

COLLEGE OF PUBLIC HEALTH
HANDBOOK



Accepted by

Sonia Alemagno, Dean

A handwritten signature in black ink that reads "Sonia Alemagno".

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PREAMBLE

This Handbook of the College of Public Health (hereinafter the “College Handbook”) contains the operational policies and procedures for the College of Public Health. The policies and procedures contained in this Handbook shall not conflict with any University, Administrative and Operational Policy of Kent State University as published in the University Policy Register and elsewhere, any applicable *Collective Bargaining Agreement*, or any federal, state, and local law.

SECTION II

MISSION AND VALUES OF THE COLLEGE

The mission and values of the Kent State University College of Public Health (KSU-CPH) are consistent with those of the University. Additionally, the College has a unique role within the University:

Vision

To be a leader in public health education, inquiry, and engagement.

Mission

To advance public health by preparing leaders, scientists, and practitioners to collaborate with community partners in conducting impactful research and practice to solve public health challenges.

Values

F-Fairness – promoting diversity and equity in all actions.

L-Leadership – demonstrating moral courage, ethical strength, and trustworthiness.

A-Accountability – taking responsibility and acting to provide meaningful impact.

S-Students First – fostering an expansive and engaging environment where all students thrive, and graduate informed citizens committed to a life of impact.

H-Honor – exhibiting honesty, dignity, and respect for all.

E-Excellence – ensuring quality in all aspects of teaching, research, service, and practice.

S-Success – inspiring critical thinking, creativity, and engagement.

SECTION III HANDBOOK

I. Matters of College governance and related procedures

A. Definitions

For the purpose of this Handbook, the terms “faculty,” “faculty members,” and “members of the faculty” will be used to refer to all full-time faculty members in the College. The term “TT faculty” or “tenure-track faculty” will be used to refer to full-time faculty of academic rank who hold tenured or tenure-track appointments in the College. The term “FTNTT faculty” will be used to refer to the full-time non-tenure track faculty of academic rank who hold appointments in the College.

B. Administrative Roles in the College

Administrative roles are assigned to faculty members at the discretion of the Dean after consultation with the College advisory Committee (CAC). Faculty members who are assigned by the Dean to serve in the administrative roles defined below shall be assigned workload equivalency commensurate with the assignment. As these roles require significant administrative time and service, these roles are generally assigned to tenured faculty members. Administrative roles which may be assigned to faculty members include the following:

1. **Faculty Program Coordinator (FPC)** is appointed by the Dean after consultation with the College Advisory Committee (CAC). The term of service is typically three (3) years, and is renewable, unless otherwise negotiated by the Dean in consultation with the CAC, but may be terminated by the Dean, at their sole discretion. A FPC has oversight over graduate or undergraduate degree program(s) as assigned in the College. The Dean, in consultation, with the CAC determines the specific duties and responsibilities of a FPC. This may include drafting curricular changes and submitting them to the College Curriculum Committee, CAC, and Dean's Office for approval; liaise with the Dean's Office to schedule classes; respond to requests for information; liaise with the Office of Student Services; participate in student recruitment activities; and other duties as negotiated. The FPC must hold the rank of Associate Professor or Professor. The assignment as a FPC will be included on the faculty member's workload statement and the duties shall be specified in a letter of appointment from the Dean.
2. **Internship and Practicum Coordinator (IPC)** is appointed by the Dean after consultation with the College Advisory Committee (CAC). The term of service is typically three (3) years, and is renewable, unless otherwise negotiated by the Dean in consultation with the CAC, but may be terminated by the Dean, at their sole discretion. The IPC has oversight over the practicum experience. This may include helping identify a preceptor who aligns with the practicum project and approving the practicum project. It shall include approving preceptors, addressing any issues that may arise between the student and the preceptor; maintaining all documentation including agreement forms, preceptor CVs, evaluation forms, and time sheets; reviewing and approving the portfolio in conjunction with the student and preceptor; arranging the practicum presentations including date, time, location or coordinating digital presentations; approving the practicum handout(s) and presentation; assigning grades; and other duties as negotiated. The assignment as a IPC will be included on the faculty member's workload statement and the duties shall be specified in a letter of appointment from the Dean.
3. **Research Coordinator (RC)** is appointed by the Dean after consultation with the College Advisory Committee (CAC). The term of service is typically three (3) years, and is renewable, unless otherwise negotiated by the Dean in consultation with the CAC, but may be terminated by the Dean, at their sole discretion. The Coordinator must be a tenured member of the Faculty. The RC is responsible for coordination of student research activities throughout the college. Examples of coordination activities include managing regular meetings of a graduate student writing club, facilitating opportunities for undergraduate and graduate students seeking research experiences, and supporting participation of students in research symposia. The assignment as RC will be included on the faculty member's workload statement and the duties shall be specified in a letter of appointment from the Dean.

4. **Online MPH Coordinator (OMPHC)** is appointed by the Dean after consultation with the College Advisory Committee (CAC). The term of service is typically three (3) years and is renewable, but may be terminated by the Dean, at their sole discretion. The OMPHC has oversight over an Online MPH degree program in the College. This may include drafting curricular changes and submitting them to the College Curriculum Committee, CAC, and Dean's Office for approval; liaise with Dean's Office to schedule classes; liaise with appropriate contractors, the University's online partner, respond to student requests for information; liaise with the Office of Student Services; participate in student recruitment activities; coordinate the online program practicum, and other duties as negotiated.
5. **Center Director** is appointed by the Dean after consultation with the College Advisory Committee (CAC). The appointment is renewed annually based on the activity of the Center. Responsibilities typically include leadership, coordination, strategic planning, and oversight for all functions of the Center (including personnel, operating budget, research programs, community engagement, etc.). The assignment as a Center Director will be included on the faculty member's workload statement and the duties shall be specified in a letter of appointment from the Dean.

6. **Center Administrator**

Centers within the College serve to focus areas of research, service, practice, and instruction to provide shared resources and promote collaborations. Center administrators may serve to organize specific portions of a Center's work and support members. Center administrators may include Center Division Directors, where applicable. The assignment as a Center Administrator will be included on the faculty member's workload statement and the duties shall be specified in a letter of appointment from the Dean.

C. **Faculty Appointments**

An earned doctoral degree in a related discipline is required for all appointments to a tenure-track Faculty position in the College. Postdoctoral experience is preferred.

D. **Faculty Ranks and Status**

1. **Adjunct Faculty Appointments**

These appointments are held primarily by faculty from other institutions or persons on the staffs of community-based agencies and organizations. Adjunct

faculty appointments in the College are made at the discretion of the Dean in consultation with the CAC. Adjunct faculty members do not vote on College Committees and do not participate in College governance.

2. Visiting Faculty Appointments

Visiting faculty appointments at an appropriate rank may be made when leaves of absence occur or when special needs or opportunities arise and funds are available. A visiting faculty member is typically a faculty member from another institution who is employed by the College, typically for a period not to exceed one (1) year. Visiting faculty appointments in the College are made at the discretion of the Dean in consultation with the CAC and in accordance with University Policy. Visiting faculty members do not vote on College Committees and do not participate in College governance.

3. Emeritus Status

Emeritus/Emerita status may be conferred, following appropriate review and recommendation, upon faculty members and staff at the time of their official retirement from full-time employment. Emeritus status may be conferred by the Board of Trustees following appropriate review and recommendation by the appointing authority. The conferral of Emeritus/Emerita status shall follow University policy (6-19).

4. Interdisciplinary Appointments

All faculty members have a primary appointment. Some faculty members perform work in other academic units when such collaboration is in the best interest of the College and the faculty member. Faculty whose primary appointment is in the College shall follow the guidelines in this Handbook, including but not limited to, appointment, reappointment, tenure and promotion, merit, and other faculty considerations. The roles, privileges, and responsibilities of all interdisciplinary appointments will be clearly stated in writing at the time the appointment is made and will clearly be reflected in the faculty member's workload statements.

5. Tenure-Track Faculty Ranks

The basic definitions of tenure-track faculty ranks are the following:

a. Assistant Professor

This rank is normally the entry level rank for tenure-track faculty holding the doctorate in an appropriate discipline.

b. Associate Professor

Hire or promotion to this rank typically assumes prior service as an Assistant Professor and academic achievements consistent with the TT faculty promotion criteria stated in this Handbook.

c. **Professor**

Hire or promotion to this rank requires credentials and achievements beyond those required for promotion to Associate Professor and is reserved for senior TT faculty members who have achieved significant recognition in and impact on their discipline consistent with the TT faculty promotion criteria stated in this Handbook.

6. **Full-Time Non-Tenure Track Faculty (FTNTT) Ranks**

As governed by the applicable *Collective Bargaining Agreement*, FTNTT faculty members hold appointment at one (1) of the following six (6) academic ranks: Lecturer, Associate Lecturer, Senior Lecturer, Assistant Professor, Associate Professor, or Professor. The academic ranks of Lecturer, Associate Lecturer and Senior Lecturer are reserved for FTNTT faculty members who have not earned a terminal degree in their discipline, but whose professional experience and demonstrated performance warrant these ranks, consistent with the FTNTT faculty promotion process outlined in this handbook and in the applicable *Collective Bargaining Agreement*. The academic ranks of Assistant Professor, Associate Professor and Professor are reserved for FTNTT faculty members who have earned the terminal degree in their discipline and whose professional experience and demonstrated performance warrant these ranks, consistent with the FTNTT faculty promotion process outlined in this handbook and in the applicable *Collective Bargaining Agreement*.

7. **Graduate Faculty Status**

As a doctoral degree granting College, the College normally requires that all faculty hired for tenure-track positions be eligible for appointment to the graduate faculty as associate or full members. See, Section G (5) of this Handbook for discussion of Graduate Faculty Status. The **Administrative policy regarding graduate faculty** is included in the University Policy Register. (See, University Policy Register 3342-6-15.1) Faculty granted Graduate Faculty status in general are responsible for: serving on dissertation and thesis defense committees, teaching graduate courses, advising MPH and dissertation students, developing and grading MPH comprehensive exams and doctoral student candidacy exams, and mentoring MPH and doctoral students in research methodology, data acquisition, and data analysis.

E. **Recruiting and Hiring TT Faculty**

The College supports the goals of equal opportunity and affirmative action in recruiting and in making appointments to the faculty. Search Committees for TT faculty positions are appointed by the Dean after consultation with the CAC and faculty members in the specific area or discipline conducting the search for

candidates. TT faculty search committees consist of at least three (3) faculty members and include a student member selected by the faculty members who serve on the search committee. The search committee will elect a search committee Chair.

The duties of the TT faculty search committee include the following:

- Draft the position vacancy announcement.
- Review all application materials.
- Make recommendations for candidates to be interviewed.
- Solicit feedback from College faculty, students, and the broader university community on the candidates, as appropriate, and provide it to the Dean.
- Provide input to the CAC and Dean, as appropriate.

Each TT faculty candidate who is invited to campus for an interview will present a seminar before the College. The search committee may recommend its choice of candidates to the Dean with a ranking of candidates. Committee recommendations are advisory to the Dean who makes a recommendation to the Provost. If the Dean's recommendation is different from that of the search committee and the faculty, the Dean shall inform the Provost of all recommendations, faculty ranking of candidates, the reasons for the disagreement and provide a copy to the search committee and CAC. The Dean will prepare a Letter of Appointment, outlining College expectations, to serve as the intent to hire the Faculty candidate.

F. FTNTT Hiring Process

FTNTT faculty members are hired by the College Dean in consultation with the CAC. FTNTT faculty members will typically have a doctorate in an appropriate discipline; however, individuals with a master's or professional degree, and an appropriate level of experience, can also be considered. FTNTT appointments are made on an annual basis and governed by the applicable *Collective Bargaining Agreement*.

G. Roles and Responsibilities of the Faculty

Each faculty member is expected to contribute to the College and the University according to the terms and condition of his/her letter of appointment and/or workload statements. High quality work is expected of all faculty members.

All faculty members are expected to provide students with a syllabus that includes the subject matter to be covered in the course, a listing of assignments and/or reports, approximate dates of examinations, grading standards, attendance requirements, office hours, and other pertinent details of the conduct of the class. A Student Survey of Instruction (SSI) is required in each course in each semester and

will be conducted under the auspices of the Dean pursuant to applicable University policies and procedures (See, Section IX of this Handbook).

Tenure Track (TT) Faculty

TT faculty are assigned the equivalent of 12 credit hours of instructional load per semester (4-4 load). Productive scholarly activity is expected of all TT faculty members, although the extent and/or type of activity may vary with the terms of each TT faculty member's appointment, rank, discipline, and assigned workload. Special, or outstanding citizenship above and beyond that which is typical of academic rank, may be considered during performance review, but citizenship alone will not reduce the expectations of quality teaching and scholarly activity for TT faculty. Public and professional citizenship is encouraged and recognized as a part of the professional responsibilities of each TT faculty member, although contributions in this area can be expected to vary widely due to the nature of the various disciplines within the College.

Non-Tenure Track (FTNTT) Faculty

FTNTT faculty roles are governed by the FTNTT Collective Bargaining Agreement (FTNTT CBA) and their annual offer of appointment. In general, FTNTT faculty are assigned the equivalent of 15 credit hours of instructional load per semester (5-5 load) and are not required to do College or University citizenship, nor research unless specified in their offer of appointment (FTNTT CBA, Article X, section 2B) and/or workload letter. FTNTTs are not required to be on dissertation or thesis committees. FTNTTs are not required to develop or evaluate MPH comprehensive exams or Dissertation candidacy exams, unless they have the appropriate graduate faculty status and receive workload equivalency for these activities. FTNTTs who advise graduate students do so as part of their graduate faculty status.

H. Faculty Code of Ethics

All faculty members in the College are expected to maintain the highest ethical standards as teachers, researchers, scholars, university citizens, and colleagues. The University policy regarding faculty code of professional ethics can be found in the University Policy Register. (See, University Policy Register 3342-6-17)

I. College Committees

Elections and appointments for all College committees will occur at the end of each Spring semester for the following academic year, but may be adjusted to account for new hires, if applicable, at the start of the Fall semester. The terms of office for these committees shall begin on the 1st day of faculty contract begin date in August and run through last day of summer prior to the new faculty contract year.

J. The College Faculty Advisory Committee (CAC)

The CAC is the primary advisory and recommendatory body to the Dean and operates in accordance with the applicable *Collective Bargaining Agreements*. The CAC shall be comprised of all non-administrative full-time tenured faculty in the College. The Dean or any member of the CAC may call for a meeting of the CAC. The Dean shall be an ex-officio, non-voting member and, in accord with the Collective Bargaining Agreement, shall serve as presiding chairperson. The Chair presides over meetings and conveys CAC decisions. In the event that there are at least five (5) full-time non-tenure track faculty within the College at least one (1) full-time non-tenure track faculty member will be elected to the CAC by the full-time non-tenure track faculty of the College, or as specified by the applicable CBA. Absent CBA language, the TT CAC faculty shall determine whether and to what extent there shall be additional FTNTT faculty on the CAC. In all cases, tenure-track faculty members of the College shall constitute a majority of the members of the CAC. Full-time non-tenure track faculty members who are elected to the CAC shall not participate in personnel decisions regarding tenure-track faculty members, including but not limited to appointment, reappointment, tenure, promotion, merit, or sanctions. This provision does not prohibit full-time non-tenure track faculty members on search committees. Representation by FTNTT faculty will be determined by the CAC based on the number of FTNTT faculty for the academic year.

The CAC shall provide advice and recommendations to the Dean on all academic matters including, but not limited to:

- Issues concerning reappointment, tenure, promotion, sanctions, and dismissal;
- Appointments of new faculty, including issues of rank and salary parameters;
- Performance reviews of full-time non-tenure track faculty;
- Allocation or re-allocation of faculty positions and academic staff positions including new and vacant positions;
- Program development, restructuring, and/or discontinuance;
- Evaluations relating to faculty salary increases and other salary adjustments;
- College-level planning and budget priorities, including review of requests for new funding and allocation of discretionary resources;
- Selection and structure of committees, including search committees;
- Issues related to teaching assignments, maximum class enrollments, and class schedules including appropriate application of workload equivalencies;
- Faculty professional improvement, research, and other leaves;
- Issues related to the advising and retention of students;
- Ensuring that instructional standards are followed;
- Ensuring that class and other duties of Faculty members are met;
- Peer review of teaching forms and assignments.

Whenever a peer review involving any sanctions for cause under the Tenure

Track Collective Bargaining Agreement is being carried out, the Dean shall temporarily leave the CAC discussion, to be unbiased in his/her own assessment of the matter. In addition, the CAC will review the academic qualifications of candidates for distinguished academic ranks in accordance with the applicable *Collective Bargaining Agreements*.

While from time to time it may be necessary for the Dean to rapidly seek advice or recommendations from the CAC by email, the normal course of interaction with the CAC should be in-person (or virtual, if needed). In cases when advice or recommendations from the CAC occur via email, the results of the vote and decision of the Dean shall be reported to the CAC at the next (in-person or virtual) meeting and recorded in the minutes.

K. College Curriculum Committee

The CPH offers a wide spectrum of undergraduate and graduate programs and given the CEPH accreditation process, the CPH requires an undergraduate curriculum committee and graduate studies committee. The CAC will annually determine if the undergraduate curriculum committee and graduate studies committee will operate as independent or joint committees.

The CAC shall select members to serve as the College Graduate Studies Committee (CGCC) and the College Undergraduate Curriculum Committee (CUCC). When there are five (5) or more full-time non-tenure track faculty, at least one (1) representative of the full-time non-tenure track faculty will be elected to the undergraduate Curriculum Committee by the full-time non-tenure track faculty. The tenure-track Faculty of the unit shall decide whether and the extent to which there will be additional full-time non-tenure track faculty representatives on any Curriculum Committee(s). In all cases, tenure-track Faculty of the academic unit shall constitute a majority of the members of any Curriculum Committee.

The Dean (or designee) shall act as an ex officio non-voting member of each committee. The role of the committees shall be to review and make recommendations to the CAC, who will vote on the matters, and make appropriate recommendations to the Dean regarding all curricular issues including, but not limited to:

- Proposals for new courses, including Special Topics courses;
- Course and curriculum changes that require College or University review and/or approval;
- College syllabus template;
- Criteria for admission;
- Policies pertaining to the transfer of credits;
- Policies pertaining to course substitutions;

- Course enrollment caps; and
- Periodic reviews of the curriculum

L. Student Academic Complaint Committee

The Student Academic Complaint Committee (SACC) is composed of three (3) Full-Time Faculty members appointed by the CAC. In the event that there are full-time non-tenure track faculty within the College who are interested in serving the SACC, then at least one (1) full-time non-tenure track faculty may serve on the SACC. Additionally, one graduate student and one undergraduate student will be identified by the CAC to also serve on the SACC. The graduate student will serve on the committee for cases involving graduate student complaints and the undergraduate for cases involving undergraduates. The majority of the SACC must be TT faculty. The CAC shall appoint the Chair of the SACC. This committee and the process for its composition are governed by University Policy 3342-4-02.3 for the Kent Campus and 3342-8-01.4 for the Regional Campuses.

In the event that a member of the SACC is the subject of, or may otherwise be involved with, a student complaint, the CAC will select a replacement.

M. Reappointment, Tenure, and Promotion (RTP) Committee

The policies and procedures which govern the College's Reappointment, Tenure and Promotion (RTP) Committee are included in University Policy. Procedural and operational guidelines for this committee are provided annually by the Office of the Provost. This committee reviews materials relevant to the professional performance of TT faculty who are candidates for reappointment, tenure, or promotion in rank, and makes recommendations to the Dean on each of these personnel decisions. The RTP Committee will also play a role in the performance review and reappointment process of FTNTT faculty, as specified in this Handbook and governed by the applicable *Collective Bargaining Agreement*. The recommendations of this committee, together with the materials assembled for the committee by the candidates, are forwarded to the Dean.

N. Graduate Faculty Committee

The Graduate Faculty Committee shall consist of all full members of the graduate faculty in the College. The Dean shall be an ex officio nonvoting member of the committee and shall Chair the committee. The Dean shall convene meetings of the committee and prepare written minutes. The committee shall review all faculty for graduate faculty status and forward the recommendation to the Dean. The **Administrative policy regarding graduate faculty** can be found in the University Policy Register. (See, University Policy Register 3342-6-15.1)

O. Other Ad Hoc Committees

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

P. College Faculty Meetings

The Dean will call regular faculty meetings of the College faculty for the purpose of keeping them informed on matters of College business, and to transact other appropriate business. The Dean will consult with the CAC so that the agenda for each meeting shall include all matters of the College's business deemed important by the Dean and the CAC. While the Dean shall call meetings of the faculty for purposes of communicating College business, he/she shall take into consideration requests of any member of the CAC to communicate information related to decisions made from recommendations of the CAC. All matters should be adequately discussed, and with appropriate action taken and recorded in the minutes. It is understood that faculty meetings will likely be informational in nature. This allows the Dean to seek faculty opinions outside the auspices of the CAC.

II. Teaching assignments and workload including workload equivalencies and related procedures

A. Faculty Workload

The workload for each faculty member is assigned by the Dean in consultation with the faculty member and the CAC according to University Policy and applicable CBAs. Not all faculty members contribute to the College in the same manner. Some may be more involved in teaching, others in research, and others in citizenship or outreach activities. Nevertheless, consistent with University policy, all full-time faculty shall teach a minimum of at least one (1) course per academic year, except when on approved leave.

TT and FTNTT workload equivalencies for administrative duties, research activity, graduate faculty status, and other assigned duties shall be calculated using the workload equivalencies contained in this Handbook and assigned by the Dean in consultation with the faculty member and CAC.

All TT faculty in the College are assigned a workload of twenty-four (24) hours per academic year, which would typically be twelve (12) hours in the Fall semester and twelve (12) hours in the Spring semester. Hours of workload equivalencies shall be included in a Faculty member's workload as described in this section. All FTNTT faculty in the College are assigned a workload of thirty (30) hours per academic

year, which would typically be fifteen (15) hours in the Fall semester and fifteen (15) hours in the Spring semester. (See, University Policy Register 3342-6-18) In the event that additional workload equivalencies for specific duties considered essential to the academic mission of the College must be assigned, the Dean shall consult with the CAC in an advisory capacity to determine placement of these additional assignments. The Dean shall provide each faculty member with a statement of her/his workload for each term of the academic year in accordance with the applicable *Collective Bargaining Agreement*.

TT Probationary faculty shall receive for the first three (3) semesters of appointment, at least three (3) hours of workload equivalency and will teach no more than one (1) 3-credit hour course per semester. This is in addition to an existing three-hour research equivalent granted all tenure track faculty (see Table 1 below). The probationary faculty teaching load is for the purpose of establishing a line of research while orienting to a new academic environment and meeting associated citizenship expectations. New faculty are expected to use this workload equivalency toward scholarly endeavors associated with procurement of research funding including completion of pilot research, establishment of collaborative relationships, identification of appropriate funding opportunities, and submission of funding applications that will lead to a continuous and sustained line of research. These efforts are consistent with the expectations described in the Reappointment, Tenure, and Promotion section of this Handbook.

Extramural funding is essential for the College's financial stability as well as the professional development of faculty. We encourage faculty to seek funding from a variety of sources and we expect faculty to prioritize academic year salary offsets, as appropriate. It is understood that funders may have widely divergent rules related to indirect cost recovery, salary, equipment purchase, and other expenditures. Bearing this in mind, the allocation of grant funds within a specific proposal shall be governed by programmatic and scientific considerations within the rules set forth by the funder and/or solicitation. These considerations include the distribution of AY salary offset versus summer support. Because these considerations directly impact academic assignments, the Dean reserves the right to approve proposed workload on grants and contracts. Salary (both AY and summer support) will be distributed according to the period in which the effort was expended and/or in accordance with the agreement with the funding agency (including flexibilities inherent in fixed price contracts).

B. Faculty Workload Equivalencies

Tenure track (TT) and nontenure track (FTNTT) faculty workloads are defined by University policy (See, University Policy Register 3342.6-18). TT faculty teaching workload is equivalent to 24 hours per academic year (AY), typically, four (4) 3-credit hour courses per semester. Nontenure track (FTNTT) faculty workload is thirty (30) hours per AY, typically, five (5) 3-credit hour courses per

semester; unless otherwise defined by their letter of appointment or workload statement. In general, faculty will teach at least one course at the undergraduate level per academic year as part of their assigned teaching load.

1. **Online Teaching:** Consistent with the applicable *Collective Bargaining Agreement*, the College does not distinguish between online and classroom instruction in determining instructional workload or workload equivalencies.
2. **Overload Assignments:** In the interest of maintaining a high standard of teaching and the desirability of faculty involvement in research and citizenship activities, overload assignments are strongly discouraged. Overload assignments (i.e., workload assignments which total more than twenty-four (24) hours per academic year for tenured and tenure-track faculty and which total more than thirty (30) hours for full-time non-tenure-track faculty) will be made only in unusual circumstances. Such assignments require the agreement of the faculty member and the approval of the Dean.
3. **Teaching Writing-intensive and Honors' Courses:** University-designated writing-intensive and Honor's College courses incur a substantial amount of time providing feedback associated with teaching how to write in the discipline and how to implement public health practice, respectively. Public Health as a broad discipline requires familiarity with scientific, technical, epidemiological, mathematical, and public information writing styles and techniques. Teaching these styles of writing and techniques requires significantly more engagement, reading and responding to students than is typically found in non-writing-intensive or Honor's College courses. Thus, the College of Public Health defines an undergraduate, writing-intensive or Honor's class as one in which a faculty member can effectively teach twenty (20) students.
4. **Graduate Faculty Status:** The Administrative policy regarding graduate faculty status is included in the University Policy Register (See, University Policy Register 3342-6-15.1). Appointment to the graduate faculty of the College is granted by the Graduate Studies Committee after review and recommendation by the Dean of the College of Public Health with review and advisement by the CAC. Failure of a faculty member to engage graduate faculty responsibilities may result in CAC recommendation for removal of Graduate Faculty Status.

Definition: Graduate faculty status shall be assigned to those Faculty members with appropriate educational and professional backgrounds who have produced scholarship of sufficient quality to merit professional and/or academic recognition and are effective in providing the appropriate education of graduate students or have the potential to provide such education.

Levels of Graduate Faculty Status and Related Responsibilities

Full Membership: Possession of the terminal degree; evidence of successful graduate teaching; and substantial research publications over the past five years; and full-time membership in the faculty are the principal criteria considered in arriving at a recommendation concerning full membership in the Graduate Faculty. The doctorate is the terminal degree in public health. In exceptional circumstances (e.g., national, or international recognition in the field), the requirement may be met by an appropriate equivalency recommended by the CAC and approved Dean of the College.

Responsibilities: Full graduate faculty status members are expected to participate in and support graduate activities, functions, coursework, individual investigations, competency/candidacy examinations and doctoral student dissertation committees. Academic advising and citizenship to the College and the University is also expected of each full graduate faculty member. High quality teaching and advising at the graduate level, as well as scholarly or creative activity resulting in peer-reviewed publications, extramural funding or other recognition of distinction are expected of all full graduate faculty members in the College of Public Health. Full graduate faculty members are expected to mentor graduate students, especially doctoral students, guiding their development as colleagues within the discipline.

Associate Membership: Full-time faculty status, possession of the appropriate terminal degree (or candidacy status) and evidence of potential for successful graduate teaching and scholarship are the principal criteria for associate membership in the Graduate Faculty. In exceptional circumstances the requirement may be met by an appropriate equivalency recommended by the CAC and approved by the Dean of the College.

Responsibilities: Associate graduate faculty members are expected to participate in and support graduate activities, functions, coursework, individual investigations, competency/candidacy examinations and doctoral student dissertation committees. Academic advising and citizenship to the College and the University is also expected of each associate graduate faculty member. Associate graduate faculty are expected to contribute to the graduate studies of the College and the University according to the terms and condition of his/her Letter of Appointment, and his/her academic credentials. Some associate graduate faculty members make their primary contribution in teaching while others emphasize research and/or creative activity. However, high quality teaching and advising at the graduate level, as well as scholarly or creative activity resulting in publications, extramural funding or other recognition of distinction are expected.

Temporary Membership: Temporary membership may be recommended for individuals whose talents may be needed for a limited period. Possession of at a minimum the master's degree in public health (MPH) or related discipline, and at least two years of successful professional experience subsequent to the receipt of the master's degree, are the minimum criteria for temporary membership in the Graduate Faculty. Upon the completion of the temporary assignment, the status of temporary graduate faculty status is withdrawn.

Applications for Graduate Faculty status: Submission of the Appointment to the Graduate Faculty (PDF) form and curriculum vitae are required; these to be reviewed by the CAC, who will forward a recommendation to the Dean. After college approval, the application and vitae shall be submitted to the Division of Graduate Studies for final approval and implementation.

Undergraduate Mentoring

Faculty are committed to engaging undergraduates in the various public health disciplines. Activities outside of traditional classroom experiences can result in personal growth, acquisition of new skills, and linkages beyond the university. TT and FTNTT faculty who supervise undergraduates in research, internship, or other career training may request release of teaching responsibilities equivalent to work completed for such supervision. For example, faculty who Chair an honor's thesis committee; supervise independent, directed, or individual research students; supervise interns as part of other responsibilities; or provide other career-readiness opportunities may also request appropriate workload equivalency (see below Table 1).

5. **Externally-Funded Research Activities:** Extramural funding is consistent with the College mission and a typical part of faculty professional development. TT faculty are particularly encouraged to seek funding from extramural sources consistent with their disciplinary scope of public health, to assist with their scholarly trajectory for tenure and promotion. Faculty may request workload equivalency for work completed for such funding agencies (See Table 1).
6. **Center Administration:** Centers within the College serve to focus areas of research, service, practice, and instruction to provide shared resources and promote collaborations. Center administrators serve to organize the Center's mission and support members. Administrators of Centers – including Center Directors and Center Division Directors, where applicable – may be assigned workload equivalency by the Dean that is commensurate with the amount of work and available funding.
7. **External Professional Service without Remuneration:** The College recognizes the unique role that faculty have in providing education, consulting, and other service to agencies outside of the University. Thus, TT and FTNTT faculty may be assigned workload equivalency by the Dean for work completed for such agencies. Faculty must submit a plan, in writing, to the Dean and CAC prior to the semester in which the workload equivalency is requested. The plan should detail the service that will be equivalent to the requested reassignment from teaching, i.e., three hours of workload equivalency for external service should reflect workload equal to that associated with the requested 3-credit hour teaching time. A progress report of external service activities will be submitted by the last day of the semester in which the service is completed. Examples of professional service include,

but are not limited to, service on an Advisory Board for a community-based or health service organization, serving on an Editorial Board for a peer-reviewed professional journal, or providing consultation to CEO, Mayor, Commissioner, or other high-ranking leader of a government or private-sector organization. With the approval of the Dean, up to three (3) credit hours of teaching time may be reassigned each semester of the AY.

8. **Student-related Service Activities:** Faculty serving the College or University through student-related activities that go beyond standard service expectations may request workload equivalency for such activities. Faculty must submit a plan, in writing, to the Dean and CAC prior to the semester in which the workload equivalency is requested. The plan should detail the service that will be equivalent to the requested reassignment from teaching, i.e., three hours of workload equivalency for student-related service should reflect workload equal to that associated with the requested reassigned time. A progress report of student-related service activities will be submitted by the last day of the semester in which the service is completed. With the approval of the Dean, up to three (3) credit hours of teaching time may be reassigned each semester of the AY.
9. **Other Significant Responsibilities:** TT and FTNTT faculty may request workload equivalency when providing other significant service (requiring at least one (1) day per week) to the College, e.g., coordinator responsibilities, program development responsibilities, new course development or major revisions to a course, development, and/or teaching of continuing education/professional development courses, or other administrative duties assigned by the Dean. Assignment of workload equivalency for any of these activities must be commensurate with the amount of work approved by the Dean.

Approved workload equivalences earned and used in the same semester will be reported on the faculty member's workload statement. Approved workload equivalencies earned during a given semester that are not used in the same semester (e.g., fractional hours, hours insufficient to offset a course assignment, or hours contingent upon completion of a task such as successful committee work or course revision) will be banked. The banked hours expected to be earned in a semester will also be reported on the workload statement as well as a total number of hours banked from previous semesters and the semester in which they were earned. Workload equivalencies are officially earned at the conclusion of the semester in which the activity was conducted or when the committee work was successfully completed. Once a faculty member reaches enough hours for reassignment from a course (e.g., normally 3 hours) the faculty member initiates a written request to the Dean to use those hours. The Dean, in consultation with the faculty member and the CAC will schedule the use of banked hours as soon as programmatically possible, or request payment for those hours. Hours not included in a request will expire six regular academic semesters after the semester in which they were earned. Hours included in a request do not expire.

Table 1: Faculty Workload Equivalencies

Teaching and Research Activity	Equivalency
All assigned workload equivalencies must be commensurate with the amount of work and approved by the Dean.	
TT Research	3 in Fall and 3 in Spring
Full graduate faculty status: Research mentoring of graduate students including directing dissertations, serving on dissertation committees, thesis, or independent studies, developing, and grading of comprehensive and candidacy exams, and advising of graduate students; and assisting in the review of graduate student applicants; Work done toward establishing an emerging or maintaining an established research reputation. Full time tenure-track faculty who do not achieve graduate faculty status will teach a minimum 3-3 course load.	3 in Fall and 3 in Spring
Other Assignments	
Faculty administrative loads (e.g., Graduate Program Coordinator, Undergraduate Program Coordinator, etc.)	≥3 per semester to be commensurate with the amount of work and approved by the Dean
Other significant responsibilities (requiring at least 1 day per week): e.g., advising graduate students, program development; new course development or major revisions to a course; other administrative duties; significant external service benefitting the College or the University	≥3 per semester to be commensurate with the amount of work and approved by the Dean
Center Administration for work in research centers (as detailed in this Handbook)	≥3 per semester to be commensurate with the amount of work and approved by the Dean
Externally-funded TT Faculty time @ 1/24 (4.17%) AY	1
Externally-funded FTNTT Faculty time @ 1/30 (3.33%) AY	1

C. Teaching Assignments and Class Schedules

Faculty members are assigned to teach specific courses by the Dean in consultation with the faculty member and the CAC. The primary considerations for course assignments are prior teaching experience, course development, subject expertise, and shared responsibility among the faculty members for service positions and online and introductory courses. Shared governance between the Dean and CAC should control class size, with the number of students per lower-division class

section typically not exceeding 60, or 40 in upper-division courses. Ideally, the 5-5 load of FTNTT faculty should typically not exceed two (2) new course preparations per semester or will not exceed three (3) different courses taught in a given semester. If the faculty member has questions or concerns about the workload assignment, s/he has ten (10) days from the receipt of the workload statement to submit the questions or concerns to the Dean. In the case of a dispute or request for reassignment, the faculty member may request review by the CAC, which will make a recommendation to the Dean.

Importantly, sustained teaching effectiveness is expected of faculty. Faculty whose teaching effectiveness is unsatisfactory, the imposition of a sanction may be a necessary corrective action. A sanction is a documented corrective action in response to a Faculty member's unsatisfactory performance of their duties and responsibilities as a member of the faculty. Please see sanctions for cause in the appropriate Collective Bargaining Agreement (TT CBA, Article VIII; FTNTT CBA, Article VIII).

Scheduling of classes is the responsibility of the Dean. The primary considerations for scheduling classes are student and programmatic needs. Faculty preferences will be considered, when possible. Consideration should also be given to student access 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.

D. Summer Teaching Assignments

The Dean welcomes requests for summer teaching assignments from all faculty members. Summer teaching cannot be guaranteed to any faculty member and summer teaching assignments may be offered for proportional pay as provided in the applicable CBA. The size, content, and staffing of summer courses are dictated by budgetary constraints and curricular needs. The offering of summer teaching assignments will follow the applicable provisions of the *Collective Bargaining Agreement(s)*. Faculty members may elect not to accept a summer assignment.

E. Other Faculty Duties

Faculty members are expected to schedule and attend at least five (5) office hours per week during each semester in which a faculty member is the instructor of record for one or more courses (See, University Policy Register 3342-6-18.101). It is expected that each full-time faculty member be available either in person (for classes taught in-person) or electronically for the five designated hours per week. In summer terms and other periods of instruction, the expectation of availability will be adjusted proportionally depending on the number of credit hours assigned. In cases of distance learning courses or other courses that are offered off-campus, it is recognized that availability may more appropriately be provided by electronic

means. During each semester in which a faculty member is the instructor of record for one or more courses, he/she is required to have office hours published in the College office from the beginning of classes until the completion of the final assessment for the course. Instructors should notify each class of the hours during which they are available.

F. 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, Article VIII ("Sanctions for Cause") in the TT CBA or "Article VIII "Disciplinary Action" in the FTNTT CBA)

G. Faculty Information

All faculty members are required to provide a current curriculum vitae (CV) at the beginning of each academic year to be kept on file in the Dean's office. The faculty member's CV must be updated annually.

H. Faculty Leaves

All leaves, sponsored or unsupported, personal, or professional, are subject to the approval of the Dean and the Provost. University leaves include but are not limited to:

1. Research leave
2. Leave of absence without pay
3. Faculty professional improvement leave
4. Research/Creative Activity appointments

I. Faculty Absence and Travel Policy

Faculty members who will be absent from campus for professional or personal reasons must submit a Travel Authorization Form with the Dean. The request should be made at least five (5) days (per the CBA) prior to the planned absence and is subject to the approval of the Dean. Arrangements for any classes to be missed during the absence must be addressed to the satisfaction of the Dean before approval will be granted.

Attendance at professional meetings is encouraged and approved travel expenses incurred in attending such meetings will be reimbursed when approved prior to travel according to the University's travel policies and are subject to the availability of College, grant, start-up, PI accounts, Center budget, or other funds, as applicable. Grant funds will be distributed according to the agreement with the sponsor. In general, priority of College travel funding will be given to meeting participants (i.e.,

those presenting a paper or chairing a session) than to Faculty members who simply attend professional meetings. The Dean will ensure equitable distribution of College travel funds to Faculty to the extent possible.

J. Faculty Sick Leave

Faculty members are required to submit the appropriate sick leave time to Academic Affairs. FlashLine must be used for this purpose.

K. Outside Employment and Other Professional Activities Outside the University

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

L. Copyright Restrictions

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

M. 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)

N. Salary Reviews

Faculty members may request a salary review pursuant to the applicable *Collective Bargaining Agreement*. If a Faculty member requests a special salary review, it must be presented to the Dean in writing. These requests shall be reviewed by the CAC, which will make a recommendation to the Dean. If a faculty member receives a bona fide offer of employment, the CAC may consider the possibility of making a counteroffer. In such cases, the CAC shall make a recommendation to the Dean. All salary adjustments must be approved by the Provost.

III. Reappointment, tenure and promotion criteria and the criteria and processes relating to other faculty personnel actions

A. Reappointment

The policies and procedures for reappointment are included in the *University Policy and Procedures Regarding Faculty Reappointment* (See, University Policy Register 3342-6-16). Each academic year, reappointment guidelines for faculty are distributed by the Office of the Provost. Probationary TT faculty members are reviewed by the College's RTP Committee (See, Section III of this Handbook). The CAC, in consultation with the Dean, assigns two (2) TT faculty members annually to observe (in-person or online) a class of each probationary TT faculty member to evaluate the faculty member's teaching performance. This teaching evaluation is to be completed by the tenth week of the semester. A written report of the evaluation is submitted to the Dean for placement in the faculty member's reappointment file, with a copy to the probationary faculty member.

By the due dates established by the University, probationary TT faculty members will annually submit a request for reappointment. Each probationary TT faculty member's materials are reviewed by each member of the RTP committee who then votes on the faculty member's reappointment. The Dean reviews the recommendations from the RTP committee, independently assesses the accomplishments of each probationary TT faculty member, and forwards her/his recommendation and the committee's recommendation to the Provost. The Dean informs probationary TT faculty of the committee's recommendation and provides a copy of her/his recommendation to the Provost. Probationary TT faculty members who are not to be reappointed must be notified according to the schedule established in the applicable *Collective Bargaining Agreement*.

For probationary TT faculty members in the College, reappointment is contingent upon demonstration of adequate yearly and cumulative progress toward the requirements for tenure and promotion. Reappointment requests should include short and long-term plans for achieving tenure and promotion as well as updates on research, teaching, and citizenship activities, including but not limited to:

- Research
 - Grants applied for, received, and pending
 - Contracts, sub-contracts, applied for, received, and pending
 - Publications under review, in press, and under development
 - Technical reports, white papers, and other scholarly reports
 - Presentations given, conference abstracts/proposals submitted, and presentation invitations received
- Teaching
 - Courses taught, developed, and revised/updated
 - Curricular innovations

- Student Surveys of Instruction (SSIs) and summaries
- Peer reviews of teaching
- Citizenship
 - University, college, and departmental committee service and events
 - Community service and events
 - Professional service and events

For TT faculty following the traditional tenure clock for Assistant Professors, the review after completion of three (3) full years in the probationary period in the College is particularly critical. Upon completion of the third year of the probationary period, TT 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 increasing and compelling evidence of impact upon the discourse of her/his discipline and impact on the field of public health, so as to document a positive trajectory leading to a successful tenure decision. Specific concerns expressed by the RTP Committee and/or the Dean during this stage of the probationary period should be addressed by the candidate in subsequent reappointment reviews. The overall evaluation of a candidate for reappointment must also 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, publication, and the academic profession is expected of all who seek reappointment in the College. A candidate who fails to demonstrate likely success in the tenure and promotion 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 Dean shall provide detailed, prescriptive comments to serve as constructive feedback. When concerns arise in reviews during the probationary period, the Dean, in consultation with the CAC, will advise and work with the candidate on a suitable, positive plan for realignment with the College's tenure and promotion expectations; however, the candidate is solely responsible for her/his success in carrying out this plan.

From time to time, personal and/or family circumstances may arise that require an untenured TT faculty member needs to request that her/his probationary period be extended. Upon request, a TT 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)

B. Tenure and Promotion

The policies and procedures for tenure are included in the University Policy Regarding Faculty Tenure (See, University Policy Register 3342-6-14) and the policies and procedures for promotion are included in the University Policy Regarding Faculty Promotion (See, University Policy Register 3342-6-15). Each academic year, tenure and promotion guidelines for TT 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 the University's Faculty and the national and international status of the University. In the College, the awarding of tenure must be based on convincing documented evidence that the Faculty member has achieved a body of scholarship that has had an impact on her/his discipline and the field of public health broadly defined, has demonstrated teaching effectiveness, and has provided valuable citizenship. The candidate is also expected to continue and sustain, over the long term, a program of high-quality teaching, scholarship, and citizenship relevant to the mission of the College and University. If provided in the letter of appointment, tenure considerations in the College can include evaluation of accomplishments prior to arrival at Kent State University. Grant proposals submitted but not funded, proposals pending, papers "in review" or "in press," graduate students currently advised, and any other materials that may reflect on the candidate's potential for a long-term successful career. The tenure decision is based on all of the evidence available to determine the candidate's potential to pursue a productive career. On the other hand, promotion is recognition based on a candidate's accomplishments completed during the review period.

Many factors and criteria, both subjective and objective, are considered in recommending a TT faculty member for tenure and advancement in academic rank in the College. The overall evaluation of a candidate for tenure and promotion in the College 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 research, teaching, and citizenship are expected of all Faculty members who seek tenure and promotion in the College.

C. Additional Criteria for Tenure and Promotion

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

Tables 2, 3, and 4 provide guidelines for the assessment of a faculty member's performance and a rating scale for use in the evaluation of candidates. For promotion 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.

Candidates at this level must demonstrate a scholarly, coherent, body of scholarship building a national reputation in their field. University citizenship must be at least “very good” as outlined in Table 4. These same categories and assessment tools apply for tenure and promotion decisions.

A candidate for promotion to Professor must meet the criteria for an “excellent” rating in either scholarship or teaching with at least a “very good” rating in the other categories. Candidates at this level should demonstrate a scholarly, coherent body of scholarship that has established a national or international reputation in their field. University citizenship must exceed the minimum College criteria. A candidate for promotion to Professor may not have equal activity in scholarship, teaching and citizenship as he/she becomes more specialized. University citizenship must be at least “very good” as outlined in Table 4.

D. Scholarship

Scholarship is an essential and critical component of University activity. The originality, quality, impact, and value of the work must be assessed. To assist this process, at the time of tenure review the candidate shall submit the names of at least five (5) persons outside the University who are qualified to evaluate the candidate’s achievements. Moreover, the candidate must provide the RTP Committee with ample descriptive evidence of his/her scholarly activity up to the time of tenure and promotion. A TT faculty member's specific area of specialization may be a factor in the number and size of grants applied for and received and in the scope and time required for research and the resulting publications.

In addition to research and scholarly publications, other scholarly activities including but not limited to serving on grant review bodies, presenting at refereed professional meetings, being a committee member or Chairing society committees, and presenting papers before learned societies should be considered. These latter activities complement, but do not replace, scholarly publications and research.

Ultimately, different disciplines in public health have different ways of disseminating information and measuring impact (e.g., peer-reviewed publications, theory papers, detailed technical and policy reports, professional association publications, law reviews, books, book chapters, and other publications requiring unusual efforts). As a result, some of the usual quantitative benchmarks for scholarship productivity are, by nature, more suggestive rather than a definitive measure of any individual. However, it is useful to provide some general guidance for indicators for scholarship performance for the College.

Standards for the Evaluation of Scholarship and Research:

All TT faculty of the College are expected to seek distinction in scholarly activity and to develop a national reputation in their chosen research area. All TT faculty

members in the College are expected to produce records of scholarship that reflect their disciplinary focus and it is important to recognize that the attributes of an individual faculty member's scholarly activity will vary across disciplines and among faculty members. Candidates for tenure and promotion are expected to be highly competent scholars who regularly publish scholarly perspectives and research findings, including a significant number of peer-reviewed publications (i.e., peer-reviewed articles, peer-reviewed book chapters, and/or peer-reviewed books, etc.). Typically, for a very good rating in scholarship, this will mean publishing no less than 7 peer-reviewed publications, along with other "scholarship-related activity" as defined below; obtaining intramural funding and/or seeking external funding for support of scholarship and collaborative roles in externally funded research projects; and establishing a focused program of research. While the scholarly foci and contributions of faculty members are expected to vary, summary assessments of scholarship should be based on the rubric presented in *Table 2*.

Table 2. Evaluation Components for Assessment of Scholarship for Promotion and Tenure

Level	Assistant to Associate	Associate to Full
Excellent	A steady body of work comprised of peer-reviewed publications ¹ , grants ² , and other scholarship-related activities ³ consistent with an emerging nationally recognized research program. Typically, this will mean, on average, 2 or more grant ² submissions per year or continuing active grant ² funding, 2 or more peer-reviewed publications ¹ per year, and 3 or more other scholarship-related activities ³ .	A body of sustained and progressively impactful work consisting of peer-reviewed publications ¹ , grants ² , and other scholarship-related activities ³ consistent with a nationally and/or internationally recognized research program. Typically, this will mean, on average, 2 or more grant ² submissions per year or continuing active grant ² funding, more than 2 peer-reviewed publications ¹ per year, and 3 or more other scholarship-related activities ³ .
Very Good	A body of work comprised of peer-reviewed publications ¹ , grants ² , and other scholarship-related activities ³ consistent with the mission of the College and the university. Typically, this will mean, on average, 1-2 grant ² submissions per year or continuing active grant ² or seed grant ² funding, an average of 1 - 2 peer-reviewed publications per year (with a minimum of 7 required), and at least 2 other scholarship-related activities ³ .	A body of sustained work consisting of peer-reviewed publications ¹ , grants ² , and other scholarship-related activities ³ consistent with a nationally recognized research program. Typically, this will mean, on average, 2 grant ² submissions per year or continuing active grant ² funding, an average of 1 - 2 peer-reviewed publications ¹ per year (beyond the minimum of 7 required for tenure and promotion to Assoc. Prof.) and at least 2 other scholarship-related activities ³ .
Weak	Sporadic or no peer-reviewed publications ¹ , grants ² , or other scholarship-related activities ³	Sporadic or no peer-reviewed publications ¹ , grants ² , or other scholarship-related activities ³

¹**Peer Reviewed Publications** include papers in peer-reviewed journals, peer-reviewed books, and peer-reviewed book chapters. In addition, an appropriate subset of publications included in the peer-reviewed category for purposes of evaluating scholarship under this handbook may be published in Law Reviews rather than in traditional peer-reviewed outlets in cases where faculty have law and/or policy related research foci. Overall, the magnitude of the faculty member's contribution to advancing knowledge is what matters. Publications of exceptional impact, quality, depth, and/or scope may counterbalance smaller quantities of publications and are given extra value when applying the evaluation components in Table 2. Evaluation of a publication record will include an assessment of the quality and impact on the academic and practice fields. For journals, impact factors and other assessments of scholarly influence and ranking should be taken into consideration if available. Order of authorship (sole, first, corresponding, or senior, multi) and relative contribution depending on discipline is also a consideration in judging the overall record. Routine progress reports to grant agencies are not considered to be scholarly publications.

²**Grants** refer to extramural funding (including contracts and cooperative agreements) where the role of the Faculty member in submitting and securing the funding and/or carrying out the project is clearly demonstrated (as Principal Investigator for the project, for example) and has sufficient magnitude to fully support scholarship at a level and duration appropriate for the discipline, including funds for supplies, materials and personnel (graduate students, research technicians, and/or post-doctoral associates, etc.). “Seed/pilot Grants” are extramural grants that are not of sufficient magnitude to fully support doctoral students or are intramural grants. "Seed/pilot Grants" should be designed to lead to successful applications for “Grants.” Grantsmanship should be commensurate with the field of scholarship with the recognition that the role of the Faculty member and dollar amount of awards varies among disciplines.

³**Other scholarship-related activities** include but are not limited to: Presenting at state, regional, and national professional meetings; presenting papers before learned societies; editorial board membership; editorship; recognition at the national level for an area of scholarly expertise; community-based applied research; peer reviewer for journals, books, and book chapters; grant review service; research ethics committees (e.g., Institutional Review Board or University Research Council); Chair and/or discussant on research or policy panels; books/book chapters that are not peer-reviewed, technical reports; encyclopedia entries; invited written testimony; actively maintaining and enhancing technical/scientific/clinical competence as appropriate OR receiving professional certification and/or advanced credentialing; Developing models or approaches that are effective in addressing policy issues OR providing professional consultation resulting in significant scholarly outcomes OR developing and evaluating policy innovations that benefit communities, along with other scholarship-related activities involving the translation of research into policy, practice, or scholarship. Typically, other scholarship-related expectations for candidates progressing to Full Professor should be more meritorious and impactful than the other scholarship-related activities for candidates progressing from Assistant Professor to Associate Professor.

E. Teaching

College Faculty are expected to provide quality education for students. Key indicators include:

Standards for the Evaluation of Teaching:

Student evaluations of teaching. In interpreting student evaluations, factors likely to affect student evaluations for specific courses should be considered (e.g., whether the class is large or small, required vs. elective course, methods/theory course, etc.).

Other recognized standards of evaluation include: Peer evaluations of teaching, teaching awards or other recognition of teaching excellence, student exit interviews, documented activity in advising/mentoring students, and successful mentoring of students.

Candidates for promotion from assistant to associate professor are expected to have devoted less effort to mentoring student research. Faculty at the rank of assistant professor should contribute to mentoring student research to the extent possible, for example as a member of a student’s dissertation committee or faculty preceptor. For candidates for promotion from associate professor to professor, success as a mentor of student research is an important component in the assessment of teaching performance.

Course syllabi and other appropriate materials should be reviewed to make a judgment about the quality of the course content and evidence of innovation. New

course development and course revision shall also serve as evidence of innovation. Course revision is defined as making a substantial modification to a course such as developing several new laboratories, addition of distance learning options, etc. Other factors to be considered in the evaluation of teaching may include: Number of courses taught, size of classes, type of course (e.g., writing-intensive courses, Honor's sections/courses, etc.) and teaching overload.

Other information such as written comments from students, colleagues within and beyond the College or University administrators shall be considered when available. Peer reviews and summaries of student evaluations (including all student comments) must be submitted as part of a candidate's file for reappointment, tenure, and promotion. Copies of representative syllabi, examinations, and other relevant assessments and teaching material should also be available for review. Documentation related to graduate student, undergraduate, and post-doctoral student training should be included in materials provided by a candidate for reappointment, tenure, and promotion. Summary assessments of teaching should be based on the rubric presented in the ***Table 3***.

Teaching involves use of effective teaching/learning strategies; reflection on teaching practice; efforts for continuous quality improvement; program and curriculum development and evaluation; and positive self, student, and peer evaluation. Teaching may include presentations and publications involving research and/or pedagogical applications in public health education, receipt of teaching excellence awards, or submission/receipt of training grants.

Table 3. Evaluation Components for Assessment of Teaching for Promotion and Tenure

Level	Assistant to Associate	Associate to Full
Excellent	Consistently top scores on student ratings of instruction and peer evaluations of instruction. Receipt of teaching awards. Evidence of effective teaching and learning strategies including alignment and evaluation of CEPH competencies. Innovative approaches to achieving learning outcomes.	Consistently top scores on student ratings of instruction and peer evaluations of instruction. Receipt of teaching awards. Evidence of effective teaching and learning strategies including alignment and evaluation of CEPH competencies. Innovative approaches to achieving learning outcomes.
Very Good	Consistently high scores on student ratings of instruction and peer evaluations of instruction. Receipt of teaching awards. Limited evidence of effective teaching and learning strategies including alignment and evaluation of CEPH competencies. Innovative approaches to achieving learning outcomes.	Consistently high scores on student ratings of instruction and peer evaluations of instruction. Receipt of teaching awards. Limited evidence of effective teaching and learning strategies including alignment and evaluation of CEPH competencies. Innovative approaches to achieving learning outcomes.
Weak	Consistently low scores on student ratings of instruction and peer evaluations of instruction. No evidence of effective teaching and learning strategies including alignment and evaluation of CEPH competencies. Lack of Innovative approaches to achieving learning outcomes.	Consistently low scores on student ratings of instruction and peer evaluations of instruction. No evidence of effective teaching and learning strategies including alignment and evaluation of CEPH competencies. Lack of Innovative approaches to achieving learning outcomes

F. Citizenship

A TT faculty member's contribution as a University citizen includes service to the College and the University that is not considered "other scholarship-related activities" as described above. Particularly impactful service includes Chairing or serving on committees and the degree to which the committees served on by the TT faculty member are important to the mission of the College or University. Less impactful components of service include active participation in College and University events such as faculty and graduate student recruitment, meetings and seminars, convocation, and commencement, etc.

Being an active and useful citizen of the College and University is expected. Significant citizenship to the profession as well as service to communities must also be weighed in reappointment, tenure, and promotion decisions. While difficult to quantify, it is still useful to provide some general guidance for service performance for the College.

Guidance for the Evaluation of Citizenship

Expectations in citizenship for promotion to Professor are higher than for promotion to Associate Professor. Candidates for promotion to Associate Professor with tenure are expected to demonstrate a trend toward increasing citizenship effort. Candidates for promotion from Associate to Full Professor should have a demonstrated record of high achievement in citizenship.

Important indicators of significant University citizenship include:

1. Service on University or College committees
2. Chairing University or College committees
3. Other contributions to faculty governance (e.g., serving in an elected or appointed capacity, conducting special studies for the academic unit, College, or University, etc.)
4. Participation in College recruitment events

Important indicators of significant professional citizenship include:

5. Service as an ad hoc journal peer-reviewer
6. Service on an NIH or similar study section
7. Service on the editorial board of a journal in the field
8. Service as a journal editor (includes assistant and associate editorship)
9. Service on ad hoc committees for a professional organization/ association
10. Service as an elected officer of a professional organization/association
11. Participation on boards or task forces at the community, regional, state, national, or international level
12. Service to the State of Ohio or other local governmental entities

13. Service to governmental entities outside of the State of Ohio

Important indicators of significant community citizenship (practice):

14. Important indicators of significant community service (practice):

15. Participation in task forces, panels, and joint ventures with public health practice partners

16. Invitations by other institutions or health agencies to help plan, organize or review public health practice activities

17. Appointments to state or national commissions, committees, boards, etc. related to public health practice

18. Membership on boards and committees in the community-at-large in a professional capacity (e.g., serving as a member of a county health academic unit board)

Summary assessments of professional citizenship should be based on the rubric presented in the *Table 4*

Table 4. Evaluation Components for Assessment of Professional Citizenship for Reappointment, Promotion and Tenure

	Assistant to Associate	Associate to Full
Excellent	High-quality citizenship, committee service, outreach activities, service to the profession and community	Extensive, high-quality citizenship, leadership roles, outreach activities, service to the profession
Very Good	Consistent and responsible citizenship on departmental and/or University committees	Consistent and responsible citizenship on departmental and/or University committees and some service to the profession and/or community
Weak	Minimal and/or low-quality citizenship	Minimal and/or low-quality citizenship

G. Criteria, performance expectations and College 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. Faculty Excellence Awards are based upon University guidelines, and criteria and procedures established by the College, and reflect meritorious activity **beyond that normally expected** of the Faculty member. Unless otherwise directed by applicable *Collective Bargaining Agreement*,

Faculty Excellence Awards will be allotted according to the following distribution of funds: Teaching, 35%; Research, 35%, and University Citizenship, 30%.

1. Teaching:

The College values teaching both in and out of the classroom as a conduit for transferring research and developing the next generation of public health professionals. In considering a Faculty member's teaching, the College will consider the quantity and quality of:

- a) Courses taught;
 - b) Involvement with dissertations/theses/honors theses/independent studies and practica;
 - c) Teaching awards/honors;
 - d) Teaching grants;
 - e) Instructional innovations/teaching development activities/significant curricular revisions;
 - f) Published scholarship on teaching;
 - g) Presentations about teaching;
 - h) Academic advising of students;
 - i) Efforts in support of student recruitment and retention; and
 - j) Other teaching-related activities not mentioned above and other examples as advanced by the candidate and as described in the Reappointment, Tenure, and Promotion section of this Handbook.
- The quality of teaching is judged by the criteria stated in the Reappointment, Tenure, and Promotion section of this Handbook. The College will maintain a master copy of student evaluations; however, Faculty members are strongly encouraged to maintain an independent record of student evaluations in the event of file loss or destruction.

2. University Citizenship:

In considering University Citizenship, the College will consider the quantity and quality of:

- a) Committee membership and leadership;
- b) Professional involvement and public service; and
- c) Other examples as advanced by the candidate and as described in the Reappointment, Tenure, and Promotion section of this Handbook

3. Research:

The College values research that addresses public health issues facing communities and their constituents. Such research includes:

- a) Published scholarship;
- b) Research presentations;
- c) Research grants and contracts; and
- d) Research awards/honors and other examples as advanced by the candidate and as described in the Reappointment, Tenure, and Promotion section of this Handbook.

The quantity criterion is self-evident in its assessment. The quality of research is judged by the criteria stated in the Reappointment, Tenure, and Promotion section of this Handbook.

4. Merit process

Each time Faculty Excellence Awards are included in the *Collective Bargaining Agreement*, the CAC will review and modify, if desirable, the College's existing Faculty Excellence Award criteria and procedures. The Dean will distribute all relevant material to all eligible Faculty. Faculty members shall submit materials by the announced date for review, evaluation, and assessment of achievement using the College's Faculty Excellence Awards submission form. Using the total dollar figure of funds available in each Faculty Excellence Awards category, individual CAC members are to review, evaluate, and make recommendations as to the appropriate Faculty Excellence Awards for all eligible Faculty members who have applied, except themselves, to the Dean. As provided by the TT CBA (See, Article XII, Section 4.B.), the Dean will notify all Faculty of the preliminary determinations for all Faculty members in the College.

H. Renewal of Appointments, Performance Reviews and Promotion of Full-Time (FT) Non-Tenure Track (FTNTT) Faculty

1. Workload

FTNTT faculty are valued members of the College and will be afforded due respect and consideration as such. While their role is primarily to support the teaching mission of the university, they may wish to engage in faculty activities not typical of their FTNTT appointment. Thus, FTNTT faculty may request that the Dean assign workload equivalencies for specific duties to reassign teaching workload. FTNTT faculty with a nine-month contract have a workload requirement of the equivalent of 15 credit hours per semester or 30 credit hours per academic year. As per the FTNTT *Collective Bargaining Agreement*, FTNTT faculty are not expected to fulfill other responsibilities, such as scholarly work or citizenship to the department, college, or community, unless workload equivalencies are provided for these activities as part of the 15/30-hour workload. Workload equivalencies for such responsibilities should be provided according to the Faculty Workload Equivalencies table above. Workload equivalencies for responsibilities not listed in the referenced table

may be assigned to the faculty member by the Dean after consultation with the CAC.

2. Renewal of Appointment

Appointments of 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.

For each academic year in which an FTNTT faculty member is not undergoing Full or Simplified Performance Reviews as governed by the *Collective Bargaining Agreement*, the FTNTT faculty member will have an opportunity to meet with the Dean to discuss the faculty member's performance and progress based on the previous year's workload statement. This meeting is recommended to take place when the following academic year workload statements are developed to give the faculty member and Dean the opportunity to evaluate expectations and proficiency informally.

3. Full Performance Reviews

The Full Performance Reviews of FTNTT Faculty members are governed by the applicable *Collective Bargaining Agreement*. Each academic year, guidelines for the Full Performance Reviews for FTNTT Faculty are distributed by the Office of the Provost. The Full Performance Review concludes with the College's level of review and determination. The period of performance to be reviewed is the three (3) full academic years of consecutive appointments including that portion of the third appointment, which is subject to evaluation and assessment at the time of the review. Each FTNTT candidate who must complete a Full Performance Review will submit a dossier as described in the *Collective Bargaining Agreement*. The file will contain an updated curriculum vitae, self-evaluation of performance, syllabi for courses taught during the period under review, and the evaluation summaries of Student Surveys of Instruction for all courses taught during the period under review. FTNTT faculty may include supporting documents as part of this dossier that are consistent with their workload assignments.

4. "Simplified" and "Administrative" Performance Reviews

FTNTT faculty members who are in their ninth and twelfth year of consecutive employment must successfully complete a "simplified" performance review as described in the applicable *Collective Bargaining Agreement*. Each academic year, guidelines for the "simplified" performance reviews for FTNTT faculty are distributed by the Office of the Provost. The "simplified" performance review concludes with the College's level of review and determination. The

period of performance to be reviewed is the three (3) full academic years of consecutive appointments including that portion of the third appointment, which is subject to evaluation and assessment at the time of the review. FTNTT faculty who must complete a “simplified” performance review will submit documentation as described in the *Collective Bargaining Agreement*.

With regard to “administrative” performance reviews, after fifteen years of consecutive appointments and every three years thereafter, FTNTT faculty members shall be reviewed by their unit administrator. Details on this process can be found in the *Collective Bargaining Agreement*.

5. Performance Review Criteria

A committee consisting of the College’s RTP Committee and at least one additional FTNTT faculty member will review the FTNTT faculty member. Whenever possible, the FTNTT member of this committee should hold the rank of at least Associate Professor or Associate Lecturer. Expectations will be evaluated according to goals and objectives outlined by the workload statements that have been provided to the faculty member during the review period.

An inherent part of the review process is to provide feedback to the FTNTT Faculty member based on clear and consistent performance criteria. Renewals of appointment and salaries for FTNTT faculty should be tied to performance within the parameters established in the FTNTT *Collective Bargaining Agreement*. Annual Performance Reviews should be considered in the review of performance for the three-year period under evaluation.

The review committee will discuss each full-time FTNTT faculty member who is under review. The FTNTT faculty member’s dossier will serve to document the faculty member’s performance. An evaluation of an FTNTT candidate shall be holistic and include consideration of the faculty member’s personal integrity and professional behavior as recognized by the University community. A sound ethical approach is expected of all FTNTT faculty members who seek renewal of appointment in the College.

The review committee will forward its recommendation on renewal of appointment to the Dean who will make an independent assessment of the candidate’s performance. The review process should be as transparent as possible with the candidate receiving information from the Dean as to the committee’s assessment and the recommendation made to the Provost. Nonrenewal of an appointment, which results from programmatic or fiscal needs, should be distinguished from nonrenewal of appointment, which results from performance issues when communicated to the candidate. FTNTT faculty

members whose appointments will not be renewed must be notified by the timelines established in the applicable *Collective Bargaining Agreement* whether lack of satisfaction with performance or the absence of anticipated continuing programmatic need or budgeted resources to support the position is the reason.

6. Promotion

FTNTT faculty members may apply for promotion upon completion of requisite consecutive years of employment and successful performance reviews. Consult the applicable sections of the *Collective Bargaining Agreement* for details.

7. Access to Tenure-Track Appointments

Per applicable sections of the *Collective Bargaining Agreement*, an FTNTT faculty member may apply and compete for vacancies and appointments in the tenure-track as such positions and opportunities become available, on the same basis as all other qualified candidates from within or outside the University and without jeopardy to the FTNTT faculty appointment he/she currently holds.

I. Professional Development Excellence Pool for FTNTT Faculty

As negotiated in the FTNTT Collective Bargaining Agreement, there may be funds available to support FTNTT professional development. Consult the current FTNTT CBA for details.

J. Other College/School guidelines. (Per Article VI, Section 7.F.2.a.)

None.

SECTION IV

HANDBOOK MODIFICATION, AMENDMENT AND REVISION

The applicable *Collective Bargaining Agreement* governs the implementation, modification, amendment, and revision of this Handbook. The College TT faculty will review and update this Handbook, as needed, but at least every three (3) years. Suggestions for modifications or amendments to the Handbook may be initiated at any time by the Dean or by any TT faculty member. Proposed modifications or amendments are subject to discussion, revision, and recommendation by the CAC. When a proposed modification or amendment involves a major change in College policy or practice, the Dean may seek the recommendation of the entire faculty. If the Dean concurs with a proposed modification, amendment, or revision, he/she will recommend the change(s) to the Provost. All modifications, amendments and revisions of the Handbook require the approval of the Dean and the Provost. In reviewing this Handbook, the Provost may request revisions before lending final approval. If these revisions are not adopted by the College, the Provost shall consult the Provost's Advisory Council (PAC) 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. The Faculty Handbook or any section thereof shall not conflict with or modify any University Policy or this Agreement.