholarship in this area will be determined by a number of factors including:

- Weighted according to the stature of the publication or publishing organization (local/regional/national/international)
- The distribution of content (local/regional/national/international)
- Impact, as demonstrated through acceptance rates, citations, reach, downloads and reviews.
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- The nature of the work (editor of a book, sole authored book, coauthored book, book chapter, feature article, critical review, book review, etc.)
- Peer reviewed work will be weighted according to:
 - Acceptance rates
 - Author retention process
 - Critical review
 - Other key indicators that define the merit and impact of the work.
- Non-peer reviewed work will be weighted according to:
 - Impact of the contribution to recognized creative and professional readership
 - Other key indicators that define the merit and impact of the work.

Creative Work

Faculty must be able to document the impact of the work beyond engagement in personal artistic endeavors. The merit of Scholarship in this area will be determined by a number of factors including:

A: Acceptance of work in competitions/exhibitions

- Weighted according to the stature of the sponsoring organization (local/regional/national/international)
- The scope and stature of participants (local/regional/national/international)
- Peer reviewed vs. non-peer reviewed
- Professional reputation of the juror(s) and/or curator
- Acceptance rates
- Critical reviews
- Other key indicators to the merit of the work.

B: Reproduction and distribution of work by an outside body

- Weighted according to the stature of the organization, publication, publisher, and/or author (local/regional/national/international)
- The distribution of content (local/regional/national/international)
- Peer reviewed vs. non-peer reviewed
- Acceptance rates
- Context of reproduction
- Critical reviews
- Other key indicators that define the merit of the work.

C: Commissions

- Weighted according to the stature of the patron or organization
- The scope of project (public vs. private)
- Other key indicators that define the merit of the work.

D: Collections and Archives

- Weighted according to the stature of the collection or archive (regional, national, international)
- The scope of project (public vs. private)

Research

Faculty must document original contribution to a body of knowledge areas of research. These include but are not limited to design, illustration, photographic illustration, new media, motion graphics and related areas of education. The merit of Scholarship in this area will be determined by a number of factors including:

- Weighted according to the securing of funding through grants or sponsorship (local/regional/national/international)
- Publishing of research (see sections 1.B, 1.C and 2)
- Demonstrated engagement and success of students beyond the classroom (undergraduate and graduate research, funding, and publication)
- Project execution
- Peer review
- Invitation to present research (see section 5)
- Citations
- Critical evaluation
- Other key indicators to the merit of the work

Scholarly Activities

Scholarly activities are defined as activities that are appropriate for faculty engagement other than stated above. Faculty members are encouraged to hold membership in professional societies, and engage in activities that enhance their professional competency. Merit of Scholarship in this area will be determined by a number of factors including:

A: Lectures and/or invitations to present

- Weighted according to the stature of the event and sponsor (international/national/regional/local)
- Audience (academic or professional)
- Nature of participation (Keynote speaker, breakout, delivering a paper or presentation, workshop, guest speaker, panel discussion, portfolio presentation, etc.)
- Fellow participants, reputations
- Other key indicators that define the merit of the presentation.

B: Curation, juries, editorial, and/or advisory boards

- Weighted according to the stature of the organization, event and/or sponsor (international/national/regional/local)
- Audience (academic or professional)
- Nature of participation
- Nature of the work being adjudicated or collected (undergraduate, graduate, academic, or professional)
- Fellow participants, reputations
- Other key indicators that define the merit of participation.
- Standards for the Evaluation of Scholarship and Research:

All faculty of the School are expected to seek excellence in scholarly activity. Indicators on which the assessment of the quality of scholarly activity is based are provided in Table I.

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

To achieve "excellent" in the category of the scholarship at the time a faculty member stands for tenure and promotion, she/he should have established a creative activity and research program that demonstrates an impact upon his/her discipline.

Within this context, during annual reappointment reviews, each faculty member who will seek tenure and promotion is obligated to provide evidence supporting his/her scholarly record. This obligation will be met by providing specific information about the significance of the individual faculty members' endeavors and contributions, and their resulting impact. In turn, the members of the School's Ad Hoc RTP Committee and the Director shall evaluate a candidate's record in light of the School's expectation for a successful tenure decision.

Table 1. Kent campus faculty: Evaluation Components for Assessment of Creative Endeavor, and Scholarship for promotion and tenure.

Scholarship	Definition	Accomplishments Corresponding to the Assessment Scores
Excellent	Nationally/Internationally recognized body of creative activity and/or research program	Demonstrated record of commissions, publications, grants, adjudicated exhibitions, installations, presentations, research-related service to federal/state organizations, awards, and/or recognition from artistic and/or professional societies
Very Good	Emerging nationally recognized body of creative activity and/or research program	Demonstrated record of commissions, publications, grants, adjudicated exhibitions, installations, and/or presentations at well-recognized meetings or venues
Good	Active body of creative activity and/or research program	Some commissions, publications, grants, adjudicated exhibitions,

		installations or presentations at meetings/seminars
Fair	Limited body of creative activity and/or research program	Occasional commissions, publications, exhibitions, installations or meeting presentations
Poor	No body of creative activity and/or research program	No commissions, publications, exhibitions, installations or meeting presentations

Definitions

We define the following terms as:

Installations are defined as artistic genre of three-dimensional works that often are site-specific and designed to transform the perception of a space. Generally, the term is applied to interior spaces, whereas exterior interventions are often called public art, land art or intervention art; however, the boundaries between these terms overlap.

Commissions are the act of requesting a piece, often on behalf of another. Artwork (in the form of designs, photographs, illustrations, typefaces, applications, videos or animations) may be commissioned by private individuals, the government, or private businesses. Commissions often resemble endorsement or sponsorship and involve payment to the creator.

Peer Review refers to the evaluation of one’s work, specifically their academic and professional work, by others working in the same field, or related fields.

III.5 Teaching

Criteria for the evaluation of teaching are listed in Table 2. Course revision is defined as making a substantial modification to a course such as developing distance learning options, formally proposing to change course content/format, etc. Course development is defined as creating new course offerings, content and delivery methods. Curriculum development is defined as making a substantial modification to a degree program, and area of concentration or minor.

Other information such as written comments from students, colleagues within and beyond the School, College or University administrators shall be considered when available. Peer reviews and summaries of Student Surveys of Instruction (including all student comments) must be submitted as part of a candidate's file for reappointment, tenure and promotion. Copies of representative syllabi, examinations, summative peer review of teaching and other relevant teaching material should also be available for review.

Graduate Faculty members are expected to mentor graduate students. Documentation related to graduate student and undergraduate student teaching should be included in materials provided by a candidate for reappointment, tenure and promotion. Evaluation of teaching will account for differences in missions and expectations across campuses.

Table 2. Evaluation Components for Assessment of Teaching for promotion and tenure

Teaching	Definition	Accomplishments Corresponding to the Assessment Score may include:
Excellent	Innovative Teacher; provides leadership in instructional development	Actively participate in curricular revisions such as develop/revise courses and curricula, develop research projects for students (undergraduate and/or graduate), excellent student and peer perceptions, evidence of instructional creativity
Very Good	Innovative teacher	Develop/revise courses, good student and peer perceptions, work with graduate and/or undergraduate students in research and/or creative activity
Good	Meets obligations well	Good student and peer perceptions
Fair	Substandard teacher	Below average student and peer perceptions
Poor	Substandard, ineffective teacher	Below average student and peer perceptions, pattern of complaints

III.6 University Citizenship

A faculty member's contributions as a University citizen include service to the School, the Campus, the College, and the University as outlined in Table 3. The merits of University service should be evaluated as to

- (1) Whether or not the candidate chaired the committee listed
- (2) The nature and extent of the committee accomplishments
- (3) The importance of the service to the mission of the unit served
- (4) The scope and reach of the service

Less tangible components of citizenship include active participation in school events such as faculty and graduate student recruitment, seminars, school meetings and seminars, etc.

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

Table 3. Assessment of University Citizenship for promotion and tenure.

Citizenship Assessment	Examples of Accomplishments Corresponding to the Assessment Score
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Exceeds obligations	Significant role in School, College, and/or University as evidenced by leadership and productive service on committees, active participation in significant events, effectively chairing committees, specific administrative assignments, and/or meaningful public outreach
Meets obligations	Meets the minimal School/Campus Obligations
Does not meet obligation	Does not meet School/Campus Obligations in a timely manner or does not actively participate in significant school/campus events

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

The policies and procedures for promotion are included in the University policy regarding faculty tenure (See University Policy Register 3342-6-15). Each academic year, promotion guidelines are distributed by the Office of the Provost.

[III.7 Renewal of Appointment and Third-year Full Performance Reviews of Full-time Non-tenure Track \(NTT\) Faculty](#)

Renewal of Appointment

Appointments for full-time non-tenure track (NTT) faculty are governed by the applicable Collective Bargaining Agreement and are made annually. Renewal of appointment is contingent upon programmatic need, satisfactory performance of previously assigned responsibilities, and budgeted resources to support the position. Policies and procedures for performance reviews, terms of renewal, and notification of the decision are based on FT-NTT CBA, Article X.

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Performance Reviews

Third- and Sixth-Year Review

The third-year and sixth-year full performance reviews of (NTT) faculty are governed by the applicable Collective Bargaining Agreement (CBA). Each academic year, guidelines for the third-year full performance reviews for NTT faculty at the Kent and Regional Campus are distributed by the Office of the Provost. The third-year full performance review concludes with the College or, if applicable, the division of the Regional Campuses level of review and determination the third-year full performance review concludes with the College or, if applicable, the appropriate Regional Campus division responsible for review and determination. The period of performance to be reviewed is the three (3) full academic years of appointment, including that portion of the third appointment that is subject to evaluation and assessment at the time of the review.

Full Review criteria: Required elements of the 3rd- and 6th-year review

- Curriculum Vitae - Up-to-date CV or Résumé
- Narrative Statement - A self-evaluation of all accomplishments and growth over the period under review. This can include a breakdown of the classes taught, a summary of performance, curriculum development, classroom innovation, specific student responses, academic or professional advancement/development (professional practice, workshops, or other training, etc.), awards or recognition, service and any other contribution of note to the university. Meet with Director for guidance and existing examples.
- Peer Review - Peer teaching evaluations for the period under review
- Other Documents, if applicable - Awards, recognitions, professional development activities, samples of student work, other student feedback/correspondence, etc.
- Workload Statements - for the period under review
- Official SSI Summaries - for the period under review
- Course Syllabi - For each course taught during the period under review
- Sample Course Materials, if applicable
- Faculty in the Practitioner or Research tracks should include documentation which demonstrates the effective performance of their assigned duties and responsibilities which is specific to those tracks.

Planning for NTT review: Recommendations on what to prepare. Every semester, archive copies of:

- Workload statements
- The summary pages of student evaluations (SSI)
- Course syllabi
- List of service, curriculum development or professional development
- Best examples of student work

It is recommended that the NTT instructor seek out a peer evaluation for each academic year. Reach out to FTTT or senior NTT faculty to conduct an evaluation. (Be sure to plan so an agreeable appointment time can be worked out.)

Plan for time to upload all materials to Flashfolio before the January deadline. If needed, help sessions are offered for Flashfolio throughout the fall semester.

Basic timeframe of the review:

- If a meeting has not been requested by the Director, arrange for one by the end of the fall semester of the third and sixth years to discuss the review. Ask for or seek out the current version of the FTNTT Performance Reviews and Annual Appointment Guidelines Document, provided by the Office of Faculty Affairs.
- Have all of the required criteria (above) written and organized by December of your third/sixth year.
- The review will commence in early January of the third/sixth year. Have documents uploaded in Flashfolio by the deadline (provided in the Performance Review email notification) of your third/sixth year.
- Once files are on Flashfolio, request that the Director preview them to make sure they are thorough and accessible to the review committee.

- The review process transpires during the Spring semester, as detailed in the FTNTT Performance Reviews and Annual Appointment Guidelines.

Ninth Year and Subsequent Reviews

After nine (9) years of consecutive appointments, and every three (3) years thereafter, bargaining unit members shall undergo a “simplified” performance review. The performance review will follow the procedures and timelines established by the University, as annually distributed through the Office of Faculty Affairs, concluding with the college or, if applicable, the appropriate Regional Campus division responsible for review and determination. Members will electronically submit to the unit their curriculum vitae, summaries of student surveys of instruction, if applicable, and a narrative of up to five (5) pages in which the faculty member describes their professional activities during the past three (3) years.

Promotions

This information is detailed in Full-time Non-Tenure Track Faculty Promotion: A Guide for Administrators, Faculty and Staff provided by the Office of Faculty Affairs. It states that “A promotion is recognition of...sustained contributions and distinguished service to the University.”

Eligibility: Bargaining unit members who have completed five (5) consecutive years of employment as a FTNTT Faculty member and one (1) successful Full Performance Review may apply for promotion to the rank of Associate Lecturer/Associate Professor, as applicable, at the time of their second Full Performance Review, or in any scheduled performance review year thereafter. FTNTT Faculty members who have completed two (2) successful Full Performance Reviews may apply for promotion to the rank of Senior Lecturer/Professor, as applicable, in the seventh year of consecutive employment as a FTNTT Faculty member or in any scheduled performance review year thereafter.

Guidelines for the submission of materials for promotion review and for the timely conduct of the promotion review process are also available in Guidelines and Procedures for Full-Time Non-Tenure Track Faculty Promotion, Addendum C in the Collective Bargaining Agreement (CBA).

Promotion Criteria

Many factors and criteria, both subjective and objective, are considered in recommending a faculty member for advancement in academic rank. Accomplishments and/or contributions in the area of Service/University Citizenship are neither required nor expected, except as to the extent such accomplishments and/or contributions are appropriate to the FTNTT Faculty member’s track and/or workload assignments, but will, when they exist, contribute to the bargaining unit member’s overall record of accomplishments.

The School’s Ad Hoc RTP Committee shall consider the following areas of faculty performance when making recommendations on promotion:

1. Teaching

For NTT faculty, the FAC, in consultation with the Director, assigns two (2) faculty members to visit the classes of each probationary faculty member and/or candidate for promotion and generally evaluate the faculty member’s teaching performance.

Criteria for the evaluation of the teaching can include:

- Development and revision of courses, peer evaluations of teaching performance, student feedback, developing creative teaching activities, and other relevant documentation.
- Making a substantial modification to a course such as developing several new projects, adding distance learning options,
- Written comments from students, colleagues within and beyond the School, College or University administrators.
- Copies of representative syllabi, examinations, and other relevant teaching material.

2. Professional Development

- - Work will be assessed based on its originality, quality, impact and value.
- Professional workshops, invited presentations, professional practice (including freelance, consulting, and writing), and juried/peer reviewed creative activity may be included.

3. Optional: Service/University Citizenship

Being an active and useful citizen of the School, College and University is valued, but it cannot be considered more important than a NTT's teaching responsibilities.

Criteria for the evaluation of service can include:

- Service to the School, the Campus, the College, and the University as appropriate to her/his NTT status. The merits of University service should be evaluated as to (1) whether or not the individual Chaired the committee listed and (2) the importance of the service to the mission of the unit served. Less tangible components of Service include active participation in School events such as faculty and graduate student recruitment, School meetings, and seminars, etc.
- Service to professional organization, university committee roles, presentations in or out of the university, and student organization advising.

Other components of service (including public outreach and public and professional service) in promotion review decisions and may differ in their importance among faculty members depending on each faculty member's duties and responsibilities within the School.

Required items for promotion file:

- Curriculum vita
- Narrative supporting the rationale for promotion
- Peer reviews
- Summary sheets for Student Survey of Instruction (SSI)
- Workload statements for at least the last 3 academic years
- Other supplemental materials supporting the request for promotion
- Department chair/school director's written evaluation of the FTNTT's performance, including a recommendation for promotion

Items that may be included in the promotion file:

- - Development, restructure or review of syllabi, curriculum, and instructional materials
- Classroom presentations and instructional workshops conducted
- Publications including writing/editing textbooks, manuals, worksheets, study guides or instructors' manuals; presentations on pedagogy
- Original pedagogical research
- Student advising, training, coaching, and supervision of student organizations
- Thesis/MFA Comprehensive/Culminating project direction
- Teaching awards
- Grant applications, funding for teaching methods

Timetable to apply for promotion with the review and reappointment process and is determined by the Office of Academic Affairs.

IV CRITERIA, PERFORMANCE EXPECTATIONS AND DEPARTMENT/SCHOOL PROCEDURES RELATING TO FACULTY EXCELLENCE AWARDS

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

Merit increments are allocated for efforts above and beyond minimum threshold performance.

Three broadly defined areas of demonstrated Faculty excellence are to be recognized through Faculty Excellence Awards: (1) Forty percent (40%) of the total awards will be allocated to documented meritorious performance in research and/or creative activities. (2) Forty percent (40%) of the total awards will be allocated to documented meritorious performance in teaching. (3) Twenty percent (20%) of the awards will be allocated to documented meritorious service to the academic unit/Campus, College, University, and/or academic profession

Faculty will be expected to demonstrate their eligibility for Faculty Excellence Awards in part through their annual submission of workload summaries using the University's electronic Faculty Information System.

IV.1 Teaching/University Citizenship

Instruction

Faculty members are expected to demonstrate consistent evidence of teaching performance above the minimal expectations established by the Kent State University Faculty Senate. Such evidence may include, but not necessarily be limited to, sequence coordinator, supervision of Glyphix, peer and student evaluation ratings, course and curricular development, facilities development related to instruction, lab/studio supervision, notable alumni success, administrative duties, and awards associated with teaching.

Advising

In the category of Advising, which is often included with or in the category of Instruction, faculty are expected to exceed the University requirement of five hours per week reserved for student advising. Evidence may include, but is not limited to, academic and career advising, awards received, the design and implementation of advising initiatives, and extra time and effort committed to the welfare and educational development of advisees.

Citizenship

In the category of Citizenship, a faculty member is expected to give time and energy beyond teaching and advising responsibilities to activities related to the business of the School, the College, the University, and the profession, which advance their respective missions and ensure their effective and efficient operation. Examples of service performance beyond a simple and expected involvement include, but are not limited to, administrative responsibilities, active committee membership, outreach, recruitment activities, student organization sponsorship, and/or studio/lab maintenance. Service might also include active participation in professional organizations, educational organizations, and campus lectures regarding scholarship, service, or teaching.

IV.2 Scholarship and Creative Endeavor

In the category of Scholarship and Creative Endeavor, Faculty members shall show clear evidence of involvement in professional endeavors judged significant by colleagues and by the accepted standards of his or her scholarly or creative discipline. Such endeavors must have been published or otherwise presented in a public or professional forum and should include one or more of several possible substantial professional activities including, but not limited to, commissions, various forms of publications (books, articles, reviews, editorships, conference proceedings, online publications, etc.); presentations (lectures, panel discussions, symposium participations, etc.); and exhibitions or competitions (juried, curated or invitational).

In addition to the above, accomplishments such as editorship of a book, professional newsletter, an essay review of books for a scholarly journal, acting in the capacity of a juror, curator, reviewer, or visiting artist/designer may be considered evidence of excellence. The representation of creative works in museum, university, corporate and/or private collections; creative works reproduced or reviewed in textbooks, journals, and online publications; representation of original works in databases, archives, exhibition catalogs, and/or slide collections may also be considered.

IV.3 Scope of Accomplishments

In all areas of accomplishment, information regarding the audience, the adjudicator, and the publication, readership and venue of the accomplishments are to be considered so as to assess the impact and quality of the activity.

V OTHER DEPARTMENT/SCHOOL GUIDELINES

V.1 Mission and Objectives of the School

The mission of the School of Visual Communication Design reads as follows:

The mission of the School of Visual Communication Design is to provide a superior undergraduate and graduate education in the study and practice of visual communication design that complements University studies in the liberal arts, humanities, and sciences. Uniquely positioned within the College of

Communication and Information, the School encourages cross-disciplinary studies to meet the challenges of an evolving global marketplace. Our teaching philosophy and rigorous curricula promote innovative thinking in the development of design processes, communication strategies, and emerging technologies.

- The primary objectives of the School of Visual Communication Design are to:
- Create an academic environment that promotes the intellectual and professional development of students and faculty;
- Develop and maintain a commitment to creative endeavor, scholarly activity, research, graduate education, and undergraduate education that is commensurate with the goals and mission of the College of Communication and Information and Kent State University;
- Provide programs for all students that meet the educational, aesthetic, theoretical and technological demands of the disciplines represented in the School;
- Within the curricula, require courses in cognate academic disciplines that provide the necessary base for the career goals of students and faculty; and,
- Provide the campus and community with service commensurate with a University.

Implicit in these objectives is our responsibility as educators, which includes but is not limited to educating undergraduate and graduate students while promoting and clarifying the role and philosophy of visual communication design education.

A strong commitment to creative activity and research means creating and maintaining a significant intellectual environment and achieving our broader commitments to the advancement of knowledge and service to the public.

Service to the University and to the general public unifies and clarifies the role of the University in the local community, in the State of Ohio, and in the nation, and is valued within the School, the College and the University.